All Shared Governance Policies

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.)

UNIVERSITY ACADEMIC SENATE BYLAWS: RESPONSIBILITIES, RULES, AND PROCEDURES

SG 1.01

Date of Last Update:

April 14, 2025

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

PROCEDURES

SG 1.01. University Academic Senate Bylaws: Responsibilities, Rules, and Procedures

1. Mission Statement
The University Academic Senate (UAS) is the highest faculty governance body. It has the authority to deal with any academic issue or faculty concern. It makes recommendations to the Provost and/or the President (BOT 3.1.4).

1.1. The University Academic Senate (UAS) affirms the principles of open discussion, frequent and timely communication, and fair processes that lend legitimacy to decision-making. These principles include involving individuals in the decisions that affect them, explaining the thinking that underlies decisions once they have been made, and stating expectations and standards clearly.

1.2. The UAS functions within the broad grant of authority delegated to it by the Board of Trustees. It deals with academic issues and faculty concerns in a variety of ways:

1.2.1. Acting for the faculty by participating in the formation of policy within the framework of shared governance;

1.2.2. Making reports on behalf of the faculty to the Board of Trustees, consistent with Board procedures;

1.2.3. Charging standing committees of the Senate and creating task forces in order to

investigate matters within the scope of its responsibilities;

1.2.4. Receiving proposals initiated by a variety of individuals and groups, including its members, other members of the faculty, standing committees and task forces, administrators, the governing bodies of each College and the University Libraries, and the Student Senate;

1.2.5. Consulting informally and developing greater coordination and cooperation with university stakeholders.

1.3. The UAS is composed of members elected by and from the regular tenured and tenure-track faculty members selected by and from the affiliate faculty, members selected by and from the Student Senate, and designated administrators who are non-voting members ex officio (BOT 3.1.4). It strives to balance the principle that shared governance is the responsibility of regular tenured and tenure-track faculty with the reality that many policies formulated through shared governance affect many colleagues who are not regular tenured and tenure-track faculty.

1.4. Shared Governance policies are developed collaboratively by the UAS and the Provost. These policies complement and are not in conflict with those approved by the Board of Trustees or the Senior Leadership Team.

1.5. Each College and the University Libraries forms a governing body that develops policies for the academic units it represents, consistent with policies and guidelines established by the UAS, and serves as an advisory body to its Dean.

2. Responsibilities of the University Academic Senate

2.1. The UAS is responsible for dealing with academic issues or faculty concerns. Members of the UAS represent their constituents: having sought the counsel and advice of colleagues, UAS members will be free to exercise their own judgment on matters before them.

2.2. The UAS shares responsibility for formulating policies and procedures in the areas specified below. It exercises that responsibility by voting to make recommendations to the Provost. Recommendations arise from the appropriate governance bodies in accordance with established policies and procedures. Where no established policies and procedures exist, proposals shall be submitted to the UAS unless otherwise specified. The areas in which the UAS shares responsibility are the following:

2.2.1. Curriculum, including all new program proposals, courses in General Education and Honors, degree requirements, academic policies and procedures, and any proposal that involves academic credit.

2.2.1.1. The New Program/New Academic Unit Council reviews prospectuses for new academic programs, majors, minors (if involving the creation of new courses), or degrees (SG 2.05).

2.2.1.2. The University Curriculum Committee acts for the UAS in performing the final curriculum review at the university level. However, upon the vote of the ECS or any of the standing committees of the UAS, the UAS shall perform the final review of new academic program proposals and requirements for academic degrees.

2.2.2. Academic organization, including colleges, schools, departments, institutes, centers, libraries, or academic service units, insofar as it contributes to the working conditions of the faculty and/or to the quality and integrity of academic programs; in other respects, however, it is not the proper domain of the UAS.

2.2.2.1. The New Program/New Academic Unit Council reviews proposals for new academic units (SG 2.05).

2.2.2.2. Where no established policies and procedures exist, proposals shall be submitted to the Provost, who will review them and consult the Chair of the UAS about how to address them. The Chair will report to the ECS when such proposals are made.

2.2.3. Faculty personnel policy, including the appointment, promotion, tenure, dismissal, and leaves of the regular tenured and tenure-track faculty; and criteria for positions that are to be accorded academic rank.

2.3. The UAS may vote to offer advice regarding budget matters, assessment, accreditation, academic policies and procedures, and other academic issues or faculty concerns.

2.4. The UAS may vote to express its endorsement of policies, events, and initiatives that support and advance the university's mission and values.

3. Responsibilities of the Executive Committee of the Senate

The Executive Committee of the Senate (ECS) serves as the clearing house for matters to be presented to the UAS. Such matters are discussed by ECS before its recommendations are made to the Senate (BOT 3.1.4).

3.1. The ECS has the authority to act for the UAS within the range of the Senate's responsibilities. Decisions reached by the ECS shall be considered tacitly ratified if the duly informed UAS membership does not petition for a meeting within one academic week after ECS decisions are reported to the UAS membership. The ECS shall convene a meeting of the UAS within one academic week upon petition by one-fourth of the members of the UAS. If such a meeting is called, the ECS shall be bound to proceed according to the decision of the UAS.

3.2. The ECS may vote to offer advice regarding academic issues or faculty concerns that, in its judgment, do not need to be presented to the UAS. In such matters, the ECS does not act for the UAS, and it shall report to the UAS any recommendations it makes.

3.3. The ECS may provide advice and counsel to the President and/or to the Provost regarding university affairs. Such consultation is informal and is not voted upon.

3.4. The ECS serves as a nominating committee for membership of all committees, task forces, and boards that are elected by the UAS.

3.5. The ECS may arrange faculty forums as needed. At these forums, the Chair of the UAS will describe matters currently under discussion in shared governance and will invite responses to the discussion at hand. Members of the faculty are invited to raise other concerns for discussion at these forums.

4. Membership of the UAS and the ECS

4.1. The UAS and ECS include members from the regular tenured and tenure-track faculty, the affiliate faculty, the student body, and the administration as provided for in BOT 3.1.4.

4.2. During the Winter semester the ECS shall regular tenured and tenure-track faculty membership for the UAS for the following year based on the appropriate faculty count.

4.3. During the Winter semester each College and the University Libraries elects regular tenured and tenure-track faculty members to serve three-year terms. Election results for the UAS and its standing committees are reported to the ECS by March 15. The newly elected members begin their terms at the end of the Winter semester. The Student Senate selects student members at the end of the Winter semester or early in the Fall semester. 4.4. The Affiliate Faculty Advisory Committee (AFAC, SG 1.02.l) selects designated affiliate faculty members of the ECS and the UAS at the end of the Winter semester.

4.4. The Affiliate Faculty Advisory Committee (AFAC, SG 1.02.l) selects designated affiliate faculty members of the ECS and the UAS at the end of the Winter semester.

4.4.1. The chair of the Affiliate Faculty Advisory Committee, who must have affiliate status, serves as the designated affiliate faculty member of the ECS and as one of two affiliate faculty members of the UAS.

4.4.2. The Affiliate Faculty Advisory Committee selects the second designated affiliate faculty member of the UAS, who must have affiliate status, from among the members of the committee; if it is unable to do so, the committee will select the UAS member from the affiliate faculty at large, with preference given to those with experience on the committee and/or in other relevant roles.

4.5. The Student Senate selects student members at the end of the Winter semester or early in the Fall semester.

5. Officers of the UAS

5.1. The UAS elects the Chair and the Vice-Chair of the UAS from the newly constituted membership of ECS, as provided for in BOT 3.1.4, in the last week of Winter semester.

Any member of the UAS may nominate candidates for Chair and Vice-Chair from the newly constituted membership of the ECS, who must have regular tenured or tenure-track status.

Nominations for Chair or Vice-Chair should be made by noon on Friday of the second to last week of Winter semester.

Candidate statements for all accepted nominations for Chair or Vice-Chair should be distributed to the full Senate at least four days prior to the vote.

The votes for Chair and for Vice-Chair occur separately. Candidates not selected for Chair may be automatically added to the vote for Vice-Chair, but a separate vote for Vice-Chair must still occur. Ballots are secret unless a vote of the full Senate determines otherwise.

If there are no candidates who have already accepted nomination for Chair or Vice-Chair and shared a candidate statement at the time the vote needs to be taken, then nominations for Chair or Vice-Chair can be made from the floor and voted on sequentially until both positions are filled.

5.2. The Chair of the UAS presides at meetings of both the UAS and the ECS and makes decisions on parliamentary and procedural questions in fulfillment of the provisions of these Bylaws, subject to approval of a majority of the Senate.

5.3. The Vice-Chair assists with the governance responsibilities of the Chair and presides over meetings in the absence of the Chair. If for any reason the Chair is unable to serve a full term, the Vice-Chair will become the Chair for the unexpired term. If the Vice-Chair becomes Chair, or for any other reason is unable to serve a full term, the ECS will nominate and elect one of its members during a regular meeting to serve as Vice-Chair for the unexpired term.

5.4. The UAS may, by the affirmative vote of two-thirds of the total voting membership of the UAS, remove the Chair and/or the Vice-Chair for the duration of the unexpired term; a vote to remove a particular officer may not take place, however, more than once in any semester.

5.5. The Chair of the UAS is responsible for communicating all recommendations passed by the UAS to their addressees. If the recommendation requests action, the Chair will work to ensure that it receives a timely response. If a recommendation is not accepted, the Chair will seek an explanation. If a substantial change to a recommendation is requested, the Chair

must then present this request to the UAS.

5.6. If any recommendation of the UAS differs substantially from a recommendation that the President plans to present to the Board of Trustees, then the Chair of the UAS is charged by the UAS with the responsibility of informing the Board of the position of the UAS.

5.7. Other responsibilities of the Chair of the UAS include but are not limited to: representing the established policies and positions of the UAS to administrators, to the press, to student organizations, and, consistent with Board policies, to the Board of Trustees; communicating with members of the faculty or with other university stakeholders about academic issues or faculty concerns; regulating access to official UAS communication channels, including email addresses, distribution lists, and websites; maintaining UAS records and archives. The ECS shall post a detailed list of the responsibilities of the Chair and Vice-Chair on the Faculty Governance website.

6. Meetings of the UAS

6.1. The UAS shall meet at least once in the Fall and the Winter semesters, respectively, and at additional times if a petition is signed by one-fourth of its membership, or at the call of the ECS.

6.2. Meetings of the UAS are open.

6.3. A majority of the total voting membership of the UAS shall constitute a quorum.

6.4. Decisions of the UAS shall be determined by the affirmative vote of a majority of the voting members in attendance at a duly constituted meeting except as otherwise provided in these Bylaws.

6.5. Robert's Rules of Order shall govern the UAS in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

6.6. Voting may be by voice vote, show of hands, or by secret ballot at the discretion of the presiding officer. Voting shall be by secret ballot if requested by ten percent of the members present.

6.7. A regular tenured and tenure-track faculty member who is unable to attend a meeting of the UAS should send an alternate so long as the alternate comes from the represented College or the University Libraries and no contrary rules are adopted by the represented group itself. In the case of a prolonged absence involving several meetings, the represented College or the University Libraries should designate the alternate. An affiliate faculty member of the UAS should send an alternate from the Affiliate Faculty Advisory Committee, who may have either regular tenured and tenure-track or affiliate status.

6.8. Proxy votes are not allowed at meetings of the UAS.

7. Meetings of the ECS

7.1. The ECS shall schedule at least eight meetings per semester at not less than weekly intervals in the Fall and the Winter semesters, respectively. Additional meetings may be called by the Chair and must be called on petition of four members.

7.2. Meetings of the ECS are restricted to members of the ECS, their alternates, and others whom the ECS may invite. The proceedings of ECS meetings are not secret. The ECS shall post instructions for requesting invitations to attend its meetings on the Faculty Governance website.

7.3 A majority of the total voting membership of the ECS shall constitute a quorum.

7.4. Decisions of the ECS shall be determined by the affirmative vote of a majority of the voting members in attendance at a duly constituted meeting except as otherwise provided in these Bylaws.

7.5. At its first meeting of the academic year, the ECS will discuss rules of procedure for its meetings and decide whether strict adherence to Robert's Rules of Order is desirable. Robert's Rules shall govern the ECS in all cases in which they are not inconsistent with the procedures agreed upon by the ECS.

7.6. A regular tenured and tenure-track faculty member who is unable to attend a meeting of the ECS should send an alternate so long as the alternate comes from the represented College or the University Libraries and no contrary rules are adopted by the represented group itself. In the case of a prolonged absence involving several meetings, the represented College or the University Libraries should designate the alternate. The affiliate faculty member of ECS should send an alternate from the Affiliate Faculty Advisory Committee, who may have either regular tenured and tenure-track or affiliate status.

7.7. Proxy votes are not allowed at meetings of the ECS.

8. The Agenda of Meetings of the ECS and the UAS

Copies of agendas and approved minutes of all meetings are posted on the Faculty Governance website. Agendas are sent out electronically to committee members one week prior to meetings, and minutes are usually posted and distributed electronically within two weeks following a meeting (BOT 3.1.4).

8.1. All matters to be presented to the UAS are discussed and placed as items on the UAS agenda by the ECS.

8.2. The ECS Agenda

8.2.1. The Chair of the UAS sets the agenda for meetings of the ECS. At the request of three members of the ECS, an item must be placed on the ECS agenda.

8.2.1.1. The ECS agenda, accompanied by documents relevant to agenda items, is distributed to members of the ECS electronically at least one week (five weekdays) prior to the meeting. The agenda is also published in advance on the Faculty Governance website.

8.2.2. Requests for matters to be presented to the UAS may come from any constituency, organization, or member of the campus community. Individual grievances, however, are not the proper domain of the UAS or the ECS. The ECS shares responsibility with the Provost for deciding whether the matter is an academic issue or faculty concern that should be dealt with by the UAS; if so, the ECS decides whether the matter should be referred to a standing committee. If the matter is not referred to a standing committee, the ECS may investigate the matter itself and may request information and assistance from appropriate offices and persons.

8.2.3. The standing committees of the UAS report to the ECS and make recommendations relative to their respective charges. The standing committee chairs, or their designees, will meet with the ECS to explain committee reports and respond to questions. The ECS shares responsibility with the Provost for deciding whether a committee's recommendations address an academic issue or faculty concern that should be dealt with by the UAS; if so, the ECS decides whether the committee's report adequately addresses all aspects of the matter and specifies precisely the action to be taken. If the ECS finds the report lacking or inappropriate, it will be routed back to the standing committee with a request for further clarification. The ECS may compose specific motions to facilitate deliberation of the matter by the UAS.

8.2.4. When a matter receives the support of the ECS, it will be placed as new business on the UAS agenda either as a main motion or as a report requiring further action by the UAS. The ECS may vote to place an item on the UAS agenda with its recommendation to the UAS to support the item.

8.2.4.1. The ECS may vote to place one or more items on a consent agenda for consideration at a UAS meeting. An item will be removed from the consent agenda and considered separately on request from any UAS member, either prior to the meeting by advance communication with the Chair or during the meeting itself. Items not removed are adopted by unanimous consent without deliberation. Removed items may either be considered immediately after the consent agenda or placed elsewhere on the UAS agenda at the discretion of the body.

8.3. The UAS Agenda

8.3.1. The Chair of the UAS prepares the agenda for each UAS meeting in consultation with

the ECS.

8.3.1.1. The UAS agenda, accompanied by documents relevant to agenda items, is distributed to members of the UAS electronically at least one week (five weekdays) prior to the meeting. The agenda is also published in advance on the Faculty Governance website.

8.3.2. If a motion is made to add an item to the agenda during a UAS meeting, opposition by ten percent of the members present is sufficient to block this action on the grounds of insufficient notice.

8.4. The approved minutes of ECS and UAS meetings are published on the Faculty Governance website, normally within two weeks of the meeting.

9. Approval of Policies

Faculty members may petition for a referendum if there is strong opposition to an action taken by UAS (BOT 3.1.4). Referendum procedures are appended in section 11 below.

9.1. A policy recommendation takes effect when it has been published on the University Policies site or in another official document, unless another effective date has been specified.

9.2. If a policy recommendation of the UAS is not accepted, the UAS may reconsider the recommendation in order to address any objections that have been raised.

10. Bylaws Amendments

10.1. The UAS shares responsibility for amending these Bylaws with the Provost. A proposed amendment shall be submitted to the ECS as a matter to be presented to the UAS. Any proposed amendment must be consistent with the format and organization of these Bylaws. If the proposed amendment receives the support of the ECS, the ECS will place it as an item on the UAS agenda.

10.2. If in the course of its deliberations the UAS alters the proposed amendment substantially, it shall either be referred back to the ECS for further consideration or held over to be considered as Old Business at the next meeting of the UAS.

10.3. A policy recommendation to amend the Bylaws shall be decided by the affirmative vote of an absolute majority of the voting members of the UAS (i.e., a majority of the entire voting membership). The recommendation takes effect when it has been approved by the Provost and published as a Shared Governance (SG) Policy on the University Policies site, unless another effective date has been specified.

11. Referendum procedures

11.1. Referendum activities can be initiated by means of petition as described below.

11.1.1. Petition forms entitled "Petition for Faculty/Student Senate Referendum" are available

at the Provost’s Office. Persons circulating the form will place the following information on the form: (i) the UAS action to be subjected to referendum; (ii) the rationale for overruling the UAS action; (iii) the name of the person circulating the petition.

11.1.2. Persons eligible to sign the petition include all regular tenured and tenure-track faculty and all members of the Student Senate. Faculty signers must indicate the unit to which they are appointed. Student signers must be members of the Student Senate.

11.1.3. Within 25 working days of the date of the UAS meeting at which the action was taken, the signed petitions are filed with the President, who is requested to appoint a task force (11.2.1.) to count and validate petitions and initiate referendum procedures if enough appropriate signatures are filed.

11.1.4. In order to initiate referendum procedures, the number of valid signatures on the petitions must be at least one-third of the sum of (1) the number of regular tenured and tenure-track faculty and (2) the number of members of the Student Senate.

11.2. Forum and Referendum Procedures

11.2.1. The task force is responsible for establishing the machinery for carrying out the referendum. The task force shall be composed of two members of the faculty and a Student Senate member, and will be assisted by all necessary clerical support.

11.2.2. The task force is also responsible for ensuring that appropriate and open forums on the issue at hand are held prior to the referendum. Advocates on various sides of the issue should be enlisted.

11.2.3. All persons who are eligible to sign the petition (11.1.2.) are eligible to vote in the referendum. Procedures for voting shall be adequately publicized by the task force.

11.3. The result of the referendum will be interpreted by the President. The President's decision regarding the issue on which the referendum was based will be explained in writing within two weeks of the referendum to the Chair of UAS and to the faculty and Student Senate.

UNIVERSITY ACADEMIC SENATE BYLAWS: STANDING COMMITTEES

SG 1.02

Date of Last Update:
November 23, 2026

Approved By:

- University Academic Senate / Provost

Responsible Office:

Provost Office

POLICY

SG 1.02 Standing Committees of the UAS

The following committees report to the UAS via the ECS (BOT 3.1.4):

- Academic Policies and Standards Committee (APSC, 1.02.a)
- Affiliate Faculty Advisory Committee (AFAC, 1.02.l)
- Equity and Inclusion Committee (EIC, 1.02.b)
- Faculty Facilities Planning Advisory Committee (FFPAC, 1.02.c)
- Faculty Personnel Policy Committee (FPPC, 1.02.d)
- Faculty Salary and Budget Committee (FSBC, 1.02.e)
- General Education Committee (GEC, 1.02.f)
- Graduate Council (GC, 1.02.g)
- Online Education and Microcredential Council (OEMC, 1.02.k)
- Pew Faculty Teaching and Learning Center Advisory Committee (FTLCAC, 1.02.h)
- University Assessment Committee (UAC, 1.02.i)
- University Curriculum Committee (UCC, 1.02.j)

Standing Committee meeting times shall be consistent over an academic year and be published on the faculty governance website. Any changes to the set meeting times must be made in a timely manner and agreed to by the committee members in consultation with ECS.

The elected Chair of each committee is responsible for publishing an agenda at least 4 class days before the scheduled meeting. Minutes of each meeting, with a roster of those in attendance, shall be published after approval by the membership of the committee. The Chair of each committee will also send the agenda and approved minutes to the Faculty Governance assistant to be made available in the secure area of the Faculty Governance website.

A member who is unable to attend a meeting of the Standing Committees of the UAS should send an alternate so long as the alternate comes from the represented College or the University Libraries and Art Museum and no contrary rules are adopted by the represented group itself. In the case of a prolonged absence involving several meetings, the represented College or University Libraries and Art Museum should designate the alternate.

POLICY STATEMENT

a. Academic Policies and Standards Committee (APSC):

i. Faculty Membership: Faculty membership of the APSC consists of four faculty members from the College of Liberal Arts and Sciences, one from each of the remaining colleges, and one from the University Libraries and Art Museum. One additional faculty member elected by and from the UAS. The term of office is two years beginning at the end of the winter semester; terms are staggered.

ii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

iii. Administrative Membership: Provost or designee *ex officio*, non-voting.

iv. Responsibilities: To study, review, and make pertinent recommendations on academic policies and procedures including admission, retention and dismissal, repeat grades, withdrawal, academic calendar, and suspension of library privileges. The scope of study and review of the Academic Policies and Standards Committee is limited by the published “purposes” of other standing committees of the University Academic Senate.

v, Leadership and Succession Planning

a. The committee Chair shall put the election of a Chair and Vice Chair for the following academic year on the agenda for a meeting near the end of the academic year.

b. Prior to the meeting, the Chair shall solicit nominations for the two positions. Nominations must be accepted by the nominee. Self-nominations are accepted. Nominations may be made at the meeting prior to the election.

c. The vote for Chair shall be held first. Each member present at the meeting shall vote for one of the nominees. The nominee with the most votes wins the election. In the event of a tie, the winner shall be selected randomly from the nominees with the most votes. Nominees who lose the Chair election have the option of being nominated for the subsequent vote for Vice Chair, which shall be done with the same procedure.

d. If there are no nominees for either position, then that position will be filled by a person selected randomly from a pool of eligible candidates that includes all current members. (NB: Not just those at the meeting) who are returning to the

committee for the following year and have not served as the committee Chair (previously or currently). If this pool yields no eligible candidates, the pool shall be expanded to include all of next year's committee members, excluding the current Chair

e. The Vice Chair will prepare to take over the Chair position as necessary.

b. Equity and Inclusion Committee (EIC):

i. Faculty Membership: Faculty membership of the Equity and Inclusion Committee consists of four members from the College of Liberal Arts and Sciences, one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of office is three years beginning at the end of the winter semester. Terms are staggered.

ii. Student Membership: One or two undergraduate and/or graduate student representatives appointed by the Student Senate, Graduate Student Association or I&E/AALT.

iii. Staff Membership:

One representative from the AP Committee (selected by the AP Committee membership)

One representative from the PSS Union (selected by the PSS Union membership)

iv. Administrative Membership (*ex officio*):

Provost (or designee)
Vice President for People, Equity and Culture (or designee)
Vice President for Enrollment Development and College Futures (or designee)
Director of Pew Faculty Teaching and Learning Center (or designee)
Vice President for Student Affairs (or designee)

v. Responsibilities: The role of the EIC is to promote and facilitate faculty involvement in support of a healthy and equitable campus climate. The committee accomplishes its role by providing

proactive guidance on issues affecting equity on campus in alignment with the university's commitments and values, including but not limited to:

a) Advising UAS on policies and practices to recruit, support and retain a diverse faculty, staff and student body.

b) Supporting events to promote awareness of the importance of social justice and campus diversity (*e.g.*, the Teach-in).

c) Supporting faculty involvement in student recruitment and retention efforts

(*e.g.*, working with pipeline, bridge, student support, and curricular programs).

d) Serving as a liaison with the Division of People, Equity and Culture and the Student Senate Advocacy Committee.

vi. Committee Organization: The committee will be organized into three subcommittees:

a) Teach-in subcommittee. This committee will support the organization of the teach-in by reviewing submitted workshop proposals, volunteering for the moderation of workshops, and promoting the Teach-In through faculty and staff contacts in the colleges, schools, and departments.

b) Reports subcommittee. Prepare final academic year report on diversity at GVSU to the ECS.

c) Website subcommittee. This committee will review, update, develop, and promote the EIC website content.

vii. Leadership Organization and Duties: The committee leadership will consist of a Chair of the committee and Chairs of the three subcommittees.

a) Duties of the Chair:

1. generate the bi-weekly agenda, collect amendments to the agenda, schedule bi-weekly meetings, and run the meetings.

2. post all organization documents on the committee's Blackboard and Teams sites, and communicate reminders of meeting schedules via email to the members.

3. as needed, set aside one-hour time slots for each subcommittee to meet during the regular meeting to work on the assigned tasks of that committee and aid each of the committees in completing their tasks.

4. draft mid-year and final reports, gain approval from the full committee, and submit to ECS (via SHORE).

5. attend and report on the work of the committee to ECS and UAS as needed.

6. accept, modify, and track the charges for each year.

7. reach out to related organizations, faculty, committees, or leadership as needed for discussion of EIC tasks, charges, or duties.

8. the outgoing chair will train the incoming Chair to undertake the duties

and responsibilities of the Chair.

viii. Elections:

a) The Chair of the EIC will be selected from the voting members of the whole committee.

b) A subcommittee Chair will be selected for each of the subcommittees from the voting members of the whole committee.

c) Elections for each position will be held each April, only if more than one candidate is nominated for the position. Otherwise, the slate of nominees will be voted on as a whole by consent agenda. Each term will be for (but not be limited to) one year.

c. Faculty Facilities Planning Advisory Committee (FFPAC) *(as revised 12/01/17 by UAS)*

i. Faculty Membership: Faculty membership of the FFPAC consists of seven members from the College of Liberal Arts and Sciences, two from the Seidman College of Business, College of Education and Community Innovation, and College of Health Professions, one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered.

ii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

iii. Administrative Membership: One Facilities Planning representative *ex officio*, non-voting; one Facilities Services representative *ex officio*, non-voting; one Faculty Teaching & Learning Center representative *ex officio*, non-voting.; one Information Technology representative *ex officio*, non-voting; one representative from the Registrar's Office *ex officio*, non-voting; and one representative from the Provost's office *ex officio*, non-voting

iv. Leadership: FFPAC leadership will consist of a Chair and Vice Chair elected from the faculty membership, with nominations/self-nominations in March and a vote in April. The Chair shall serve for one year in this role, with the option to be re-elected. The Vice Chair will become Chair following the term of their predecessor. If either party is unable to fulfill their term, an election will be held to fill the role.

v. Responsibilities: The role of this Advisory Committee is to provide recommendations on maintaining, planning, remodeling, and building academic facilities at Grand Valley State University in support of effective teaching and learning. Specific

responsibilities include:

a) In partnership with relevant bodies (e.g., FTLCAC, FTLC, ATAC, IT), make recommendations on the effective use of classroom technologies and the design and use of current and future teaching
spaces, including active learning classrooms. Review classroom design, architectural, and furniture standards to ensure alignment with best practices (e.g., Universal Design for Learning) and emerging
trends in teaching and learning. Serve as the primary liaison between the academic community and Facilities Planning on factors affecting teaching and learning, including classroom design.

b) Regularly assess existing academic and teaching spaces to identify facilities and instructional technology issues, communicate findings to relevant administrative and governance bodies, and
monitor institutional responses. This assessment follows a three-year cycle:

- Year 1: Develop a faculty survey and communication plan.
- Year 2: Administer and analyze the survey and share identified issues.
- Year 3: Review actions taken, conduct targeted classroom reviews, and submit a summary report.

c) Make recommendations to appropriate bodies to ensure that academic buildings and interior spaces are accessible and inclusive.

d) Regularly educate faculty and staff on processes for reporting academic space issues and requesting classroom changes, including innovative or alternative designs.

e) In partnership with FTLCAC and ATAC, make recommendations for more effective use of existing classroom technologies and appropriate use of existing classroom spaces.

d. Faculty Personnel Policy Committee (FPPC): *(as revised 02/04/22 by UAS)*

i. Faculty Membership: Faculty membership of the FPPC consists of three faculty members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the University Libraries and Art Museum. College representatives must be tenured. The term of office for faculty members is three years beginning at the end of the winter semester. Terms are staggered.

ii. Administrative Membership: The Assistant/Associate Vice President for Human Resources or a designated representative from Human Resources and the Assistant/Associate Vice President for Academic Affairs shall serve as *ex officio*, non-voting members.

iii. Leadership: A Chair of the FPPC will be elected each year during the second to last meeting of the Winter semester. The Assistant/Associate Vice President for Academic Affairs will conduct the election.

iv. Responsibilities: The FPPC has the responsibility to review faculty personnel policy matters that extend beyond the college, as specified by the ECS, and make appropriate recommendations to the ECS. The Chair of FPPC will run meetings, facilitate the deliberations of the committee, and write personnel policy proposals. The Chair will attend the ECS and UAS meetings where the annual charges to the FPPC are finalized and the meeting where the year's work is reviewed. The Chair will also attend all ECS/UAS meetings during which an FPPC proposal will be discussed.

e. Faculty Salary and Budget Committee (FSBC): *(as revised 04 14 19 by UAS)*

i. Faculty Membership: Faculty membership of the FSBC consists of seven faculty members from the College of Liberal Arts and Sciences (CLAS), two from the Seidman College of Business, one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered.

ii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

iii. Administrative Membership: The Provost or designee and the Vice President for Finance or designee, both serve as*ex officio*, non-voting.

iv. Leadership: The Chair of FSBC for the following academic year will be elected during September each year to allow the Chair-elect to learn the functions of the position. The Provost or designee will conduct the election.

v. Responsibilities: The FSBC has four primary responsibilities:

a) To study pertinent data and make recommendations to the Senate through the ECS on the allocation of funds within the Grand Valley budget as a whole as well as within the budgets of the administrative divisions,

b) To study pertinent data and make recommendations to the Senate through the ECS on the items of the budget, compensation or faculty job security,

c) To study pertinent data and make recommendations on proposals for the establishment of additional units/programs at Grand Valley. These recommendations will be made to the Senate through the ECS at the Prospectus

stage and through UCC at the New Program Proposal stage, and

d) To provide leadership and support to faculty as Units develop their Unit Stability Report and Self-Study Report and to review and provide feedback on these reports.

The President and/or ECS may request the FSBC to study specific items and make recommendations concerning them.

The Chair of FSBC will run meetings, facilitate the deliberations of the committee, and serve as lead author of documents produced by the committee. The Chair will also attend all ECS/UAS meetings during which FSBC materials are discussed. The Chair of FSBC will also serve on the University Benefits Committee and the New Program Council and may represent faculty in discussions with administration regarding university budgets.

f. General Education Committee (GEC) *[as revised 11/03/23 UAS]*

i. Faculty Membership: Faculty membership of the GEC consists of nine faculty members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of membership is three years beginning at the end of the winter semester. Terms from those colleges with two or more members are staggered. The General Education Director is an*ex officio,* non-voting member.

ii. Leadership: The GEC Faculty Chair, who manages actions in the online curriculum system on behalf of the committee and sets the agenda for meetings, is elected from the faculty membership and shall serve for one year in this role, with the option to be re-elected. If the GEC Faculty Chair is not able to fulfill their term, an election will be held to identify a new Faculty Chair from current faculty members.

iii. Student Membership: One student representative selected by and from the Student Senate for a term of one year

iv. Administrative Membership: The Provost or designee *ex officio*, non-voting.

v. Responsibilities:

a) to provide guidance and support to the university community regarding the aims, philosophy, achievements and problems of the General Education Program;

b) to provide materials to assist instructors in teaching and assessing the general education knowledge and skills goals;

c) to review and act upon courses proposed for the General Education Program;

d) to make minor revisions to the General Education Program (for example, changing the name of a category or adding, revising, or removing a student learning outcome in the category);

e) to propose to ECS/UAS major changes to the General Education Program;

f) to ensure that the General Education skill and knowledge outcomes of each General Education course are assessed every four years:

1. to review and provide formative and/or summative feedback on General Education Course Assessment Reports;

2. to report annually on student performance of the General Education knowledge and skills outcomes to faculty governance:

3. to submit a comprehensive report on student performance of the General Education knowledge and skills outcomes, and share these results with faculty governance and the broader university community every four years:

4. to propose changes to the General Education Program or make changes to the assessment process informed by the assessment data.

g) to remove a course from the General Education Program (see SG 2.01) if:

1. changes have been made to course prerequisites that were not approved by the General Education Committee;

2. the course was not appropriately and effectively assessed by the unit in a timely manner as described in the Recertification Policy posted on the General Education website.

g. Graduate Council (GC) ***(Revised at UAS 05/15/17)***

i. Faculty Membership: The Graduate Council (GC) is composed of no more than eighteen faculty members elected by the faculty: base membership includes two representatives from each college (Business, Education and Community Innovation, Liberal Arts and Sciences, Engineering, Computing, Health Professions, Nursing, Interdisciplinary Studies), plus two representatives from the University Libraries and Art Museum. Each committee member will serve on one of two subcommittees (Policy and Standards or Curriculum and Program Review).
Subcommittees will include one member from each college and the library. Faculty from the same college will serve for staggered three-year terms. Representatives on the GC shall hold graduate faculty status.

ii. Student Membership: Two graduate student representatives from different graduate programs, selected by the Graduate Student Association. Each subcommittee will have a graduate student representative.

iii. Administrative Membership: The Dean and Associate Dean of the Graduate School serve as an ex-officio member, as representatives of the Provost. Other ex-officio members include administrative staff that have a central role in graduate education including the Office of the Registrar, Office of Admissions, and the Center for Adult and Continuing Studies designees.

iv. Responsibilities: The GC is responsible for matters related to graduate education at Grand Valley, to include (but not limited to):

a) To review and recommend actions upon new proposed graduate programs and/or revisions to current graduate programs.

1) New graduate program proposals, certificates and proposals for change to programs or certificates will be reviewed. As program matters are reviewed by the GC, the proposers may be invited to participate in the discussion and review process. Recommendations from the GC related to program matters will be transmitted via the online curriculum system.

b) To review and recommend actions upon and, as needed, initiate policies and standards related to graduate education that ensure quality, consistency, equity, and fairness, while not impinging upon the disciplinary expertise and responsibility of the program faculty. This shall include matters related to admission, program progress, and completion for post-baccalaureate students in non-degree, certificate, and degree program statuses.

1) Recommendations regarding policy changes or new policies or standards for graduate education will be referred to the ECS for final action.

2) To identify and monitor quality indicators of graduate education.

c) To review and recommend actions upon requests for exceptions to university minimum standards or policies.

d) To review and recommend actions related to existing graduate programs at the time of assessment and/or program review and/or accreditation.

1) Existing graduate programs shall be reviewed by GC on a revolving and regular schedule, aligned with the UAC program review and external accreditation review (if applicable). The review will employ quality indicators

developed by GC that are outside of the normal UAC purview, but incorporate appropriate program materials submitted to UAC and FSBC.

e) To advise on allocation of university financial support for graduate students.

f) To call meetings of all faculty to discuss emerging issues in and strategic planning for graduate education at Grand Valley.

v. Procedures -- Curricula and Program

a) Course proposals and requests for program exceptions from graduate policies will be sent from the College Curriculum Committees to the UCC, which will transmit such proposals and requests to the GC.

b) Curriculum proposals submitted to the GC should be as detailed and complete as possible. Requests for program exceptions should contain a complete and convincing rationale for the exception and show what other aspects of the program address the policy to which an exception is being requested. Curriculum proposals and exceptions will be reviewed and evaluated on the basis of graduate policies in place at the time of the review.

c) Curricular proposals to be considered by the GC will be referred to its Curriculum Subcommittee (GC-CC). While the GC-CC is reviewing proposals, the documents will be available for review of the entirety of the GC on the Council's web site, or general web sites of Grand Valley Faculty Governance. Proposals requiring vote of the GC to formalize the actions of the GC-CC include the following: a) all final plan documents, b) program changes with associated course proposals, c) prospectuses of all types, d) proposals denied approval by the GC-CC. Proposals approved by the GC-CC that do not fall within the categories above will be forwarded to UCC for action by the GC chair no sooner than five (5) calendar days after the GC-CC's approval.

d) At any time subsequent to the GC-CC approval and prior to the forwarding of proposals to UCC, action of the GC as a whole may be requested for documents that would not usually be reviewed by this governance body in its entirety. Any GC member, deans, department heads or faculty of the proposing college/department, chairpersons of any other faculty governance body including the ECS/UAS, or the Provost may make these requests. Such requests shall be directed to the GC chair. Consideration of the proposal(s) referred to the GC general membership will then be scheduled for the next regular meeting of the GC.

e) Positive recommendations from the GC related to curriculum and program

matters will be referred to the UCC for final action.

f) As curriculum and program matters are reviewed by the GC, the proponents of the matter will be invited to participate in the discussion and review process. If, upon review, there are concerns or problems with the request it will be referred back to the appropriate College Curriculum Committee and the initiating unit, with clarification of concerns and suggestions for revision.

g) If the item is resubmitted, and if the GC again rejects it, an appeal of the GC decision may be taken to the UCC.

h) The UCC may convene representatives of both parties to review the matter. The decision of the UCC will be final.

vi. Policies and Standards: Positive recommendations regarding policy changes or new policies and standards for graduate education will be referred to the ECS for final action.

h. Pew Faculty Teaching and Learning Center Advisory Committee (FTLCAC) *(as revised by UAS 4/3/15; as revised by UAS 5/11/23))*

i. Faculty Membership: Faculty membership of the Pew FTLCAC consists of four members from CLAS, one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of office is three years beginning at the end of the winter semester. Terms are staggered.

ii. FTLCAC's LIFT-MC Liaison: A liaison between FTLCAC and LIFT-MC may be chosen by committee members by the end of the academic year in April or, if need be, during the first meeting of the next academic year. Liaisons should not be the Chair or Vice Chair.

a) The role of LIFT-MC Liaison is to work closely between FTLCAC and LIFT-MC, such as attending LIFT-MC on a biweekly basis. The liaison will regularly update and inform FTLCAC of LIFT-MC proceedings, as well as bring back FTLCAC's feedback, concerns, and recommendations to LIFT-MC.

b) The liaison is not expected to carry out the tasks of a regular LIFT-MC committee member, just attend meetings. Given the hours spent in meetings, the liaison will be exempt from serving on FTLCAC Teaching Awards and Teaching Innovation Grants (TIG) sub-committees and working groups.

iii. Student Membership: One undergraduate and one graduate student selected by the Student Senate for a term of one year.

iv. Administrative Membership: The Director and Faculty Fellows of the Pew FTLC *ex officio*, non-voting. A representative from Information Technology, *ex officio*, non-voting.

v. Leadership

a. Chair position

- Responsibilities include facilitating meetings every month on a Monday, 1- 3:00 p.m.; draft agendas and write mid- and end-of-year reports; correspond with ECS/UAS, FTLC Director, and other committees over shared charges; train and mentor Vice-Chair.
- All faculty members are eligible to be Chair, though serving as Vice-Chair in the previous year is most preferable for continuity in leadership of this committee.
- The Chair serves a one-year term.
- Call for nominations will occur in February and voting will occur in March.

b. Vice-Chair position

- Responsibilities include facilitating meetings every month on a Monday, 1-3:00 p.m.; submitting and uploading agendas and minutes to Blackboard; shadowing and/or deputizing for the Chair in interactions with ECS/UAS and FTLC Director.
- All faculty members are eligible to be Vice-Chair but must have at least two-terms left in order to become Chair in the following year.
- The Vice-Chair serves a one-year term and may become Chair following the term of their predecessor.
- Call for nominations will occur in February and voting will occur in March.

vi. Responsibilities: The role of the Advisory Committee is to provide advice on policy, direction and performance of the Pew FTLC, including:

a) Serve as a liaison between the Grand Valley faculty and the Pew FTLC Staff disseminating information to faculty/units/colleges from the Pew FTLC and also providing feedback to the Pew FTLC about its programs, policies, and services.

b) Provide information about faculty development needs and advocate for professional development activities related to teaching and learning.

c) Initiate and/or respond to discussions of teaching and learning issues, referring them to appropriate bodies if necessary.

d) Every member of the FTLCAC (except for the committee chair) will serve on one of two sub-committees – either to review competitive grants or to review teaching award nominations.

e) In the case of a vacancy, serve on a search committee for Pew FTLC Administrative Staff.

i. **University Assessment Committee (UAC)** *(as revised at UAS 10/02/2020)*

i. Faculty Membership: Faculty membership of the UAC consists of eight faculty members from College of Liberal Arts and Sciences; three from the College of Education and Community Innovation; two each from the College of Health Professions and the Seidman College of Business; and one each from the Brooks College of Interdisciplinary Studies, the College of Computing, the Kirkhof College of Nursing, the Padnos College of Engineering, and the University Libraries and Art Museum. Academic unit representatives serve three-year staggered terms beginning at the end of the winter semester.

ii. Co-curricular Program Membership: Co-curricular Program membership of the UAC consists of five representatives with at least one representative from each of three areas: Student Affairs, Enrollment Development, and Academic Affairs. Representatives will be appointed by the Provost. Co-curricular Program representatives serve three-year staggered terms beginning fall semester

iii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a term of one year.

iv. Administrative Membership: The Provost or designee *ex officio*, non-voting

v. Election of the Chair: The Chair shall be elected from among the faculty representatives. The Chair shall serve for three years (July – June) or until a new Chair is elected, contingent upon their continued service as an elected representative to UAC. The vote for Chair occurs at the end of the fall semester to allow the Chair-elect to shadow the outgoing Chair before taking office. In the event the Chair's position should be vacated before the Chair's term is complete, the committee shall vote to identify an Interim Chair to serve until a new Chair can be elected.

vi. Responsibilities: The UAC is responsible for:

a) Providing leadership and support to programs, units, colleges, and co-curricular programs as programs design and implement assessment plans and reports, which will be reviewed by UAC every two years, based on best practices, and other requested updates/reports.

b) Reviewing and providing feedback on assessment plans, reports, and other requested reports submitted by all academic programs and most co-curricular programs.

c) Providing instructions for reporting formats and schedules.

d) Determining if programs qualify for Expedited Process reporting.

e) Providing feedback to Administration in support of ongoing accreditation standards as set forth by the Higher Learning Commission.

f) Conducting user training on the on-line system for reporting Assessment reviews/plans and other requested updates/reports.

g) Maintaining and updating the UAC website, Blackboard site, submission links as needed, and online reporting and notification system.

j. University Curriculum Committee (UCC) (*As revised by UAS 04/13/18)*

i. Faculty Membership: Faculty membership of the UCC consists of seven members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of membership is two years. Terms of those from colleges with two or more members are staggered.

ii. Student Membership: One student representative selected by the Student Senate for a term of one year.

iii. Administrative Membership: One representative from the Graduate Council (GC) *ex officio*, non-voting, a member from the Registrar's office *ex officio,* non-voting, and the Provost or designee *ex officio*, non-voting.

iv. Leadership Positions: UCC leadership positions will be determined by an election in April during a regular UCC meeting. Those who desire to serve in a leadership role can self-nominate prior to the election. Positions on the UCC include:

a) UCC Chair: The UCC Chair is to be elected each year in April with the term of office beginning the Fall semester, with leadership transition occurring prior to then. Best practices suggest that the UCC Chair should be willing to serve a minimum of two years to ensure continuity in leadership of this committee.

b. UCC Vice Chair: The UCC Vice Chair is to be elected each year in April with the term of office beginning the Fall semester. The Vice Chair acts as support to the Chair (temporary replacement when needed) and is responsible for creation of detailed minutes of UCC meetings.

c. OEMC representative from UCC: This representative is to be appointed by the UCC Chair from the UCC membership, who should meet the qualifications of OEMC membership.

v. Responsibilities: The UCC is responsible for a wide range of curriculum matters at Grand Valley; its responsibilities include, but are not limited to, the following:

a) to review and make recommendations on all degree requirements and on all new program proposals;

b) to review and make recommendations on all proposals involving academic credit;

c) to review the courses used to fulfill the General Education requirements;

d) to review the courses used to fulfill the requirements of the Honors Program;

e) to manage Sail, the online curriculum development system;

f) to meet with the chairs of College Curriculum Committees annually in order to communicate best practices and university policies regarding curricular issues;

g) to manage the UCC website content;

h) review yearly reports from the International Education Committee and the Writing Skills Committee.

vi. In addition to reporting to the ECS, the UCC may make recommendations directly to individual academic units, and copy ESC in the correspondence.

k. Online Education and Microcredential Council (OEMC)

i. Faculty Membership: Faculty membership of the Online Education and Microcredential Council consists of at least one member of UCC (appointed by the Chair of UCC), Chair (or designee) of the Graduate Curriculum and Program Review Committee, and 5-8 University faculty members with expertise in online pedagogy or microcredentials (who are appointed by the Provost, in consultation with the UAS Chair) and confirmed by UAS. The OEMC Faculty Chair, who manages actions in the online curriculum system on behalf of the committee and sets agenda for meetings, is elected from the faculty membership and shall serve for two years in this role, with the option to be re-elected. If the OEMC Faculty Chair is not able to fulfil their two-year term, an election will be held to identify a new Faculty Chair from current OEMC faculty members. The term of membership is three years. All faculty are voting members of the Council.

ii. Student Membership: One student representative selected by the OEMC. The student representative is a voting member of the Council and serves for the academic year, with the possibility of serving in future years.

iii. Administrative Membership: The Provost or designee *ex officio*, the Director of FTLC

or designee, the Director of eLearning Technologies or designee, and the Registrar or designee - all non-voting members.

iv. Responsibilities: The OEMC's responsibilities will include, but are not limited to the following:

a) support ongoing training and professional development of online and hybrid teaching;

b) review microcredential proposals, including certificates and badges;

c) review current policies and practices regarding distance delivered education and microcredentials, and make recommendations for new policies and practices, where appropriate, in collaboration with appropriate committees;

d) answer questions and provide guidance and expertise about course delivery -- online, hybrid, short-semester, "on-demand", or "self-paced" delivery of content;

e) manage forms in the online curriculum system pertaining to microcredentials;

f) recommend curricular and pedagogical quality standards for online, low-residency, and hybrid modalities, consistent with traditional, face-to-face course offerings;

g) recommend faculty and staff professional development standards for online, low-residency, and hybrid modalities;

h) review and report on the quality of online, low-residency and hybrid curricular and microcredential offerings as part of an end-of-year report.

I. Affiliate Faculty Advisory Committee (AFAC) (*Approved by UAS 09/25/15; designated a Standing Committee of UAS by BOT [11/3/2023]; formerly SG 1.03.B.2.)*

i. Membership:
Regular Faculty Membership: Regular faculty will elect the Regular faculty members of the AFAC, which consist of one elected member from each College that employs Affiliate faculty. The term of office is three years beginning at the end of the winter semester.

Affiliate Faculty Membership: Affiliate faculty are eligible for membership after two years of continuous employment with Affiliate status. Affiliate faculty will elect the Affiliate faculty members of the AFAC, which consist of a number of members from each College according to the following ratio:

Affiliate Faculty in College	Members on Committee
1-20	1
21-50	2
51-100	3
101+	4

Administrative Membership: One Provost office representative ex officio, non-voting.

ii. Term: The term of office is three years beginning at the end of winter semester staggered for members from the same College. The AFAC will meet on the second Friday of each month from 7 to 9 am.

iii. Purpose: The role of this Advisory Committee is to represent the needs and perspectives of all
University Affiliate Faculty and to provide recommendations to University bodies on matters which may impact Affiliate faculty responsibilities, with the goal of providing an optimal teaching and learning environment as well as increased advocacy, visibility, retention, and development for all Affiliate faculty.

The committee serves as a liaison between the Affiliate faculty and the GVSU academic community at large. It informs and advises UAS on factors that affect teaching and learning, as well as on university-wide policies and procedures with regard to Affiliate faculty role, work load, etc. The Committee will clarify the roles of and/or expectations for Affiliate faculty while increasing the visibility of Affiliate faculty at GVSU and maintaining a collaborative relationship with Regular faculty.

iv. Elections and Succession Planning: The Chair, the Vice Chair, and the Secretary are elected for a renewable one-year term. Only Affiliate faculty members may serve as the Chair and the Vice Chair. Either Regular or Affiliate faculty members may serve as the Secretary. The Chair, the Vice Chair, and the Secretary will be elected near the conclusion of each academic year. If the Chair-elect is unwilling/unable to serve at the start of an academic term, the Vice Chair-elect will take over immediately. If both the Chair-elect and Vice Chair-elect are unwilling/unable to serve at the start of an academic term, a special election will be held during the first meeting of the new term within AFAC to replace both

positions.

vi. Duties of Leadership within AFAC: The Chair of AFAC will set up meeting dates and locations for the academic year; send out agenda and other pertinent documents before each meeting; run meetings and facilitate deliberations of the committee; and serve as the committee's representative at UAS/ECS or other university committees. The Vice Chair of AFAC will serve as the Chair (as needed) during committee meetings; serve as the Chair's alternate (as needed) at UAS/ECS or other university committees; assist the Chair in creation of pertinent documents (as needed) for deliberation by the committee. The Secretary of AFAC will take minutes during each committee meeting, finish preparation of minutes post-meeting, and forward to Chair in a timely manner.

vi. Affiliate faculty representatives on UAS and ECS (BOT 3.1.4.1; repeated from SG 1.01.4.4): The Chair of AFAC serves as the designated Affiliate faculty member of the ECS and as one of two members of the UAS. AFAC selects the second designated Affiliate faculty member of the UAS, who must have Affiliate status, from among the members of the committee; if it is unable to do so, the committee will select the UAS member from the Affiliate faculty at large, with preference given to those with experience on the committee and/or in other relevant roles.

DEFINITIONS

Quorum: A simple majority of the total voting membership of the committees shall constitute a quorum for the enactment of business.

UNIVERSITY COMMITTEES

SG 1.03

Date of Last Update:
October 26, 2025

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

University committees include committees of the University Academic Senate (see SG 1.03.A), University Governance Committees (1.03.B), and Administrative University Committees (1.03.C).

For the committees with an elected Chair, the Chair is responsible for publishing an agenda at least 4 class days before the scheduled meeting. Minutes of each meeting, with a roster of those in attendance, shall be published after approval by the membership of the committee. The elected Chair of each committee will also send the agenda and approved minutes to the Faculty Governance assistant to be made available in the secure area of the Faculty Governance website.

PROCEDURES

SG 1.03 Operative Rules for University Committees

A. Committees of the University Academic Senate

The Bylaws for the University Academic Senate (UAS) and, the Executive Committee of the Senate (ECS) are located in SG 1.01.

The Bylaws for the following standing committees of the University Academic Senate are located in SG 1.02:

Academic Policies and Standards Committee (APSC); Affiliate Faculty Advisory Committee (AFAC); Equity and Inclusion Committee (EIC); Faculty Facilities Planning Advisory Committee (FFPAC); Faculty Personnel Policy Committee (FPPC); Faculty Salary and Budget Committee (FSBC); Pew Faculty Teaching and Learning Center Advisory Committee (FTLCAC); General Education Committee (GEC); Graduate Council (GC); Online Education & Microcredential Council (OEMC); University Assessment Committee (UAC); University Curriculum Committee (UCC)

B. University Governance Committees:

- Academic Technology Advisory Committee (1.03.B.1)
- Campus Life Committee (1.03.B.3)
- Centers Evaluation Committee (1.03.B.14)

- Faculty Grievance Panel (1.03.B.4)
- International Education Committee (1.03.B.5)
- LIFT Management Committee (1.03.B.6)
- New Program/New Academic Unit Council (1.03.B.13)
- Outstanding Service Awards Committee (1.03.B.7)
- Research and Development Committee (1.03.B.8)
- Undergraduate Research Council (1.03.B.9)
- University Libraries and Art Museum Advisory Committee (1.03.B.10)
- University Personnel Review Committee (1.03.B.11)
- Writing Skills Committee (1.03.B.12)

1. **Academic Technology Advisory Committee**

i. Faculty Membership: Faculty membership of the ATAC consists of four faculty members from the College of Liberal Arts and Sciences, one from each of the remaining colleges, and one from the University Libraries and Art Museum. The term of office is three years beginning at the end of the Winter semester. Terms are staggered.

ii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

iii. Administrative Membership: Associate Vice President for Academic Affairs, non-voting; one representative from the Registrar ex officio, non-voting; Director of eLearning Technologies ex officio, non-voting; Director of Academic Research Computing ex officio, non-voting; and an Associate/Assistant Vice President for Information Technology ex officio, non-voting.

iv. Responsibilities: To support the academic mission of the University in its use of technologies and related services impacting teaching, learning, research, and scholarship, including:

a) Serve as a liaison between the Grand Valley academic community and Information Technology (IT). In particular, inform and advise IT on factors that affect teaching, learning, and scholarship and communicate technology issues and initiatives to the academic community. b) Regularly review and identify problems with current IT solutions as they relate to faculty, share this information with IT, and monitor the response. c) Provide input and feedback on decision-making related to policies, guidelines, and standards regarding the use of technologies by faculty and students. d) Regularly review current GVSU IT initiatives and provide strategic planning input related to emerging technologies, new trends in education, and associated resource and support needs. e) In partnership with the Faculty Teaching and Learning Center Advisory Committee (FTLCAC) and the Faculty Facilities Planning Advisory Committee (FFPAC),

make recommendations regarding funding priorities to the Office of the Provost and IT for more effective use of existing classroom technologies and appropriate use of existing classroom spaces. f) Either the Chair, Vice Chair, or a representative chosen by the committee shall also be a member of the University Technology Council (UTC) and report to ATAC on UTC business and report to UTC on ATAC business.

v. Leadership and Succession Planning

a) The committee chair shall put the election of a chair and vice chair for the following academic year on the agenda for a meeting near the end of the academic year. b) Prior to the meeting, the chair shall solicit nominations for the two positions. Nominations must be accepted by the nominee. Self-nominations are accepted. Nominations may be made at the meeting prior to the election. c) The vote for chair shall be held first. Each member present at the meeting shall vote for one of the nominees. The nominee with the most votes wins the election. In the event of a tie, the winner shall be selected randomly from the nominees with the most votes. Nominees who lose the chair election have the option of being nominated for the subsequent vote for vice chair, which shall be done with the same procedure. d) If there are no nominees for either position, then that position will be filled by a person selected randomly from a pool of eligible candidates that includes all current members. (NB: Not just those at the meeting) who are returning to the committee for the following year and have not served as the committee chair (previously or currently). If this pool yields no eligible candidates, the pool shall be expanded to include all of next year's committee members, excluding the current chair. e) The vice chair will prepare to take over the chair position as necessary.

2. The **Affiliate Faculty Advisory Committee (AFAC)**, formerly a University Governance Committee, is redesignated as a Standing Committee of the UAS: see SG 1.02.I. *(Approved by BOT [11/3/2023])*

3. **Campus Life Committee** (Replaced the Student Life Committee)

Faculty (elected by and from): 3 from the College of Liberal Arts & Sciences and 1 from each of the other Colleges and University Libraries and Art Museum
Students: 3 Undergraduate and 1 Graduate, appointed by the Vice President for Student Affairs
Associate Vice President for Student Affairs and Dean of Students
Assistant Vice President for Student Affairs

ii. Term: Faculty (3 year staggered); Students (1 year); Administrator (indefinite).

iii. Purpose: An advisory body to the Vice President for Student Affairs regarding strategic

planning of: co-curricular learning opportunities (i.e., educational, social, recreational, etc.) to actively engage students in the life of the university; support services that assist students to be successful in their academic and personal lives; and management of various environments at the university (e.g. living centers, apartments, dining areas, Kirkhof Center, Recreation Center, etc.).

iv. Reporting: To the Vice President for Student Affairs; Provost and Executive Vice President for Academic Affairs; and University Senate

v. Meetings: Twice each fall and winter semester held on the first Monday in October, December, February and April.

4. **Faculty Grievance Panel**

i. Membership: Faculty (elected by and from): six (6) from the College of Liberal Arts and Sciences and Seidman College of Business, three (3) from Padnos College of Engineering and College of Computing; two (2) each from the remaining colleges and one from the University Libraries and Art Museum.

ii. Term: 3 years, staggered.

iii. Purpose: To review and make recommendations about a grievance at the request of any aggrieved appointee (see Board of Trustees' Policies BOT 4.2.16 -4.2.17 for other details).

iv. Reporting: To the President

v. Meetings: Only meets when needed to address a grievance. (Election is for a pool of candidates to be selected by drawing to form the committee when needed, as per the Board of Trustees' PoliciesBOT 4.2.16 -4.2.17)

5. **International Education Committee**

i. Membership:

Chair, elected from Membership

Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences, one from each of the remaining colleges and the University Libraries and Art Museum.

Two students: 1 selected by the Student Senate and 1 selected by the International Student Association (confirmed by the Student Senate).

One Area Studies Program Faculty Member, selected by the programs

One Modern Languages and Literatures Faculty Member, selected by the department

One Study Abroad Program Director, selected by the Provost

Assistant/Associate Vice President for Academic Affairs *(ex officio)*

Director of International Education *(ex officio)*

ii. Term: 3 years, staggered.

iii. Purpose: To review, authorize, evaluate, and recommend modifications to all international programs administered by the Padnos International Center; to recommend priorities, new initiatives, policies, and procedures for the Padnos International Center programs, including campus curricular and co-curricular activities; to advocate for international students, study abroad, faculty research and exchange, and community integration, within the university and West Michigan; and to ensure integrity and academic excellence in all international initiatives undertaken abroad by GVSU.

iv. Reporting: To the Provost and Academic Senate

v. Meetings: Three to four times each fall and winter semester

6. **LIFT Management Committee**

i. Membership:

Assistant/Associate Vice President for Academic Affairs (*ex officio*)

Director, Pew Faculty Teaching & Learning Center *(ex officio*)

FTLC Advisory Committee liaison to LIFT-MC *(ex officio)*

Six Faculty (appointed by UAS)

Three with relevant scholarly expertise in qualitative or quantitative analysis of data

Three other with relevant expertise

Student representative appointed by Student Senate

ii. Term: Faculty representatives -- 3 years, staggered.

iii. Leadership: The LIFT Management Committee has two co-chairs.

a) Term of service is one year. Co-chairs may serve more than one term.

b) At least one co-chair may not be in their final year of service to the committee.

c) Co-chairs for the following academic year will be selected by consensus at the end of each academic year.

iv. Purpose: The LIFT Management Committee is a standing committee charged with overseeing the implementation and analysis of the LIFT System, including

a) Evaluating and approving or denying requests by Units to modify formative or open-ended items on the LIFT forms.
b) Perform a yearly evaluation of the reliability and statistical performance of the summative and CEI items. Specifically, monitoring for evidence of fairness for various faculty groups.
c) Review the format of the LIFT summary reports provided for faculty members. Suggest changes as needed.
d) Work with the Office of the Provost to monitor the response rates and work with units to meet established baselines.

i. Reporting: To the Provost and Academic Senate.

vi. Meetings: Every two weeks (or as needed) each fall and winter semester.

7.**Outstanding Service Awards Committee**

i. Membership:

Faculty (elected by and from): One representative from each College and one from the University Libraries and Art Museum.

Two students selected by the Student Senate

The Outstanding Service awardees from the previous year

The Provost, or designee.

ii. Term: 3 years, staggered.

iii. Purpose: To review nominees, select the awardees, and forward the names to the Provost by December 15 for awards to be made at the next Faculty Awards Convocation. The Outstanding Service awardees serve on the committee for the academic year following their awards. The students and faculty members on the committee shall be representative of all segments of the campus community, including academic discipline, academic level, instructional level, race and sex.

iv. Reporting: To the Provost

v. Meetings: Normally, no formal meetings; business conducted electronically in the fall semester, unless the committee chair calls for a formal meeting.

8. **Research and Development Committee**

i. Membership:

Faculty (elected by and from): Seven representatives from the College of Liberal Arts and Sciences, two from Seidman College of Business, one from each of the other colleges and one from the University Libraries and Art Museum.

Executive Director, Center for Scholarly and Creative Excellence (*ex officio*, non-voting).

Provost or Provost designee (*ex officio*, non-voting)

The chair will be elected by the members of the R & D Committee for a one-year term.

ii. Term: 3 years, staggered.

iii. Purpose: To receive, review, develop, and recommend policies pertaining to research conduct & development and to advise the Executive Director of the Center for Scholarly and Creative Excellence on the activities of the Center. The committee's domain includes research conduct policies, except those for whom responsibility is explicitly assigned to the Human Research Review Committee (HRRC) and/or the Institutional Animal Care and Use Committee (IACUC) by federal regulations and/or formal commitments (e.g., the university's Federal Wide Assurance). The committee is expected to consult with other faculty and staff members who have relevant expertise in research practices and ethics. Research policy recommendations should be forwarded to ECS/UAS, which may ask other committees such as UCC, FPPC, and FSBC to review proposals whose content overlaps with or has effects on matters that are within the domains of those committees. The committee serves as the advisory board of the Center for Scholarly and Creative Excellence, making recommendations on policies, procedures, and operations of the Center, including recommendations on awarding of Grand Valley funds for research and teaching improvement projects, directly to the Executive Director.

iv. Reporting: To the Provost.

v. Meetings: Monthly during the academic year.

9. **Undergraduate Research Council**

i. Membership:

Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences and one from each of the remaining colleges and University Libraries and Art Museum. The Chair of the URC will be elected by the members of the URC for a one-year term.

The Director of the Office of Undergraduate Research and Scholarship, *ex officio*, non-voting.

One student representative selected by the Student Senate.

One student selected by the Student Senate for a term of one year. The student member will meet with the committee regarding items 8.a through 8.f, but will not be involved in the evaluation of S3 proposals.

ii. Term: 3 years, staggered.

iii. Purpose: In keeping with the values and strategic plan of GVSU that students should acquire new knowledge and explore its application through research, artistic expression, and scholarly activity, and that active scholarship may include collaboration of faculty and staff with students, the role of the URC is to provide advice and recommendations on university-wide policies and programs that apply to undergraduate research and creative practice. The committee will:

a) Recommend goals and priorities for undergraduate research and creative practice at GVSU.

b) Recommend policies and programs to promote undergraduate research and creative practice at GVSU

c) Advise on faculty development needs, student needs, and other resources to enhance undergraduate research and creative practice at GVSU.

d) Promote undergraduate research and scholarly activities within the GVSU community.

e) Promote the undergraduate research and scholarly activities at GVSU to the broader community.

f) Establish policies and processes for application review for the Student Summer Scholars Program.

g) Evaluate S3 proposals and recommend proposals to be funded.

h) Assess the progress and viability of the URC.

i) Review annually the resource needs for the URC and Office of Undergraduate Research

iv. Reporting: To the Provost.

v. Meetings: Monthly during fall semester, up to once a week during winter semester.

10. **University Libraries and Art Museum Advisory Committee**

i. Membership:

Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the University Libraries and Art Museum.

One student representative selected by the Student Senate

University Libraries and Art Museum Dean (*ex officio*, non-voting)

ii. Term: 3 years, staggered.

iii. Purpose: To advise the university libraries and art museum on possible areas of library development as perceived by the faculty; to react to issues brought to them from the University Libraries and Art Museum; to serve as a communication channel; to recommend to the Academic Senate in a timely manner on major policy issues and matters of general concern as identified by the Committee.

iv. Reporting: To the university libraries and art museum dean and to the Academic Senate on matters of policy and general concern

v, Meetings: Twice each fall and winter semester.

11. **University Personnel Review Committee**

i. Membership:

Provost and/or designees (*ex officio*)

Legal Counsel (*ex officio*)

One academic Dean, appointed by the Provost (*ex officio*)

Faculty: ECS Chair and one representative, appointed by the Provost, from each College and the University Libraries and Art Museum. Each representative shall have significant prior experience on an elected College/Library Personnel Committee.

ii. Term: For faculty and the academic Dean, 3 years, staggered.

iii. Purpose: (1) To review College/Library and Unit personnel policies and procedures for compliance with the *Faculty Handbook* and Board of Trustees Policies; (2) to make recommendations to the Provost to revise specific College/Library or Unit policies or procedures; (3) to review personnel policy revisions proposed by a Unit or College or the Library; (4) to identify areas of university faculty personnel policy that may need revision and to inform ECS of that need so the appropriate governance committee(s) can be charged;

(5) to work with the charged governance committees to develop proposals for review by ECS/UAS.

iv. Reporting: To the Provost, with copies of relevant recommendations to ECS/UAS, academic Deans, and College Personnel Committee Chairs.

12. **Writing Skills Committee**

i. Membership:

Director of Writing Across the Curriculum (*ex officio*) - Chair

Director of GVSU Writing Center (*ex officio*)

Chair of First Year Writing (*ex officio*)

Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences and one from each of the remaining colleges and University Libraries and Art Museum.

One student **s**elected by Student Senate

ii. Term: 3 years, staggered.

iii. Purpose: The University Writing Skills Committee exists to develop and assess goals for Writing Across the Curriculum (WAC) program through the Supplemental Writing Skills (SWS) program at GVSU. To this end, the committee enables collaboration among institutions across campus that support writing, specifically the First Year Writing Programs, the Fred Meijer Center for Writing and Michigan Authors, the University Libraries and Art Museum, and Information Technology. The work of the committee will include writing/updating the Mission, Vision, and Values statement for the SWS program; developing policies as necessary for new SWS issues (e.g., on-line SWS course guidelines); writing SWS assessment plans and advising the WAC director on the implementation of those plans; assessing the SWS program; and reviewing and advising the self-study report. The committee will also review and evaluate for approval SWS courses proposed by units; advise the director of WAC on new faculty development activities; and sponsor workshops in teaching writing for faculty members.

iv. Reporting: To University Curriculum Committee.

v. Meetings: Monthly during the academic year

13. New Program/New Academic Unit Council

i. Membership:

UAS/ECS Chair or designee, Chair

UCC Chair

FSBC Chair

GC Chair

Appropriate Dean(s) (non-voting)

Provost and/or Provost's designee (non-voting)

ii. Term: ex officio

iii. Purpose: To review prospectuses for the establishment of new programs and proposals for the establishment of new units (SG 2.05)

iv. Reporting: To the Provost and UAS

v. Meetings: As needed

14. Centers Evaluation Committee (*Approved by UAS 03/15/24)*

i. Membership:

Vice Provost for Research Administration or Provost's designee (ex officio)
Eight Faculty (appointed by UAS)
Three with relevant scholarly expertise in qualitative or quantitative analysis of data
Five with demonstrated ability to think strategically and broadly about university-wide issues

ii. Faculty Term: 3 years, staggered

iii. Leadership: The Centers Evaluation Committee has two co-chairs.

a) Term of service is one year. Co-chairs may serve more than one term.
b) At least one co-chair may not be in their final year of service to the committee.
c) Co-chairs for the following academic year will be selected by the committee at the end of each academic year.

iv. Purpose: The Centers Evaluation Committee serves in an advisory capacity to the Provost on matters related to the establishment, performance, and continued viability of Academic Centers (SG 2.06) at Grand Valley State University. The committee:

a) Makes recommendations to the Provost regarding policies and procedures for establishing, reviewing, and discontinuing Academic Centers;

b) Conducts reviews of existing Academic Centers;

c) Makes recommendations to the Provost regarding proposals for establishing, reorganizing, and discontinuing Academic Centers;

d) Provides resources for best practices in Academic Center administration and management.

v. Reporting: To the Provost and Academic Senate.

vi. Meetings: Every three weeks (or as needed) each fall and winter semester.

C. Administrative University Committees:

- Academic Review Committee (1.03.C.1)
- Provost's Advisory Committee (1.03.C.2)
- Student Media Advisory Board (1.03.C.3)
- University Conduct Pool (1.03.C.4)

1. **Academic Review Committee**

i. **Membership:**

Student Success Programs, Director
Inclusion and Equity representative
Registrar or designee
Faculty: Five members appointed by the Provost

ii. Faculty term: 3 years, staggered

iii. Purpose: To preserve the integrity and appropriateness of the academic review process and policy, and to act as an appeal and review body for those students seeking exception to, or readmission following suspension/dismissal.

iv. Reporting: To Provost or designee

v. Meetings: Every other week throughout the academic year.

2. **Provost's Advisory Committee** (as needed)

i. **Membership:**

Faculty (jointly selected by the ECS and the Provost): One representative from each of the colleges and the University Libraries and Art Museum.

ii. Term: 3 years, staggered.

iii. Purpose: To provide advice concerning areas for reduction by department or program,

transfer/retraining options for faculty, voluntary options, i.e., retirement, resignations, severance pay, and declarations of financial emergency and changing enrollment patterns.

iv. Reporting: To ECS/UAS.

v. Meetings: No regular meetings; only assembled in time of need.

3. **Student Media Advisory Board** (edits approved and made October 2025)

1. **Purpose** The purpose of the Student Media Advisory Board (SMAB) is to ensure the continuity of editorially independent student media at Grand Valley State University. The three major student media organizations include the student newspaper, the Grand Valley Lanthorn; the student radio station, WCKS – The Whale; and student television station GVTV – Grand Valley Television. The Student Media Advisory Board will provide for adequate and capable advisory staffing of the three student media organizations. The SMAB will establish newspaper and broadcast policies and will periodically review the newspaper, radio and television outlets for quality and ethics. The SMAB will defend the freedom of the press for all student media on campus. In addition, the SMAB will, in consultation with the Faculty Advisor and Editor/Manager of each student media outlet, create and ensure publication/broadcast of a relationship statement explaining the nature of the independent relationship between each media outlet and the University.

2. **Membership**
The SMAB shall consist of the following membership:

Seven (7) faculty representatives
Seven (7) student representatives
Two (2) professional community representatives from West Michigan
Director of the School of Communications or designate
Director of Student Life or designate
Seven (7) Ex-Officio (non-voting):
- The Editor of The Lanthorn or designate
- The Lanthorn Faculty Editorial Advisor
- The Lanthorn Faculty Business Advisor
- The Station Manager of WCKS – The Whale or designate
- The Faculty Advisor of WCKS
- The Station Manager of GVTV or designate
- The Faculty Advisor of GVTV

The SMAB has a total of 18 voting members. Ten (10) voting members of the SMAB shall constitute a quorum for transacting business.

Seven (7) faculty representatives will be appointed to terms of up to three (3) years by the decision of the Director of the School of Communications and the Director for Student Life. These appointments will be confirmed Executive Committee of the Senate (ECS). The appointment terms will be ideally staggered so that no more than three appointments will be made each year. Seven student representatives: (4 selected by the Student Senate; 1 Lanthorn staff member elected by The Lanthorn staff, 1 WCKS staff member elected by the WCKS staff, and 1 GVTV staff member elected by the GVTV staff). Student representation to the Student Media Advisory Board shall be elected annually.

Two professional community representatives will be recommended by Director of the School of Communications upon consultation and recommendations from the faculty advisors of the three student media organizations. Community representatives will be appointed for a two-year term which is renewable. Community representatives will be appointed by the SMAB.

The All University Faculty Governance Structure and the All University Student Governance Structure are charged with the selection of SMAB members which are, as fully as possible, representative of a cross section of the University community.

3. A**uthority and Duties of the Board**

The SMAB shall have the authority to administer and allocate the financial resources provided from the College of Liberal Arts and Sciences (CLAS) budget. The source of this funding originates from the Student Life Fund.

The SMAB shall recommend to the Dean of the College of Liberal Arts and Sciences or designee the appointment and removal of the Lanthorn Editor, Business Manager, and the Faculty Advisors. A majority vote of the voting membership shall be required for such recommendation of the Editor, Business Manager, or the Faculty Advisors.

The SMAB shall recommend to the Dean of the College of Liberal Arts and Sciences or designee the appointment and removal of the WCKS – The Whale General Manager, Business Manager, and Faculty Advisor. A majority vote of the voting membership shall be required for such recommendation of the General Manager, Business Manager or the Faculty Advisor.

The SMAB shall recommend to the Dean of the College of Liberal Arts and Sciences or designee the appointment and removal of the GVTV – Grand Valley Television Station Manager, Business Manager and Faculty Advisor. A majority vote of the voting membership shall be required for such recommendation of the Station Manager, Business Manager or the Faculty Advisor.

The SMAB shall elect from its voting membership a chairperson, a secretary, and other such officers as it may from time to time determine necessary. Only voting members are eligible to

hold office on the SMAB.

4. **The Grand Valley Lanthorn: The Editor, Business Manager, and Faculty Advisors**
The Editor shall be responsible for assuring a balanced report of GVSU and local activities and concerns, maintaining quality journalistic practices, ensuring the paper's compliance with the Society of Professional Journalists Code of Ethics, editing the publication, maintaining the publication schedule, supervising the copy, and directing (with the staff) the editorial policy of the paper. The Editor must be a currently registered student and meet the criteria as defined by the Lanthorn constitution. The Business Manager shall be responsible for maintaining a financial record for the publication, supervising the sale of advertisements, and informing the SMAB and Editor of the financial status of the publication, quarterly. The Business Manager must be a currently registered student and meet the criteria as defined by the Lanthorn constitution. The Faculty Business Advisor shall have signature authority over The Lanthorn accounts and shall monitor and be accountable for all expenditures for student wages, supplies, and other expenses. The Faculty Editorial Advisor shall serve as a professional support person to maintain and/or improve the quality of the paper. The Faculty Advisors shall, based on the needs of the newspaper, hold a minimum of one (1) in-service program per semester for the newspaper staff. The Faculty Advisors shall also act as liaison between the newspaper and the University community, promoting the newspaper's interests with faculty, staff and administration. In the event of removal of the Editor, Business Manager, and/or Faculty Advisors, the Editor, Business Manager and/or Faculty Advisors must be informed of the charges against them and must be allowed to address the SMAB on their own behalf.

5. **WCKS – The Whale: Station Manager, Business Manager and Faculty Advisor**
The Station Manager shall be responsible for assuring a balanced report of GVSU activities and concerns, maintaining quality journalistic and broadcast practices, ensuring the station's compliance with established professional association guidelines, maintaining the station programming schedule, supervising and directing (with the staff) the station policies and procedures. The General Manager must be a currently registered student and meet the criteria as defined by the Whale constitution.

The Business Manager shall be responsible for supervising the sale of advertisements. The Business Manager must be a currently registered student and meet the criteria as defined by the Whale constitution.

The Faculty Advisor shall have signature authority over WCKS accounts and shall monitor and be accountable for all expenditures for student wages, supplies, and other expenses. The Faculty Advisor shall serve as a professional support person to maintain and/or improve the quality of the station. The Faculty Advisor shall, based on the needs of the station, hold a

minimum of one (1) in-service program per semester for the station staff. The Faculty Advisor shall also act as liaison between the station and the University community, promoting the station's interests with faculty, staff and administration.

In the event of removal of the Station Manager, Business Manager, and/or Faculty Advisor, the Station Manager, Business Manager and/or Faculty Advisor must be informed of the charges against them and must be allowed to address the SMAB on their own behalf.

6. **GVTV – Grand Valley Television: Station Manager and Faculty Advisor**

The Station Manager shall be responsible for assuring a balanced report of University activities and concerns, maintaining quality journalistic and broadcast practices, ensuring the station's compliance with established professional association guidelines, maintaining the station programming schedule, supervising and directing (with the staff) the station policies and procedures. The Station Manager must be a currently registered student and meet the criteria as defined by the GVTV constitution.

The Business Manager shall be responsible for supervising the sale of advertisements. The Business Manager must be a currently registered student and meet the criteria as defined by the GVTV constitution.

The Faculty Advisor shall have signature authority over GVTV accounts and shall monitor and be accountable for all expenditures for student wages, supplies, and other expenses. The Faculty Advisor shall serve as a professional support person to maintain and/or improve the quality of the station. The Faculty Advisor shall, based on the needs of the station, hold a minimum of one (1) in-service program per semester for the station staff. The Faculty Advisor shall also act as liaison between the station and the university community, promoting the station's interests with faculty, staff and administration.

In the event of removal of the Station Manager, Business Manager, and/or Faculty Advisor, the Station Manager and/or Faculty Advisor must be informed of the charges against him/her and must be allowed to address the SMAB on their own behalf.

7. **Journalistic Responsibilities**

The University supports the concept of fora through which students are able to communicate with each other as well as faculty, staff, and administration. Student media organizations should be responsible for ensuring that balanced representation of views on crucial issues is accorded to all interested parties.

It is the responsibility of the student media organizations to be governed by the canons of responsible journalism. In addition, best practices as established by the National Association of Broadcasters, the Society of Professional Journalists, and other ethical media standards for

broadcast journalism and entertainment programs, shall be followed.

It is the responsibility of the student media organizations to strive to verify the accuracy of all printed and reported matters and to recognize that each publication or broadcast will be subject to the legal exigencies that may arise.

8. **Student and Advisor Expectations**

The student media organizations and therefore the students are subject to the Student Code of Conduct as well as the Registered Student Organization handbook. The faculty advisors are subject to the Student Organization Advisor Handbook as well as the Faculty Handbook.

9. **Authority of the University Board of Trustees**

The SMAB reports to the Dean of the College of Liberal Arts and Sciences or their designee, who in turn reports to the Provost and then President. Notwithstanding anything in the Operating Procedures, the University Board of Trustees has paramount authority.

10. **Rules**

Robert's Rules of Order, Revised, shall govern all proceedings except when they are inconsistent with rules established in these guidelines.

The SMAB shall meet:

1. At regularly established times – established each semester by a majority vote of the Board at its first meeting. The board shall meet at least a minimum of once per fall and winter semester.
2. At the chairperson's request.
3. Within one (1) week of the chairperson's receipt of a petition requesting a meeting signed by three (3) members of the Board.

Two (2) consecutive absences of any voting member may result in removal from the SMAB.

Vacancies created by removal of SMAB members will be filled from an existing nomination list, where possible. Where no nominees are listed, nominations will be solicited from the appropriate governance structure.

All members must be notified at least three (3) days prior to each meeting.

11. **Amendments**

Upon two-thirds vote of the Student Media Advisory Board, recommendations for amendment shall be to the Dean of the College of Liberal Arts and Sciences. Ultimate authority for approval of any amendment of the Operating Procedures is subject to approval through Shared Governance.

4. **University Conduct Pool** *(formerly University Judiciary)*

i. Membership:

Faculty (elected by and from): Four representatives from CLAS, one from each of the remaining colleges and University Libraries and Art Museum.

Four faculty appointed by the Provost or designee from the faculty at large

12 students, selected by the Student Senate

Coordinator of Campus Judiciary (*ex officio*)

12 AP staff appointed by the Provost or designee

ii. Term: 3 years.

iii. Purpose: See Article III of the Student Code.

iv. Reporting: To the Dean of Students or designee.

v. Meetings: Only meets when needed to address a conduct issue. Election is for a pool of candidates to be selected by drawing to form the committee when needed, as per the Student Code; however, all elected and appointed members are intended to undergo yearly training.

COLLEGE GOVERNANCE POLICIES

SG 1.04

Date of Last Update:
January 07, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

College Governance Policies

A. Colleges and the University Libraries shall have governance policies. The ECS/UAS Chair should be advised of any policy revisions, and the University Legal Counsel will be notified of the proposed changes for impact on the Board of Trustees Policies.

B. Each college and unit must establish its own standards and criteria for evaluation at each rank and tenure. The Library must establish its own standards and criteria for evaluation. (See Board of Trustees Policies BOT 4.2.9) The University Personnel Review Committee (See Shared Governance (SG 1.03)) will review any policy revisions before final approval by the Provost.

C. These governance policies and personnel standards and criteria must be consistent with the provisions of the Faculty Handbook Policies and Board of Trustees Policies. They should be accessible to faculty on each Dean's office web page and the Provost's Office web page. Hard copies should be available at each Dean's office.

FACULTY ACADEMIC POLICIES - CURRICULUM

SG 2.01

Date of Last Update:
February 22, 2024

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

A. University Curriculum Committee Procedures and Policies for Curriculum Development and Review

1. College Curriculum Committees (CCC) and the University Curriculum Committee (UCC) conduct their business during the regular academic year. Course and program proposals may be submitted via the online curriculum development system at any time during the academic year. Proposals intended for publication in the next edition of the Catalog should be submitted as soon as possible to allow time for review and any revisions.

2. Curriculum development is the responsibility of regular faculty. Adjunct faculty (as defined in Board of Trustees' Policies BOT 4.3.0) are encouraged to participate in unit-level discussions of curricular actions, but are not responsible for curricular proposals. Visiting

instructors and part-time adjunct instructors may not author curriculum proposals. Affiliate faculty may author curriculum proposals with unit level approval.

3. The Graduate Council Curriculum Committee will review and approve or not approve all graduate-related proposals in a manner similar to the review that the General Education Committee (GEC) conducts for all General Education issues. After approval by the GCC and/or the Graduate Council, UCC will review the proposal.

4. If a curricular proposal involves significant budgetary implications, UCC may consult with the Faculty Salary and Budget Committee (FSBC) for their assessment of the proposed budget impact.

5. Proposals which move the required hours of the major above or below the stated ranges of the various degrees will require strong justification.

6. Appeals of GEC decisions should be made to UCC.

B. UCC Curricular Procedures

All curriculum proposals require action by UCC prior to approval by the Provost. Curriculum proposals undergo review by several groups or individuals before final approval. Possible reviewers include the Library, Information Technology, Graduate Council, Online Education and Microcredential Council, Unit Head, College Curriculum Committee, Academic Dean, Graduate Dean, General Education Committee, University Curriculum Committee, and the Provost. The precise set of review steps through the online curriculum system is determined by the curricular action being proposed. In general, simple proposals require less review than more complex proposals. A complete list of curricular actions and their pathways can be found on the University Curriculum Committee page under Curriculum Development Information.

1. All new course proposals, program change proposals, and changes to existing courses except spelling, grammar, and punctuation changes must be submitted via the online curriculum development system. The online system is linked from the Faculty Governance Website: www.gvsu.edu/sail/.

2. The agenda for UCC meetings is posted weekly on the Faculty Governance website. All curricular review actions taken are available in the online curriculum system.

3. After a course change proposal arrives for review at UCC it will be handled in the following manner. If the course is a prerequisite for another college, the course change proposal will be reviewed by UCC. If it is not a prerequisite for a course in another college or required by another college, and at least 30 days have elapsed since the proposal was approved by the unit of origin, then the course change proposal will be automatically approved by UCC at its next regular meeting and forwarded to the Provost for approval. Until that approval is given,

any faculty member can request the UCC to review a course change proposal.

4. Proposals that are approved by the UCC will be sent to the Provost for final approval. The Provost will notify the submitting unit if final approval is granted and will send the proposal to the Registrar for inclusion in the master course list. A proposal is not approved until this last step is taken.

5. If a proposal is rejected, the submitting unit is responsible for resubmitting the proposal. Appeals of CCC decisions should be made to the appropriate dean. Appeals of the UCC decisions should be made to the Provost.

6. In extraordinary cases, a non-renewable, one year interim approval category exists. Proposals should be submitted to the Chair of UCC. A decision will be made jointly by the Chair of the UCC and the Provost. These proposals must go through the normal curriculum review process for continued offering.

C. Honors Designation in Majors and Minors *(added Fall 2013)*

1. An Honors designation is intended to convey the fact that a program is distinguished from an existing program by its rigor, student engagement, or research, and may not be suitable for all students. Students in an Honors-designated program do not have to belong to the Honors Program or the Honors College. An Honors-designated program serves students within an academic program, whether or not those students are part of the Honors College or Honors Program.

2. Units complete a Program Change Request providing a rationale for creating the Honors-designation, how that designation would be implemented within the program (e.g., a track within a minor), and applicable admission and academic performance standards. The Program Change Request will then be sent to the Honors College for review using the standards already established by the Honors program. If supported, the Director of the Honors College will provide a letter of support to be attached to the Program Change Request after which the proposal will follow the normal curricular review process.

3. An honors track or emphasis in a major or minor must have between 6 and 12 credit hours, depending on how the courses are constituted. These credit hours can be constructed in a variety of ways as determined by the department and in consultation with the Honors College (e.g., one-credit-hour seminars linked to non-Honors- designated courses, such as capstones).

- Note: the 6-12 hours of Honors in the major cannot include Honors Foundations courses.

4. Courses must follow the parameters set forth in Meijer Honors College Guidelines for Honors Courses.

5. It is preferable that the Honors-designated courses have an internal connection with one another and/or explicitly build on other classes in the major or minor.

6. Honors-designated programs will be periodically reviewed by the Honors College at the normally scheduled time for program assessment. The program will submit a report to the Honors College with evidence that the program is meeting the original objectives agreed upon when then Honors designation was approved. If the program is found to be deficient, it will be put on a one-year probationary period, and will work collaboratively with the Honors College to address concerns and deficiencies. The Honors College will give full approval if the issues are successfully addressed. Otherwise, the Honors designation will be removed from the program.

D. Course Proposals

1. Units should be sensitive to the cost and space implications, as well as staffing needs of a course proposal. The Curriculum Resource Statement attached to course proposals should be given careful consideration and completed accurately. Proposals that require additional staff, equipment, space, supplies that have not been committed for by the appropriate administrative offices may be rejected.

2. Units should be sensitive to the impact that new courses, dropped courses, or course changes have on other courses and other programs. The Course Change Proposal and the New Course Proposal require that all units possibly affected by the proposal be notified before it is submitted to the CCC. The unit heads of the affected units should respond in writing, even if they see no problems with the proposal. The CCCs will judge overlap/duplication within a college. Although no rigid formula or guidelines can be set for this, CCCs are advised to take a conservative approach. If significant overlap is found between a proposed course and existing courses, the proposed course or course change should be rejected.

3. Uniform Course Numbering System *(Approved 4/14/06 by UAS)*

a. Refer to the Uniform Course Numbering Guidelines table.

b. Reserved Undergraduate Course Numbers:

For the four categories listed below, these numbers are reserved for exclusive use for the purposes designated. A unit may not use these numbers for any other courses. A unit may, if it has compelling reasons, choose to list one of these courses with a number other than one of the reserved numbers, or may use additional numbers for these courses (a two-semester internship, for example, would require another number besides 490).

i. The numbers 180, 280, 380 and 480 are reserved for use only as a special topics course.

ii. The numbers 399 and 499 are reserved for use only as independent study and research

courses.

iii. The number 490 is reserved for use only as an internship or practicum course.

iv. The number 495 is reserved for use only as a Capstone course.

300- and 400-level courses should be justified by 100- and 200-level prerequisites or a course content/approach that clearly indicates it is not a beginning level course.

c. Reserved Graduate Course Numbers:

The following graduate-level course numbers listed below are reserved for the purposes indicated:

i. The numbers 680 and 780 are to be used for graduate special topics courses.

ii. The numbers 690 and 790 are to be used for graduate research preparation courses.

iii. The numbers 693 and 793 are to be used for graduate project courses.

iv. The numbers 695 and 795 are to be used for graduate thesis/dissertation courses.

v. The numbers 696 and 796 are to be used for graduate thesis/dissertation continuous enrollment courses

vi. The numbers 699 and 799 are to be used for graduate independent study courses.

4. Special Topics Course Policies

a. A special topics course is intended to allow a unit to offer a course on a topic that is not covered in a regular course in any program at GVSU.

b. A special topics course may be offered for various reasons. For example a new visiting faculty bringing new expertise to a unit, student interest in a topic increasing enough to temporarily offer a course on a topic, a unit wishing to pilot test a reconfiguration of an existing course, a unit wanting to judge the potential interest in a given topic before proposing a new course.

c. A unit may offer a given special topic a maximum of 3 times. If a unit wishes to schedule the topic for the third time, then it must create and submit a New Course Proposal in the online curriculum development system concurrent with the third offering.

5. Syllabus of Record

A syllabus of record must be attached to new course and course change proposals. A syllabus of record (SOR) is the official record of minimum course content – that is, content that must be present in every section of a course. In essence, it describes a department's vision of what

should be taught, and (to a lesser extent) how it should be taught. Although all SOR must contain certain items of information (noted below), some of them will be more detailed than others, depending on the course. For example, if a course needs a high degree of flexibility in its various offerings, then the SOR might be somewhat vague. If another course needs to meet rigid accreditation standards, then the SOR might be extremely detailed. A detailed description of the requirements for an SOR can be found on UCC's website.

The SOR serves four audiences. (1) Faculty can use the SOR as a blueprint for designing course syllabi. Faculty are free to add to the content in the SOR, but the activities, objectives, and methods of evaluation in the SOR must be maintained. (2) Students can use the SOR to determine, before they register, the skills they can expect to achieve upon successful completion of a course. (3) The SOR provides a standard format that other schools can use to determine transfer credit. (4) Faculty governance committees use the SOR when evaluating course-change and new course proposals.

6. Course Grades

The Academic Policies and Regulations section of the catalog describes various grade types available for a course. Unless otherwise noted below, all courses are graded with a letter grade A through F, and I (Incomplete). In addition, students may choose to permanently withdraw from a course (resulting in a W (Withdrawal) grade), or to audit a course (resulting in an AU (Audit) grade).

Units that want to assign the grade types Credit (CR), No Credit (NC), or Deferred (X) must seek approval through the curriculum review process.

The grades P (Pass), PD (Pass with Distinction), W (Withdrawal) and NC (No Credit) are the only grades that may be assigned as the final grade for a graduate thesis or dissertation.

The grade of R (Research) is the only grade that may be assigned each semester to a continuous enrollment course for a graduate thesis or dissertation (xxx-696, xxx-796).

TABLES

Uniform Course Numbering Guidelines

Category	Description

000-099	Credit in these courses does not apply to the minimum 120 credits required for the baccalaureate degree.
100-199	Introductory courses, generally without prerequisites, primarily for first year undergraduate students.
200-299	Courses primarily for second-year undergraduate students.
300-399	Courses primarily for third- and fourth-year undergraduate students.
400-499	Advanced courses primarily for fourth-year undergraduate students
500-599	Courses primarily for first-year graduate students or as prerequisites for 600- and 700-level courses

600-699	Courses primarily for students admissible to graduate programs.
700-799	Courses primarily for advanced graduate students in post-masters and doctoral programs.

UNDERGRADUATE CERTIFICATE PROGRAM CRITERIA AND GUIDELINES

SG 2.02

Date of Last Update:

November 12, 2025

Approved By:

- University Academic Senate / Provost

Responsible Office:

Provost Office

POLICY STATEMENT

G. Undergraduate Certificate Program Criteria and Guidelines

1. Purpose: A certificate is awarded in recognition of completion of a well-defined program of coursework that falls within existing units at Grand Valley for a specified purpose that could not simply be achieved by obtaining a transcript. A certificate is not defined as a degree by the University; rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Furthermore, certificates are available to both degree-seeking and non-degree-seeking (i.e., certificate seeking) students. Therefore, they are available to a

wider range of students than a traditional major.

2. Criteria:

a. Certificate programs may be either freestanding or as add-ons to existing degree programs.

b. The number of courses (credits) required for completion of a certificate program may vary from certificate to certificate.

c. A limited number of new courses may be added for certificate programs.

d. Minimum standards for academic progress should be identical to those of the parent program(s). Additional standards or requirements may be imposed.

e. The number of courses comprising the certificate program that must be completed at Grand Valley is set by the department providing the certificate program.

g. Courses accepted for transfer as part of the certificate program must be reviewed and approved by the department providing the certificate program.

h. Courses taken as part of a certificate program at another institution may be transferable and shall be evaluated on their own merits in keeping with standard procedures; however, certificates from other institutions are not transferable to Grand Valley.

i. Certificate courses may be applied toward requirements for completion of a major/emphasis or degree, as determined by the unit providing the certificate program.

3. Procedure:

a. Certificates are created using the New Certificate Proposal Form in the online curriculum system that is linked from the GVSU Faculty Governance website.

b. Certificate review follows the same curriculum review process as badges.

c. Changes to existing certificates should use the Program Change Request form.

GRADUATE CERTIFICATE POLICIES

SG 2.03

Date of Last Update:
January 09, 2020

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

H. A graduate certificate program:

a. shall consist of at least nine (9) graduate-level credits; credits earned in required undergraduate courses do not apply to this minimum.

b. shall be approved through the specified University curriculum process.

c. may require the completion of undergraduate prerequisite or cognate courses.

d. shall be consistent with the expectations for graduate-level education as stated in the Higher Learning Commission *Criteria for Accreditation Handbook:*

Graduate-level learning activities are more focused in content and purpose and more intellectually demanding than undergraduate education; faculty and students engage in scholarship involving research and practice as appropriate to the discipline or field; and learning activi-ties involve frequent interactions among faculty and graduate students.

PROCEDURES

1. Admission:

a. Normally, admission to a graduate certificate program is a baccalaureate or higher degree earned at a US regionally-accredited institution or its international equivalent.

b. The Dean of Graduate Studies may waive this requirement in highly exceptional circumstances at the recommendation of the Graduate Certificate Director.

c. University undergraduate students taking graduate courses through the dual-credit process may be admitted to a graduate certificate program. However, an undergraduate student may NOT be awarded a graduate certificate until they have been awarded a baccalaureate degree.

d. A graduate certificate program may specify additional admissions requirements.

2, Application for admission:

a. A student who is not enrolled in a graduate degree program must apply for admission to a graduate certificate program prior to completing fifty (50) percent of the required credits for the graduate certificate. This requirement applies to an undergraduate student pursuing a

graduate certificate through the dual -credit process.

b. Graduate students who are currently enrolled in a graduate program of study leading to a degree, and who wish to simultaneously pursue a graduate certificate must inform the certificate program director and the Dean of Graduate Studies of their intent to seek the graduate certificate.

3. A graduate certificate may be awarded to a student:

a. who has been admitted to either the specific graduate certificate program or a graduate degree program at the University, and

b. who has earned a minimum of a 3.0 (B) grade point average in University courses required for the certificate, and

c. who has successfully completed the required courses, including any required undergraduate prerequisite or cognate courses for the certificate and no required graduate course is more than eight (8) years old at the time the certificate is awarded, and

d. who is in good standing with the University.

4. Applying certificate course work to additional graduate certificates and graduate degrees:

a. A graduate course used to meet the requirements of a graduate certificate may be utilized to meet the requirements of a second or subsequent graduate certificate only with the approval of the Dean of Graduate Studies.

b. The use of a graduate-level course to meet the requirements of a graduate certificate degree program does not preclude its use toward the requirements of a graduate degree.

5. Course substitutions:

a. In general, the Graduate Academic Policy on the *Approval of Course Waivers, Course Substitutions, and Individual Program Plans* is applicable to graduate certificate programs.

b. At the discretion of the Graduate Certificate Director, a relevant graduate course may be substituted for a required dual-listed course that a student has completed for undergraduate credit with a grade of ‘B’ or higher.

c. Generally, no more than one dual-listed course taken for undergraduate credit may apply toward the requirements of the certificate. However, upon the recommendation of the Graduate Certificate Director, the Dean of Graduate Studies may approve the application of a second required dual-listed course taken for undergraduate credit toward the requirements of the certificate.

6. Transfer credit:

The transfer of credit to a graduate certificate program is limited to no more than one-third of the required credits for the certificate and subject to the applicable provisions of the *Graduate Academic Policy on the Transfer of Credit to a Graduate Program.*

7. Administration:

Each graduate certificate program shall have a designated graduate certificate director as defined in "Definitions".

DEFINITIONS

A graduate certificate is a credential awarded by the University for completion of a defined and focused collection of courses that meet a clear **and appropriate educational objective at the graduate level.** A graduate certificate is NOT a degree offering of the University.

A ***graduate certificate director*** is the individual designated to administer the graduate certificate program. The role, responsibilities and authority of a graduate certificate director are similar to those of a graduate program director with respect to a graduate degree program.

GENERAL EDUCATION CRITERIA AND GUIDELINES

SG 2.04

Date of Last Update:
January 07, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

Please visit the General Education Program website at http://www.gvsu.edu/gened/

ESTABLISHMENT OF NEW PROGRAMS OR UNITS

SG 2.05

Date of Last Update:
May 19, 2023

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

1. Introduction

Proposals for the establishment of additional programs or units must be consistent with the University's Mission, Vision, and Values. Because the creation of any new program or unit can have significant administrative, academic, and financial implications, only those proposals which are compatible with the University's articulated Mission, Vision, and Values should be pursued.

2. Applicability of the Procedure for the Establishment of Additional Programs or Units

The criteria and procedures presented in this document govern the proposal, development, and approval of any new program or undergraduate/graduate unit (department or school within a College), program, major, minor, or degree to be established within the existing organizational structure of Grand Valley State University. Hereafter the collective reference to "program or unit" is understood to include all of the above items. The criteria and procedures presented in this document do not govern changes to the organizational structure for the University, including the proposal, development, and approval of new Colleges or Schools. Procedures for such changes in the fundamental organizational structure for the University are detailed in a separate governance procedure.

PROCEDURES

3. Governance Procedures for the Establishment of a New Program

Grand Valley State University is committed to establishing well-researched, innovative academic programs. The procedure for making proposals involves two stages: the

Prospectus for a New Program, which introduces the concept for governance consideration, and New Program Proposal upon which approval and implementation will be based. Both the Prospectus and New Program Proposal can be submitted via the online curriculum development system at any time during the academic year.

a. Prospectus

The Prospectus for a new program, major, minor, or degree may be initiated by a faculty member, faculty-planning group, or officer of the university. The Prospectus will clearly identify the proposers. Any proposal for a new program shall be developed and reviewed in accordance with the following guidelines. The proposers may withdraw a proposal at any time by notifying the New Program/New Unit Council (SG 1.03.B.13)

The Prospectus shall include the following (see online Prospectus form for full details)

i. a description of the program,

ii. the interdisciplinary impact and overlap,

iii. evidence of the desirability and feasibility of the program, and

iv. a detailed budget of resource needs.

These documents will be used to review the Prospectus and each is detailed in the online curriculum system.

The decision to proceed to the development of a detailed New Program Proposal for the proposed program will be based upon a review of the Prospectus by the New Program/New Academic Unit Council (SG 1.03.B.13). As part of its deliberations, the New Program/New Academic Unit Council will seek input from existing units that may be affected by the creation of the proposed new program. Council members make recommendations to the Provost. Their recommendation will be to “support the Prospectus as submitted,” to “support the Prospectus with requested modifications,” or to “not support the Prospectus.”

The Provost shall review the Prospectus and the recommendation of the New Program/New Academic Unit Council. The Provost may request additional information, approve the Council’s recommendation and initiate development of the New Program Proposal, or terminate the proposal. The decision of the Provost resulting from the Prospectus review shall be communicated to the writer(s) of the Prospectus, and to the New Program/New Academic Unit Council, and a detailed rationale will be sent to the Council. If the recommendation of support by the New Program/New Academic Unit Council is accepted by the Provost, the Provost will appoint a taskforce for the creation and submission of the New Program Proposal. The taskforce includes the unit head that will house the new program.

The approval processes are detailed in the online system here.

b. New Program Proposal

The New Program Proposal shall be developed by the writer(s) appointed by the Provost, in accordance with the Provost's charge for development. The writer(s) shall follow the online curriculum system.

c. Special Considerations

i. Establishment of Interdisciplinary Programs

The housing of new programs with an interdisciplinary focus and shared courses shall be made in consultation between the proposer, all affected Deans, and the Provost. The final decision rests with the Provost.

This approval shall occur before the submission of the Prospectus.

d. Governance Review Procedure

The review of the New Program Proposal shall be governed by the principles described with regard to the criteria at the Prospectus stage (SG 2.05.3.a), i.e., a description of the program; interdisciplinary impact and overlap; evidence of the desirability and feasibility of the program; and a detailed budget of resource needs. Each is detailed in the approval processes in the online curriculum systemhere.

4. Governance Procedures for the Establishment of a New Academic Unit

a. New Academic Unit Proposal

The proposal to establish a new academic unit may be introduced by a faculty-planning group or officer of the university. The proposal will clearly identify the proposers. The New Academic Unit Proposal shall include the following:

i. a description of the new academic unit,

ii. a strategic plan,

iii. a description of the function of the new unit,

iv. the desirability of the new unit, and

v. a detailed budget of resource needs.

Each of these elements is detailed in the approval processes in online curriculum system here. The New Academic Unit Proposal can be submitted via the online curricular

system at any time during the academic year.

b. Governance Review Procedure of Proposal for New Academic Unit

The Proposal for the New Academic Unit shall be reviewed by the New Program/New Academic Unit Council (SG 1.03.B.13). As part of its deliberations, New Program/New Academic Unit Council will seek input from existing units that may be affected by the creation of the proposed new unit. Council members make recommendations to the Provost. Recommendation is either “support,” “support with requested modifications,” or “not support.”

The approval processes can be found here.

POLICY ON ESTABLISHING, REVIEWING, AND DISCONTINUING ACADEMIC CENTERS

SG 2.06

Date of Last Update:
April 24, 2024

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

Academic Centers strengthen and enrich research, instruction, and outreach conducted by the faculty and staff. They advance the mission of the University by cooperating with external organizations, including private, nonprofit, or corporate sponsors; educational institutions; and federal or state agencies. In order to avoid duplication, each center should have distinctive purposes, activities, and/or stakeholders, and it should make its facilities available for collaborative activities as appropriate.
Academic Centers are established, reorganized, or discontinued at the discretion of the Provost, following review by the Centers Evaluation Committee (SG 1.03.B.14.) and consultation with the Chair of the University Academic Senate (UAS). The Chair will report to the Senate when such proposals are made (SG 1.01.2.2.). Such review and consultation will determine what additional steps are needed before approval is given, which may include further review by the administration and the UAS.

DEFINITIONS

An Academic Center is a non-degree-granting education organization, housed within the Division of Academic Affairs, that facilitates research, instruction, or outreach. An Academic Center is defined by its mission and scope, not its title, and may be designated as a Center, Institute, Laboratory, or similar entity. Academic Centers are of two broad types: University Centers and College Centers. A University Center's oversight and budget originate from central administration, and it involves faculty from multiple colleges. A College Center's oversight and budget originate within a single college, and it typically involves faculty from multiple units within that college.

ACADEMIC PROGRAM BUDGETARY REVIEW PROCESS

SG 2.07

Date of Last Update:
November 20, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

Academic Program Budgetary Review Process *(Approved by FSBC)*

Proposals submitted to the Faculty Salary and Budget Committee for a recommendation to Executive Committee of the Senate as part of the review process for the development and approval of new programs, units, degrees, majors, unit accreditation, and requests for autonomy should contain in both the Prospectus and New Program Proposal, an analysis of sources for support, and budgetary costs and benefits as requested in the online submission process.

ACCREDITATION

SG 2.08

Date of Last Update:
January 09, 2020

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

The decision to seek accreditation for a unit or program represents an investment and a commitment on the part of Grand Valley. The process of acquiring accreditation should be the result of a thoughtful, comprehensive analysis of both the benefits and the costs which result for the unit and the University community.

As part of the process for seeking the Grand Valley Administration's approval to initiate the accreditation process, units need to make the case for accreditation to faculty governance. Both curricular and budgetary consequences of accreditation must be reviewed by the appropriate governance committees and recommendations forwarded to the Associate Vice-President for Academic Affairs responsible for accreditation issues before a formal decision to pursue accreditation can be made.

PROCEDURES

1. The unit seeking permission to pursue accreditation of the unit or of a program within that unit will make its case first to the College Curriculum Committee [CCC] of the College in which the unit is housed. Upon completing its review of the proposal, the CCC will forward its recommendation to ECS. ECS will refer the proposal to UCC and to FSBC for their recommendations. Upon receipt of the recommendations of UCC and FSBC, ECS will review the proposal for accreditation and forward a recommendation to the Associate Vice-President for Academic Affairs responsible for accreditation issues. The Provost will notify ECS of the Administration's decision regarding approval of the proposal to seek accreditation. An adverse recommendation at any level of governance will not terminate the process of discussion.

2. The unit's proposal to seek accreditation shall include a thorough assessment of the unit's current degree of compliance with accreditation guidelines. This assessment should be detailed and specific, and it should indicate any anticipated changes required in order to

achieve accreditation. This discussion should include, but is not limited to, changes in program objectives, courses, requirements, physical space and/or facilities, faculty resources, and University Libraries and Art Museum or other resources.

3. A copy of the current accrediting agency guidelines shall be attached to the proposal.

4. The proposal will include a candid and specific discussion of the anticipated short term and long-term (5-year) benefits and costs associated with accreditation. This discussion should speak to the following: students, graduates, the unit, the College, and the University.

5. The proposal will include a specific discussion addressing how the unit believes that accreditation will enhance and facilitate the unit's ability to function within the Grand Valley role and mission statement.

6. The proposal will include an analysis of sources of financial support, and of the anticipated budgetary costs and benefits. This discussion will include a projected budget and be directed toward both the short term and long-term (5 years) impact. The budget should contain numbers which indicate costs for administrative, faculty, and support personnel, and any equipment or operating costs. Monetary support could include such items as any start-up or long-term grants, increased tuition and fee revenue based on anticipated number of students, and requested University funding. Whether internal funding will come from the present unit budget, the College budget, or the University should be specified.

Units which have achieved accreditation do not need to make the case for renewal of accreditation. Implicit in the unit's decision to pursue renewal is the presumption that accreditation has been beneficial. At the renewal stage, however, the unit shall forward a brief statement to ECS/FSBC/UCC assessing the effects of accreditation during the foregoing period, and apprising ECS/FSBC/UCC of any changes in accreditation requirements or standards which may have been made since the previous review. This statement will include a projected budget for the next five years. Faculty governance will review this statement and will forward a recommendation to the Provost.

IMPLEMENTING REDUCTION IN FACULTY DUE TO CHANGING ENROLLMENT PATTERNS

SG 2.09

Date of Last Update:

January 07, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:

Provost Office

POLICY STATEMENT

Guidelines for Implementing Reduction in Faculty Due to Changing Enrollment Patterns

The following guidelines should be followed for any reduction in workforce. See Board of Trustees' Policies BOT 4.2.15 for additional information.

A. Role of the Unit

The unit is evaluated with respect to the University's role and mission, and the University curriculum, as well as its relationship to other programs in the region and state.

B. Enrollment History

The enrollment history is evaluated on the basis of a list of the full-time equivalent students (FTES) taught by the unit.

C. Efficiency

In addition to the student/faculty ratio, both cost per student credit hour and teaching load are examined.

D. Number of Majors

The number of majors for a unit reported for each year is reviewed.

E. Service Factor

The service factor measures the dependence of other collegiate units on the one being evaluated. This evaluation is based on the number of credits taught by the unit to majors not their own (balance of trade) as well as by an examination of general education and cognate requirements.

F. Professional and Community Contributions

The professional and community contributions by the unit are considered. Sources of such information include unit evaluations, consultant reports, and departmental records.

G. Future Demand

The future demand for the unit is a judgment based on the impact of additions, deletions,

or modifications in programs. In addition, changes in institutional need and external conditions will be considered.

All data to be provided by the Office of Institutional Analysis.

POLICY ON THE ESTABLISHMENT AND REVISION OF CREDIT BY EXAM REQUIREMENTS

SG 2.10

Date of Last Update:
January 09, 2020

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

Every unit offering credit for exams (including but not limited to AP, CLEP, DANTES, and IB exams) should periodically review the current required scores to ensure that they are set at appropriate levels.

POLICY STATEMENT

1. Individual units should identify the data required to determine appropriate levels. In other words, there is no prescriptive data set requirement since it is ultimately the responsibility of the originator or the change proposal to make the case for a change in a required score. Other units and offices may request that a particular unit review a current score or level, but only the unit responsible for a course may submit proposals for changes in exam scores required for credit in that course. If there is not appropriate unit to review the scores, the most closely associated College will perform this duty.

2. The units' review must include members of the office of the Registrar and Admissions in order that those offices may be informed and so that those offices may provide input as to how a particular score might have a larger impact across the university.

3. In order to suggest a change in a current score, or for recommended changes in the future, the following guidelines should be followed:

a. The proposal should include

i. Rationale for the proposed change.

ii. Data that provide a comparative analysis to similar credit for exam scores from peer and competitive institutions.

iii. Admissions, Registrar and Institutional Analysis data (or statements) that project the impact on enrollment and course offerings.

iv. An implementation plan.

v. Approval from the Dean of the college where the proposal originates.

b. The timeline for proposals should follow:

i. in September for a change two academic years later (e.g., September, 2016 for a change in August, 2018).

ii. Passed through the process outlined below by March one calendar year ahead (or else the start date is postponed a year) in order that appropriate planning for and advertising of the new required score or level can be enabled.

c. Allowances should be made for expedited review and change of scores upon request of the units. However, the proposal, as outlined above, is still required.

d. The process for changing a qualifying score proceeds as follows:

i. Unit proposal prepared with required elements, as above.

ii. To the Academic Affairs Committee for Oversight of Credit by Examination for information regarding potential impact of score change and for a recommendation. This committee includes:

- Assistant/Associate Vice President for Academic Affairs (that oversees advising)
- Vice President for Enrollment Development
- The chair of UCC (or designate)
- Director of General Education

iii. To the Provost and Executive Vice President for Academic and Student Affairs.

If the recommendation for change is approved, the Registrar, the Director of Admissions, the Student Academic Success Center, ECS and the Provost’s Cabinet are advised.

DEFINITIONS

An “appropriate level” should be considered a score that adequately positions the student for success in subsequent courses.

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' Policies BOT 4.2.9.]. Evidence of professional effectiveness is a significant factor in contract renewal, tenure, promotion, and salary

increment decisions. Evaluation of professional effectiveness will be on the basis of the judgment of colleagues and/or those who are instructed or served.

B. Teaching and Professional Workload

Regular Faculty: Workload

Normally, within a full-time load, the expectation for teaching shall be 18 credits per academic year. Evidence of effective teaching is significant in decisions on tenure, promotion, and salary increments. Each unit, with the approval of its dean, shall determine the number of courses that are required when any or all of the courses are other than three credits. Each unit, with the approval of its dean, shall also determine equivalencies of studios, labs, rehearsals, team-teaching, distance education, supervision of theses or student research, clinical or internship supervision, independent study or reading courses, teaching extraordinarily large classes, and other such formal teaching activities. Normally, no more than three different course preparations will be required of any faculty member in any semester.

Library Regular Faculty: Workload

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

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

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

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

3. Teach content in a coherent, organized manner to aid student learning.
Effective teachers help students frame their course experience by organizing content

and activities to create a purposeful learning structure. When a course is taught using an intentional and definable approach, students are able to learn and retain material, synthesize ideas, and improve academic achievement.

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

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

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

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

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

D. Definition of Excellent Teaching

For promotion to full professor, a faculty member must consistently demonstrate at least effective teaching on annual reviews. In addition, the faculty member must have engaged in

several meritorious activities and accomplishments that extended beyond normal teaching duties and performance during the previous six (6) years. A college or unit can be more specific about how much or what type of activity it requires. See also BOT 4.2.10.5 and SG 3.01.E.5.III.

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

E. Scholarly/Creative Activity

All Faculty

1. Within their areas(s) of expertise, all full-time ranked faculty members [as described in the Board of Trustees' Policies BOT 4.2.9.], including Library Regular Faculty [as described in the Board of Trustees' Policies BOT 4.2.9.] are responsible for effective scholarly or creative activity. The university expects all faculty members to be active scholars or artists who contribute to the development and application of knowledge and create a dynamic environment for learning. The university expects a faculty member to establish a record of scholarly or creative endeavor that is meaningful within the scholar's discipline.

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

I. Scholarship of Discovery

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

II. Scholarship of Integration

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

III. Scholarship of Application

The scholarship of application serves the interests of the larger community by applying existing knowledge to societal and professional problems directly tied to one's area of

expertise (sharing one's expertise). Theory and practice vitally interact, and one renews the other. The scholarship of application differs from the focus on research and synthesis is crucial to the first two forms of scholarship. Here the scholar uses knowledge to solve specific problems.

IV. Scholarship of Teaching

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

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

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

I. Advancement of Knowledge/Creative Expression:

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

II. Scholarly Engagement

Scholarly engagement demonstrates an active scholarly/creative activity agenda through the use of existing disciplinary knowledge to produce a product that is disseminated to peers, users, or decision makers. These products typically utilize less stringent public/private validation or judgment of work. Some of them will later become Advancement of Knowledge/Creative Expression (e.g., conference presentation that is later published as a peer-reviewed article). In addition, documented scholarly/creative work-in-progress fits into this category.

III. Professional Development

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

4. Examples of scholarly/creative work in each category include, but are not limited to the following **faculty responsibilities in the area of scholarly/creative activity**. Colleges and units can add items as long as they adhere to the category definitions. Teaching and services activities should not be listed as examples of scholarly/creative activities. A faculty member who feels a specific scholarly undertaking should be part of a different category can appeal to the Dean of the College/University Libraries and Art Museum by the first day of fall semester for a winter personnel action and by the first day of winter semester for a fall personnel action. If a unit's faculty believe that a specific scholarly activity should be permanently part of a different category in unit personnel guidelines, and have the endorsement of their Dean, they can seek approval from the University Personnel Review Committee.

5. Standards for Tenure, Promotion, and Annual Review

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

I. Contract Renewal

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

II. Tenure and Promotion to Associate Professor/Associate Librarian

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

III. Promotion to Full Professor/Senior Librarian

To be promoted to full professor/senior librarian, a candidate must meet specific unit standards. Unit standards will address work done in the six (6) years prior to the submission of the portfolio on the first day of classes of the fall semester, and the standards must be more rigorous than those required for tenure and promotion to associate professor/associate librarian. See also BOT 4.2.10.5 and BOT 4.2.8.4.

IV. Annual Reviews

Ongoing scholarly/creative activity includes professional development and scholarly engagement; these constitute the minimum foundation of scholarly endeavor and are expected components of everyone's annual workload. Each unit will specify what form of

scholarship/creative activity it expects on a yearly, ongoing basis.

F. Service

All Faculty

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

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

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

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

1. **Service to the Institution (Unit, College, University)**

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

2. **Service to the Discipline and Profession**

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

3. **Service to the Community**

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

Examples of activities in each service category.

G. Area of Significant Focus

Regular Faculty

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

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

A significant focus differs from reassigned time. See Shared Governance SG 3.03 for an explanation of reassigned time.

Library Regular Faculty

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

promotion will want to ensure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

H. Mentoring Programs for New Faculty

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

University Mentoring Program

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

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

College/Unit Mentoring Programs

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

TABLES

Documentation of Effective Teaching

Category	Possible Sources of Evidence
Disciplinary Expertise (1)	Course dossier (assignments, tests, lab manuals; syllabus); Classroom observation
Student Skills (2)	Course dossier (syllabus, lab notebook, assignments); Self-evaluation; Student work
Organization (3)	Course dossier (syllabus); Student impressions and comments; Classroom observation, Self-evaluation
Create Learning Environment (4)	Self-evaluation; Student impressions and comments; Course dossier (syllabus statements, materials, assignments)
Challenge and High Expectations (5)	Class grading distributions; Course dossier (assignments and tests); Classroom observation; Student comments
Assessment of Student Work (6)	Course dossier (graded student work; rubrics; tests and assignments); Student Impressions

Teaching pedagogies (7)	Classroom observation; Course dossier; Student comments; Self-evaluation
Refine Courses (8)	Self-evaluation; Course dossier

FACULTY PLANNING: FACULTY WORKLOAD PLANS AND FACULTY WORKLOAD REPORTS

SG 3.02

Date of Last Update:

March 17, 2022

Approved By:

- University Academic Senate / Provost

Responsible Office:

Provost Office

POLICY STATEMENT

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

A. Faculty Workload Plan (FWP)

Faculty members plan their teaching, scholarship, and service activities a year at a time and

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

B. Faculty Workload Report (FWR)

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

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

REASSIGNED TIME

SG 3.03

Date of Last Update:
June 29, 2022

Approved By:

- University Academic Senate / Provost

Responsible Office:
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:
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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 theRegistrar'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' Policies BOT 4.1.10.

FACULTY QUALIFICATIONS

SG 3.06

Date of Last Update:
January 07, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

The importance of faculty members having the appropriate expertise in the subjects they teach is reflected in the University's Guidelines for Faculty Qualifications, as required by the Higher Learning Commission (the regional accrediting body for the University). In addition, faculty who wish to engage in graduate education must be approved through an application process.

FACULTY EVALUATION PROCEDURES

SG 3.07

Date of Last Update:
April 03, 2026

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

Faculty Evaluation Procedures:

A. Written Performance Expectations

Each unit will develop written performance expectations (for contract renewal, tenure, promotion, and sabbatical leave) of all unit faculty as appropriate to various ranks. These expectations should be specific to the disciplinary focus of the unit but compatible with the performance expectations of all faculty as expressed in the Faculty Handbook and of the college/school in which the unit is housed.

B. Faculty Workload Reports and Faculty Workload Plans

Annually, by **October 1**, each faculty member will prepare a Faculty Workload Plan (FWP) for the next calendar year and by **February 1** submit the Faculty Workload Report for the preceding calendar year. These documents should address how the faculty member's

activities and achievements comply with the general expectations of the unit, college/school, and the university. The Faculty Workload Plans and Faculty Workload Reports 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 be made available to the unit faculty members.

C. Student Course Evaluations

1. Normally, student evaluations of each course are completed each semester.

2. The faculty member may request that unfairly prejudicial comments be redacted. This request is made in writing to the Unit Head. The decision to approve/disapprove the request will be made by the Unit Head, or a standing or ad hoc committee in the unit. This provision is intended to cover offensive, racist, sexist, homophobic, and other personal comments, and is not intended to exclude from the file negative comments directly related to the teaching of the course. A department decision not to remove specific comments may be appealed to the Dean of the College.

D. Peer Evaluations

See the process identified in Board of Trustees' Policies BOT 4.2.3 through 4.2.10.

E. Unintentional Biases

1. GVSU works to institute policies and processes into assessment procedures that mitigate the potential for bias based on identity, including, but not limited to age, color, disability, height, weight, familial status, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active-duty military status. Nonetheless,
Grand Valley recognizes that there remain unintentional biases that can potentially affect assessment of student and faculty at this institution.

2. In continuing to work to make the institution more inclusive, equitable, and welcoming for all, faculty members are encouraged to reflect on and temper biases in assessment and in all other evaluative processes.

F. Collegiality

1. Collegiality refers to behaviors that enable faculty to carry out their functions as members of a community characterized by mutual respect and freedom from harassment and discrimination.

Non-collegiality is normally a pattern of behavior that includes but is not limited to: demeaning comments or behaviors; comments and behaviors that reflect or promote bias; and instances of harassment or discrimination. Faculty members are expected to refrain from engaging in

non-collegial behavior that threatens or harms the functionality of the unit or the university community.

2. Collegiality should be understood in professional, not personal, terms, as it relates to the performance of a faculty member's duties. Collegiality does not refer to one's view of another's social skills or position on controversial issues, neither of which should be part of the faculty evaluation process. Nor does collegiality require a display of enthusiasm, dedication, or "fit" within the unit.

3. Collegiality is not a fourth, separate evaluation criterion at Grand Valley. Only the three criteria specified in the General Personnel Policies (i.e., teaching/professional effectiveness, scholarly/creative activities, and service) are appropriately part of the evaluation process. However, non-collegial behavior can be relevant to those three criteria during a personnel action and may influence the outcome. For example, if a pattern of non-collegial behavior affects a unit's ability to function, such behavior may be brought up in evaluation processes under the service evaluation criterion.

4. Allegations of non-collegiality should be addressed consistent with the procedures for conduct concerns detailed in SLT 3.3, unless such allegations may constitute discrimination, harassment, or misconduct based on a protected characteristic (which must be reported to and investigated by the Office of Civil Rights and Title IX). Consistent with SLT 3.3, informal resolution of allegations on non-collegiality is encouraged, and employees should attempt to address concerns directly with colleagues or their unit head before initiating a formal process. The resolution of a formal process under SLT 3.3 can be included on the agenda for a personnel action pertaining to the involved faculty member, but the unit head must communicate the inclusion of this information on the agenda in writing to the faculty member. Similarly, such resolutions may be documented in the faculty member's annual evaluation.

See Standards of Conduct Policy for Employees (SLT 3.3) for processes that address conduct concerns.

See also SLT 3.3.1.A: "The University's Non-Retaliation Policy for Faculty and Staff strictly prohibits any form of retaliation against individuals who make good faith reports of violations of laws, regulations, or University policies."

5. Allegations of research misconduct, illegal activity, violations of GVSU's policy prohibiting discrimination, harassment, or other misconduct are separate matters and should be addressed through proper procedures.

See SLT 9.1 INTERIM Policy prohibiting discrimination, harassment and misconduct for all faculty, students, employees, and third parties and SG 3.05 Professional Ethics.

G. Contract Renewals, Promotion and Tenure Decisions

The process for personnel evaluations for contract renewals, promotion, and tenure decisions is outlined in the Board of Trustees' Policies BOT 4.2.9. Unit Heads, Chairs of Unit Personnel Committees, and Chairs of College Personnel Committees will participate in regular training, implemented by the Office of the Provost, concerning personnel policies and procedures. See also the Faculty Personnel Actions Workbook.

The unit head or designee(s) refers to the member or members designated by the unit to carry out the personnel review process, as specified in the Board of Trustees' Policies BOT 4.2.10.

Evaluation Principles. The evaluation process is designed to create an open, uniform, and equitable procedure for the review of faculty by their peers. The central principle of this process is to have an informed, candid, and open, job-related discussion of the candidate in a unit meeting followed by a unit vote and written recommendation. This is accomplished by the following steps given in outline form (specific details for each step are in the relevant sections):

1. The submission by the unit head and the candidate to the unit of materials necessary for the action under consideration, including relevant Faculty Workload Plans and Faculty Workload Reports.

2. An agenda for a unit meeting based on the candidate's review materials and unit regular faculty's input after review of the candidate's materials. This input should address both the candidate's achievements and the writer's concerns as to how the candidate has addressed the criteria for review.

3. A unit meeting where the strengths and weaknesses of the candidate are discussed followed by a unit vote on the personnel action. The first motion for a vote on the personnel action under consideration is for the action (for renewal, for promotion, or for tenure).

4. A unit recommendation prepared after the unit meeting based on the discussion and written comments. This recommendation is submitted to the dean.

5. A review of the unit action by a College/Library Personnel Committee whose role is to:

a. ascertain whether the unit has followed the procedures for contract renewal, etc.

b. ascertain whether the unit has adequately discussed all the issues raised by the regular faculty of the unit about the candidate under discussion.

c. determine whether substantive issues require the Committee to contradict the unit's recommendation.

d. in the absence of a valid vote by the unit, to make a recommendation based on its own judgment.

Evaluation Procedure Flow Chart.
A Flow Chart of the evaluation procedure is available on the Office of the Provost website.

FACULTY SALARY ADJUSTMENT PROGRAM

SG 3.08

Date of Last Update:
February 04, 2025

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

Faculty Salary Adjustment Program

Each year the Faculty Salary and Budget Committee (FSBC) recommends to the University Academic Senate (UAS) how funds should be made available for faculty salary increases. The salary increase process is described in a Faculty Salary Adjustment Program Document which is distributed to faculty members each year.

Questions about the process should be directed to the unit head. Suggestions for improving the process should be communicated to the college's representative on the Faculty Salary and Budget Committee.

Fund Allocation

The Board of Trustees approves annually an increase in funds available for salary increments.

There are three separate funds that support the Faculty Salary Adjustment Program. The Merit Fund and the Special Salary Adjustment Fund are comprised of a percentage of salaries for merit recognition and special adjustments. This fund is standardly allocated as 85% to the Merit Fund and 15% to the Special Salary Adjustment Fund. The Provost will review special adjustment needs to determine if a slight modification of the percent of allocation to these two funds is required before final allocations occur. The Promotional Increment Fund is a

separate fund based on anticipated number of promotions that will occur in a given year.

The Merit Fund is calculated as a percent of the base salary of all current faculty. This fund is to be used exclusively for merit adjustments (see Sections 4-6 below). Appointing officers make recommendations to the Provost on the distribution of this fund. All funds allocated should be expended in the salary adjustment process.

The Special Salary Adjustment Fund is assigned to the Provost for special salary adjustment, which is used for market and equity adjustments and extraordinary performance (see Section 3 below). This fund should not exceed 15% of the Merit Fund unless designated for a clearly defined purpose.

The Promotional Increment Fund is allocated to the Provost for faculty promotions. The amount of the fund is based on the number of faculty promoted and the current promotional increments (see Section 8 below).

2. **Range of Salary Adjustments from the Merit Fund**

Recommendations for individual salary adjustments from the appointing officer to the Provost must fall within the following ranges. These ranges should be based on performance over the preceding academic year; however, in special situations, an aggregate of years may be used with rationale provided by the appointing officer. The merit increase is determined by the percentage category in the appropriate range below, multiplied by the percentage increase of the Merit Fund (described in Section 1 above). For example: 70% based on the category assigned for satisfactory performance *3.0 Merit Fund percentage increase = 2.10% merit increase.

a. Less than satisfactory performance: 0 to 55%.
b. Satisfactory performance: 70% to 100%.
c. Exemplary performance: 105+% to 140%.

The appointing officer may also make requests for special salary adjustments (see Section 3.c below) to the Provost, to be funded by the Special Salary Adjustment Fund.

3. **Guidelines for Increments**

a. Appointing officers are required to recommend salary adjustments to the Provost for the distribution of the Merit Funds. The appointing officer will consider the summary of peer evaluations (see Section 5 below) as the most important factor in determining the recommendation.

b. The Provost will consider individual salary adjustment issues that cannot be resolved by the merit process.

The Special Salary Adjustment Fund assigned to the Provost is intended to address outstanding performance, extraordinary circumstances, and market or equity conditions. These are allocated based on written requests from appointing officers for salary adjustments that cannot be resolved by the Merit Fund, as well as cases identified by the Provost that require special adjustment. In making these adjustments, the Provost must consider salary compression as an important factor.

4. **Evaluation Criteria**. Evaluation criteria for faculty performance reviews are specified in the Board of Trustees' Policies BOT 4.2.9.

University awards representing meritorious teaching/professional effectiveness, scholarship/creative activity, and/or service shall be taken into account in annual reviews.

Faculty evaluations should recognize exemplary performance in teaching/professional effectiveness, scholarship/creative activity, and service. Circumstances including, but not limited to, joint appointments, reassigned time, sabbatical, flexible work arrangements, or FMLA, do not in themselves prevent a faculty member from earning a rating of ‘exemplary.’

5. **Unit Peer Evaluation**

Peer evaluation is part of the salary adjustment process.

a. Every member of a unit will be given the opportunity to evaluate colleagues based on the evaluation criteria unless a two-thirds majority of the faculty vote each year to waive that option and implement alternative procedures. This decision must be communicated in writing to the appointing officer by the end of fall semester.

b. The unit head will collect relevant Faculty Workload Plans, Faculty Workload Reports, and current vitae not later than February 1. The faculty member is responsible for submitting these materials in a timely manner to permit peer evaluation to take place.

c. The unit head is responsible for distribution of these materials corresponding to the evaluation criteria in a timely manner to enable peer evaluation to take place.

d. The unit head will summarize peer evaluations and forward such summary to the appointing officer. However, faculty evaluations of the unit head will be sent directly to the appointing officer.

e. If peer evaluation does not take place, and alternative procedures have not been agreed upon, the unit head will evaluate each faculty member against the evaluation criteria and transmit a recommendation to the appointing officer.

6. **Communication with faculty**

a. Written Performance Summary/Meeting with Faculty Members

By the end of the winter semester/term, each faculty member will receive a written performance summary from the unit head that includes:

i. The unit head's summary of peer evaluations (or the unit head's recommendations if peer evaluation is not done).

ii. A discussion of the faculty member's performance in teaching (or professional effectiveness for librarians), scholarship, service, and the significant focus commitment from the Faculty Workload Plan.

iii. A discussion of any departmental concerns regarding contract renewal, tenure, or promotion for untenured faculty.

iv. The annual performance category that the faculty member was assigned.

After the written performance summary has been completed, the unit head will make themselves available to meet with each faculty member to discuss performance during the past year. This meeting will occur ordinarily before the end of the winter semester/term.

b. Justification Required

i. For tenured faculty members, written justification is not required for recommendations within the satisfactory range. However, appointing officers must prepare a written justification to the Provost to accompany salary adjustment recommendations in the ranges for less than satisfactory performance and exemplary performance.

ii. For tenure-track faculty members who are untenured, written justification is required for recommendations in all ranges. Appointing officers must provide a written justification to the Provost to accompany all salary adjustment recommendations, a copy of which needs to be provided to each faculty member ordinarily by the end of the winter semester/term.

iii. All special salary adjustments require written justification which shall be shared with the chairs of ECS and FSBC upon request.

c. Annual Salary Letter

i. The annual salary letter will communicate both the percent and actual dollar amount of the total faculty salary adjustment as compared to the previous year. This letter will be available in Workday once the Board of Trustees has approved the upcoming fiscal year budget. Human Resources will alert faculty when the salary letter is able to be

viewed in Workday.

ii. The annual salary letter will communicate the salary adjustment breakdown for each category received merit, promotional increment, and special salary adjustments. Special salary adjustments will include the breakdown for market, compression, equity or exemplary performance.

7. **Appeals.**

Faculty who disagree with the salary adjustment may appeal using pertinent supporting material according to the procedure specified in the Board of Trustees' Policies BOT 4.2.18 .

8. **Promotional increments.**

As provided in the Board of Trustees' Policies BOT 4.2.20, faculty who are promoted will receive, in addition to their regular salary increase, the indicated promotion increment or no less than the minimum of the salary range of the new rank if the combination of the regular increase and the promotion increment fall below the minimum salary established for each rank.

Promotion to:

Assistant Professor	$1,000
Associate Professor	$5,000
Full Professor	$6,500

FACULTY COMPENSATION SCHEDULE

SG 3.09

Date of Last Update:
July 06, 2023

Approved By:

- University Academic Senate / Provost

Responsible Office:
Human Resources

POLICY

The objective of the University’s compensation program is to attract, retain, motivate and

reward faculty fairly, equitably and competitively. The University is committed to fair and equitable compensation that compliments the responsibilities of the position and the performance of the incumbents.

Compensation rates for Faculty and Executive, Administrative and Professional (EAP) positions are set based on (1) market data for similar positions within local, regional and/or national markets, (2) sensitivity to internal equity and (3) available fiscal resources. The market data is updated on a regular basis.

For more information see: Compensation Information (provided by Human Resources)

CONTINUATION OF BENEFITS

SG 5.01

Date of Last Update:
January 07, 2019

Approved By:

- Board of Trustees

Responsible Office:
Human Resources

POLICY STATEMENT

Continuation of Benefits.

The Benefits Office must be notified of any change in status, including eligibility for coverage under a new employer, within 31 days of the event.

Faculty (regular tenured/tenure-track, affiliate and visitor) who complete a full academic year, through the end of the winter semester, will retain their benefit coverage until the earlier of the date eligible for coverage under a new employer or August 5 of the calendar year in which they separate from service.

Benefits for Faculty who complete a partial academic year prior to separating from service will be terminated as of their date of separation from the University.

Benefit coverage noted above includes the following benefits: medical, pharmacy, dental, health flexible spending account, vision, life, supplemental life and long term disability and

supplemental retirement deferrals.

Salary Deferral

Those faculty members on salary deferral (12 month pay option) who complete the academic year will continue to receive their salary through August 5 of the year in which they separate from service. Upon written notice faculty can request a lump sum payout of their salary deferral balance. The amount will be taxed based on the Federal tax rates applicable to lump sum payouts.

Effective Date

The revised policy is effective for those faculty members who separate from service beginning with the 2005-06 academic year. The continuation of salary deferral will be effective with the 2006-07 academic year.

PARENTAL LEAVE

SG 5.02

Date of Last Update:
May 18, 2022

Approved By:

- University Academic Senate / Provost

Responsible Office:
Human Resources

POLICY STATEMENT

Under the Pregnancy Discrimination Act (PDA), a pregnancy will be treated the same as any other “disability”. The Family and Medical Leave Act (FMLA) will be followed in approving a medical leave of absence for the birth parent. All new parents (birth, non-birth, adoptive, and foster) are eligible for a six-week paid Parental Leave. Information about the Family and Medical Leave Act can be found in the Senior Leadership Team Policies. Additional information about the Parental Leave Policy can be found on the Human Resources website.

See http://www.gvsu.edu/hro/time-offleaves-122.htm .

PARTNER ACCOMMODATION

SG 5.03

Date of Last Update:
January 09, 2020

Approved By:

- University Academic Senate / Provost

Responsible Office:
Human Resources

POLICY

Partner Accomodation

Dual career couples have emerged as an important recruitment issue in higher education. The job prospects for both partners are often seriously considered when academic couples weigh career opportunities. Grand Valley State University has responded to the increasing incidence of dual career partners through the actions described below.

Higher Education Recruitment Consortium: GVSU is a member of Michigan HERC. HERCs are formal organizations of area colleges that provide a list of open positions for a geographic area.

Human Resource Office Assistance: Grand Valley's Human Resource Office can provide assistance with identifying opportunities, preparing resumes, and interview preparation for a relocating partner.

Temporary Appointments: GVSU utilizes several kinds of temporary faculty appointments. These include visiting faculty (one-year contract that is renewable up to three years), part-time instructors (per class basis), and affiliate faculty (normally, a three-year renewable appointment). A qualified academic partner can be appointed to one of these positions, although the university does not guarantee such an appointment. The unit receiving the appointment must agree to the accommodation.

Open Faculty Positions: In accordance with state law, federal law, and GVSU's commitment to faculty governance, the university uses inclusive, non-discriminatory, open recruitment and hiring practices. If an academic partner is qualified for an open tenure-track position, the academic partner must participate in the normal hiring process unless either the Provost or the President approve otherwise.

Shared Positions: The University will consider arranging a shared position. In this type of appointment, partners share a tenure-track position with defined responsibilities for teaching, research, and service. The shared position must total at least 100 percent of a full-time position. This form of accommodation works best for two faculty members in the same or closely related disciplines.

Creation of a New Position: The creation of a position for a partner is at the discretion of university administration, normally with consultation with the appropriate unit head and dean. Funding for such positions is determined by the Office of the Provost.

UNIT HEAD RESPONSIBILITIES

SG 6.01

Date of Last Update:
September 15, 2026

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

SG 6.01 Unit Head Responsibilities

Policies relating to the appointment, term and evaluation of unit heads are covered in a document approved by UAS February 11, 1983 with a revised version approved by UAS on April 10, 2009. Among the provisions of this document are the following:

A. Each academic unit shall have a unit head; this person will be designated as chairperson or director based on the nature of the unit involved.

B. The authority to appoint the unit head is vested in the dean of the college. When there is a vacancy in the position of unit head, the faculty of the unit shall meet, and, after deliberating among themselves and in consultation with the dean, shall recommend a nominee or nominees for appointment as unit head. Normally, the dean appoints the nominee recommended by the unit. Should the dean appoint a unit head who has not been recommended by the unit faculty, the dean shall communicate the rationale to the unit. If the unit is not able to make a nomination, the dean shall make an appointment.

C. Normally the appointment will be for a three-year period. A unit head may be reappointed when eligible.

D. There shall be a formal evaluation of the unit head every three years, resulting in a written statement. This report will be shared by the dean, the unit head, and the faculty involved, and be restricted to these persons. This evaluation shall be carried out by the associated unit faculty and the administrators within University, college, and unit personnel guidelines. This evaluation shall be based on the performance of the unit head in carrying out the duties and responsibilities of the position. This evaluation neither precludes nor takes the place of the usual faculty evaluation for tenure, promotion, or contract renewal.

E. All appointees shall have faculty status, or have the academic credentials to be awarded faculty status, with the associated responsibilities and benefits of faculty rank. Characteristically, unit heads will be senior faculty, with tenure, chosen on the basis of their ability as teachers, their experience in their discipline, and their leadership capabilities. Unit Heads will participate in regular training, implemented by the Office of the Provost, concerning personnel policies and procedures.

On March 30, 1983, ECS also adopted a report on the "Duties and Authority of the Unit Head" which outlines the responsibility, authority, and interaction of the dean and the unit head. "The dean of the college has the administrative authority and responsibility for all academic aspects of the college. . . The dean can and usually does delegate some responsibility and authority to unit heads or coordinators." Areas the unit heads deal with include but are not limited to the following: fiscal matters; personnel matters; teaching; scholarly, & research activities; professional conduct matters; faculty absences; office assignments; meetings & communications; secretarial & technical services; faculty assignments; adjunct faculty; curriculum; library resources; course scheduling; student relations & advising; student help; equipment, facilities, & records.

F. If applicable, the Designate for a personnel action (BOT 4.2.10.6) shall be recommended and appointed according to the procedure outlined in subsection B above. The qualifications for the Designate position are identical to those listed in subsection E above.

UNDERGRADUATE STUDENT EMPLOYEES

SG 6.02

Date of Last Update:

January 07, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

Undergraduate Student Employees

Full-time students enrolled at the University may be hired as student employees. All units should have a budget allocation for student employees. Wages paid to a student employee must follow the wage schedule available in the Student Employment Office. In addition, when classes are in session students without work-study are not permitted to work in excess of 25 hours per week. Students with work-study are restricted to the number of hours according to their work-study award. Work-study and regular student employees must be paid an hourly rate and hours-worked reported in the University's electronic time keeping system. Faculty members should communicate their needs for student employees to their unit heads. All student employees must complete the online training session with their supervisor to work as a student employee of the University.

Student employees may assist in departmental operations, tutoring, and laboratory and studio sessions under the direct supervision of appropriate staff and faculty. Student employees may also assist in the evaluation of student exams and assignments, provided that they have been approved by the Dean of the unit in which they work and they have completed FERPA training offered by the university. The scope of their assistance, including questions on access to gradebooks, are addressed in the FERPA training. Student employees are expressly barred from providing independent instruction in the classroom. They are also barred from administering or proctoring exams and assignments without faculty or approved staff supervision. Student employees may not be exposed to confidential personnel matters or academic records that are irrelevant to their work assignment.

This policy does not apply to graduate student assistants.

GRADUATE ASSISTANTSHIP

SG 6.03

Date of Last Update:
January 09, 2020

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

Purpose

The Graduate Assistantship Policy distinguishes Graduate level policies from policies detailed in the Shared Governance Faculty Handbook Policies that currently govern Undergraduate Student Employees SG 6.02.

Graduate Assistantships serve several functions. First, they provide graduate students with part-time, paid work experience. Generally, this experience will be directly related to their field of study and will allow them to expand and/or apply their disciplinary knowledge and skills under supervision.

Second, they provide GVSU faculty and/or university staff assistance in carrying out special projects or other assignments that require the advanced disciplinary skills of graduate students. Consequently, Graduate Assistantships facilitate direct interaction between faculty and graduate students through a unique educational experience while providing faculty more opportunity to fulfill their teaching, service and scholarship responsibilities.

Third, Graduate Assistants may serve in an instructional role where appropriate. Service in an "instructional role" requires that the graduate student works under the direct supervision of a tenure track faculty member who has final grading responsibility for the course. This corresponds to policies that allow undergraduates opportunities for "assisting in laboratory and studio sessions" Undergraduate Student Employees SG 6.02.

In all cases, the activities assigned are to have educational value for the graduate student and are not to be used in lieu of hiring student employees for clerical and office support. The opportunities provided to graduate students assigned a Graduate Assistantship clearly enhance the graduate student's experience, enrich their education, and broaden their range of professional skills.

See The Graduate School website at www.gvsu.edu/gs for additional information.

POLICY STATEMENT

General Policies

Grand Valley is committed to an open, well-advertised process of announcing positions and hiring graduate assistants. Each department with approved Graduate Assistantships will publicize them, and ensure that qualified applicants for these positions are offered an opportunity to apply. Available Graduate Assistantships should be advertised in recruitment materials, on the website of the department offering the Graduate Assistantships, and on the Student Employment electronic job board. In addition, The Graduate School will either post or provide a web-link for every Graduate Assistantship.

In recognition that many Graduate Assistantships are used to recruit students to specific graduate programs, and that many students may not have ready access to the website, departments may use positions to recruit students to their own graduate program, without posting to the wider student community. However, special positions funded through grants or from other sources that arise during the academic year should be fully advertised as noted above

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DISSEMINATION POLICY FOR SCHOLARLY WORK WITH GRADUATE STUDENTS

SG 6.04

Date of Last Update:
May 13, 2019

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

1. Each graduate program is required to have a published dissemination policy for scholarly work with graduate students that is approved by the Dean of the Graduate School.

2. The policy should adhere to the principles of the BOT Policy 4.1.10.2 Rights in Published

Material, Inventions and Secret Process and disciplinary norms for dissemination.

GRADUATE PROGRAM DIRECTORS

SG 6.05

Date of Last Update:
June 29, 2022

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY STATEMENT

1. Each graduate program will have a graduate program director (hereinafter referred to as the GPD).

2. The authority to appoint the GPD is vested in the dean of the academic college. The dean will normally appoint the new GPD from nominations/recommendations received from the unit head. Should the dean make an alternate appointment for GPD, the dean will provide a rationale to the unit head. If the unit head is not able to make a nomination, the dean will make an appointment.

3. Normally the appointment will be for a three-year period. A GPD may be reappointed.

4. Normally all GPD appointees will have graduate faculty status, or have the academic credentials to be awarded graduate faculty status, with the associated responsibilities and benefits of faculty rank. Administrative personnel may also serve as a GPD when other tenure-line faculty are academically responsible for the program curricula and assessment. Characteristically, GPDs will be senior faculty with tenure, chosen on the basis of their leadership and organizational ability.

5. GPDs will be responsible for ensuring completion of the Graduate Program Management Responsibilities as identified by each graduate program and approved by the academic dean specified in a separate document to be kept on file in the Graduate School, the appointing academic dean’s office, the appropriate academic unit head’s office, and with the GPD.

6. Normally the GPD will be evaluated annually as part of the Faculty Workload Plan (FWP)

and Faculty Workload Report (FWR) process. The unit head and/or Dean will provide a written performance summary of the GPD based on duties and responsibilities of the GPD position. The Graduate Dean will provide written input to the performance summary of the GPD on a three-year rotation or more frequently if requested by the GPD, academic unit head, or academic dean.