



GRAND VALLEY  
STATE UNIVERSITY®

COLLEGE OF  
HEALTH PROFESSIONS

## FACULTY MANUAL

2023-2024 Academic Year

*(updated 8/10/2023)*

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## SECTION I. GENERAL OPERATING INFORMATION

### Section 1.01 Philosophy

The College of Health Professions, as an academic unit of Grand Valley State University supports the mission of the university in educating students to shape their lives, their professions, and their societies. In alignment with the university, the College of Health Professions contributes to the enrichment of society through excellent teaching, active scholarship, and public service. The curricula provide educational experiences which encourage social construction of knowledge and intellectual achievement, development of critical thinking and self-expression, while maintaining emphasis on the importance of human values and cultures. The College of Health Professions initiates and maintains relationships with the global community to share resources and knowledge in approaches to health care. The role of the faculty is to educate health professionals who will be involved in actual or potential health problems, and to contribute to the scholarship and dissemination of health-related inquiry.

In response to the changing needs of society, the faculty subscribe to the following beliefs about humanity, environment, well-being, and clinical professional education:

**Humanity.** The faculty believe in the innate worth and dignity of individuals. Individuals have a uniqueness, which is the result of a dynamic interaction with the environment and integrated physiologically, psychologically, socially, culturally, and spiritually. The family and community are primary social systems essential for the fulfillment of basic needs and personal goals. Social systems provide the framework for human interaction by defining relationships and establishing rules for behavior and modes of action.

**Environment.** Life occurs in the context of dynamic interactions with the environment. Individual direction and development are determined by the environment, which develops through circumstance and choice. Environmental factors are evaluated according to the psychological and intellectual balance within the individual.

**Well-being.** Well-being is the individual's understanding of their ability to meet needs within the standards of human capacity. Human capacity is defined within the contexts of life stages, cultural and social roles, and is qualified by heredity, behavioral choices, disease, and the environment.

**Clinical Professional Education.** Clinical Professional education is based on the belief that learning is a social and life-long process. The aim of clinical professional education is to facilitate the acquisition of knowledge, attitudes, values, skills, and the development of independence, critical thinking, creativity, and leadership, all of which are necessary in the practice of clinical health professionals.

**Professional Conduct.** Health care professionals accept responsibility for management of care and exhibit a high degree of accountability as they provide assessments and interventions to individuals, families, groups, and communities in a variety of settings. Behavior patterns of all health care professionals grow from an innate belief by each individual in the respect due to every human being. Accordingly, the role of the health care professional includes the components of health care delivery and management, collaboration, leadership, teaching, research utilization, evaluation, and advancement of the profession. Additional responsibilities

include professional behavior in all interactions in the community, on campus, and additional time commitments in academic work and professional activities.

*Health care professionals uphold certain obligations that include:*

1. the obligation to maintain professional demeanor.
2. the obligation to know and accept a professional “code of ethics”, and
3. the obligation to maintain an attitude of compassion and “welfare of the patient first.”

Health care professionals are expected to demonstrate consistent and courteous behavior in all interactions with peers, faculty, staff, patients, and public audiences.

## **Section 1.02 Mission, Vision, and Core Values**

### **Mission**

To prepare exceptional professionals who will impact the health and well-being of the larger community.

### **Vision**

Our vision is to create an environment that is recognized for excellence in teaching, scholarship and service to the community, our professions, and the constituents we serve.

We will be recognized for our collegiality, collaboration, evidenced-based practice, and development of life-long learners.

### **Core Values**

We are educators in the health professions with a common set of core values.

- Professional and ethical behavior
- Respect and appreciation of differences
- Life-long learning
- Excellence in teaching, scholarship, and practice
- Appreciation of personal well-being
- Collegiality/collaboration and social responsibility

## **Section 1.03 Commitment to Inclusion and Equity and Equal Opportunity**

The College of Health Professions is committed to inclusion and equity, and strives to establish a climate that welcomes and affirms the contributions of all students, faculty and staff based on [University Policies–Commitment to Inclusion and Equity and Equal Opportunity/Affirmative Action](#)



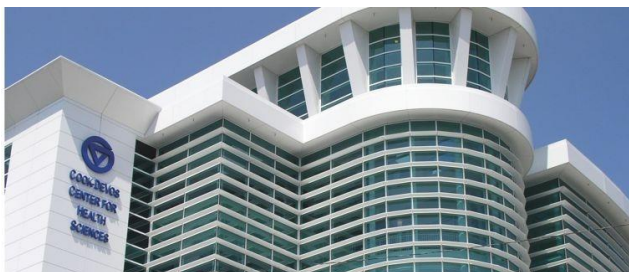
## Section 1.04 Health Campus Map



Click on the images for maps and directions



Daniel and Pamela DeVos Center for Interprofessional Health (DCIH)



Cook-DeVos Center for Health Sciences (CHS)



Raleigh J. Finkelstein Hall (RFH)

## Section 1.05 Position Descriptions

### A. Dean's Office

#### *Dean of the College of Health Professions*

The primary responsibilities and duties of the dean include:

- Report directly to the provost
- Develop community relations and build partnerships
- Secure funds and grants for the College of Health Professions
- Develop alumni relations
- Facilitate program development
- Build relationships within the various colleges in the university
- Assist with recruitment of faculty and students
- Represent the College of Health Professions on international, national, and regional professional organizations and committees
- Perform teaching responsibilities as assigned by the provost
- Maintain a program of scholarship
- Assist with faculty evaluations
- Develop and administer the department/program budget
- Communicate program needs and desires to the provost
- Communicate and interpret university decisions to the faculty
- Maintain open lines of communication among disciplines within the College of Health Professions and encourage appropriate balance
- Cooperate with other colleges and units in the accomplishment of their tasks
- Facilitate and encourage grants and contracts from extramural sources
- Chair meetings for the College of Health Professions

#### *Associate/Assistant Dean for Academics*

The associate/assistant dean for academics provides leadership, direction, and guidance for academic activities of the College of Health Professions. This position accords the faculty member reassigned time accounting for up to 75 percent of a full-time appointment (9 or 12 months). The associate/assistant dean for academics reports directly to the dean and works closely with the unit heads of the College of Health Professions.

The primary responsibilities and duties of the associate/assistant dean for academics include:

- Supervise development of new programs, majors, minors, and other major curricular changes
- Supervise and evaluate the student services program director
- Serve as ex-officio member of Faculty Council and College Curriculum committees

- Serve on specific search committees as requested by dean
- Use signature power as needed for ongoing efficiency of any/all business of the College of Health Professions
- Fulfill all duties and responsibilities of the dean in their absence
- Participate in committees, task forces, and meetings as requested by dean
- Work with the Office of Inclusion and Equity and the College of Health Professions inclusion assessment officer to oversee implementation and assessment of the College of Health Professions inclusion implementation plan
- Liaison with Grand Valley vice president for academics regarding program assessments on GVAssess, the College of Health Professions, department/program strategic plans, and program accreditations

### *Associate Dean for Research*

The College of Health Professions associate dean for research provides leadership, direction, and guidance for the research activities of the College of Health Professions with the goal to grow scholarly excellence and develop extramural funding opportunities. This position accords the faculty member reassigned time accounting for up to 75 percent of a full-time appointment (9 or 12 months). The associate dean for research reports directly to the dean and works closely with the unit heads of the College of Health Professions, the associate/assistant dean for academics, and the dean of the Graduate School.

The primary responsibilities and duties of the associate dean for research include:

- Serve as consultant for faculty seeking assistance with research, grant application, and publications
- Participate with the dean to arrange faculty seminars and/or forums that focus on issues related to faculty development and responsibilities
- Act as an advocate for College of Health Professions faculty with assistance from university resources, in matters concerning excellence in research, and publication
- Facilitate scholarly productivity of faculty and students
- Communicate opportunities for professional development
- Supervise student research and graduate assistants
- Participate as a member of the College of Health Professions Administrative Council
- Maintain a program of scholarship
- Assist in the coordination and implementation of research within the health professions programs
- Participate in development and administration of the budget
- Coordinate collaborative research projects between College of Health Professions faculty and the community
- Assist faculty with grant writing

## **B. Student Services Office**

### ***Student Services Director***

The student services director is responsible for student recruitment, advising, and public relation activities. They report to the dean and work closely with unit heads and program coordinators. This is a full-time staff position and includes the following primary responsibilities:

- Establish a program of student recruitment opportunities in coordination with unit heads and program coordinators
- Assist with alumni relations
- Represent the College of Health Professions at conferences, job fairs, recruitment events, etc.
- Participate in advising new and transfer students in College of Health Professions programs
- Build relationships with community colleges, health care agencies, and other transfer eligible programs
- Coordinate and disseminate College of Health Professions scholarship information
- Update equivalencies sheets from the various community colleges and universities which incorporate the new general education requirements
- Communicate with admissions on a regular basis to ensure accurate information is provided to students
- Communicate with the College of Health Professions dean's office to ensure appropriate responses to student inquiries
- Manage College of Health Professions student databases, including follow-up phone calls and letters
- Develop calendar of recruitment events
- Develop newsletters for area colleges

### ***Academic Program Advisors***

The academic program advisors in the Student Services Office will assist the student services director in the fulfillment of their job responsibilities. Individuals in this position report directly to the student services director.

### ***Admissions Coordinator***

The admissions coordinator works with the departments and programs in the College of Health Professions which have a secondary admission process for acceptance into the designated academic program. They also assist the student services director in the fulfillment of their job responsibilities.

## **C. Departments and Program Faculty and Staff**

### ***Unit heads and Program Coordinators***

The primary responsibilities and duties of the unit heads and program coordinators include:

- Unit heads report directly to the dean and program coordinators report to the respective unit head
- Perform teaching responsibilities as assigned
- Coordinate and evaluate department and program development
- Build relations within the university and the community
- Maintain a program of scholarship
- Assign faculty to classes, laboratories, studios, and other responsibilities
- Conduct faculty evaluations
- Assist in development of international relationships
- Oversee maintenance of clinical contracts
- Develop and administer department and program budget
- Direct clinical education in conjunction with department and program clinical coordinators
- Adjudicate student problems
- Develop class schedules
- Implement curriculum revisions and maintain the curriculum
- Recommend faculty to dean for part-time teaching assignments
- Recruit and advise students
- Ensure the preparation of catalog information and schedules of class offerings in accordance with deadlines
- Report undesirable or potentially hazardous conditions with respect to the physical plant
- Assure that specific policies and procedures relating to the professional programs are met
- Coordinate all activity relating to accreditation for the professional programs
- Oversee and provide for assessment activities of students within the department and program

#### **D. Office Operations and Professional Support Staff**

Professional support staff (PSS), also referred to as the academic department coordinator within the College of Health Professions will be described based on the association with the dean's office and based on affiliation with the departments and programs.

#### **E. Professional Support Staff within the Dean's Office**

##### ***Administrative Assistant (C-5)***

- Coordinate building room scheduling
- Maintains and reconciles the College of Health Professions budget



- Facilitate adjunct and visiting faculty contracts
- Coordinate hiring of new faculty
- Coordinate and supervise academic department coordinators
- Hire, coordinate, and supervise student workers

#### ***Office Assistant (C-4)***

The office assistant works with the administrative assistant to fulfill the daily operations required by the dean's office. In addition, the office assistant works with departments and programs on class scheduling.

#### ***Student Receptionist***

The student receptionist in the dean's office is responsible for the following:

- Receive visitors in the office
- Answer general department phone lines
- Maintain office and kitchen supplies
- Coordinate and distribute mail/fax/FedEx and UPS packages
- 
- Copy work for faculty
- Shred documents as needed

In addition, the student receptionist will work with the administrative assistant and office assistant to fulfill duties required in the dean's office.

### **F. Professional Support Staff Affiliated with the Units and Programs**

#### ***Academic Department Coordinator***

Each department and program within the College of Health Professions has an academic department coordinator who is the designated support staff. Their primary responsibilities include:

- Provide administrative support for unit head and program coordinator
- Assist faculty with AV equipment, supplies, and unlocking doors
- Assist faculty with work orders
- Order/maintain office supplies
- Maintain all meeting minutes
- Assist with the managing of temporary parking permits and maps
- Coordinate department funds
- Generate course evaluations
- Assist with admissions for their affiliated department and program
- Facilitate graduation audits

- Maintain department and program website
- Maintain alumni contacts
- Coordinate catering services and room reservations for non-academic use
- Maintain and reconcile department and program budget
- Process equipment requests and purchases
- Request equipment repair and disposal
- Process travel and expense reimbursements

### *Student Workers*

The student workers are the first line of contact for the College of Health Professions at the reception desks in both the Health Campus buildings of Cook-DeVos Center for Health Sciences (CHS) and Raleigh J. Finkelstein Hall (RFH). They are responsible for answering department and program phones and handling inquiries requesting program information. They will disseminate the appropriate information and direct inquiries to the Student Services Office to meet with an advisor. They will run errands within the Health Campus buildings, do mail runs, and assist the academic department coordinators with miscellaneous tasks as needed.

## **Section 1.06 Health Campus Operations**

### **A. Audio Visual for Classrooms**

All classrooms on the health campus are equipped with a computer, VCR/DVD player, LCD projector mounted in the ceiling, and audio system.

Overhead projectors, camcorders and slide projectors can be reserved at Information Technology (IT) [IT HelpDesk Self Service](#).

### **B. Building Access/Hours**

The CHS, DCIH, and RFH buildings have restricted access and card access is required for many of the classrooms and labs. All faculty, staff, and visitors are required to have their [Identification Card](#) while in the buildings. Visitors are required to report to the front desk upon arrival.

GRAND RAPIDS - HEALTH CAMPUS				
CHS BUILDING DCIH BUILDING		RALEIGH J. FINKELSTEIN HALL		SPECTRUM / GVSU SHARED RAMP
CHS DCIH	NOTE: CHS/DCIH Doors lock at 6:30p, Students	RFH	NOTE: RFH Doors lock at 6:30p, Students	
7:00a - 6:30p		7:00a - 6:30p		7:00a - 10:00p
7:00a - 6:30p	allowed to	7:00a - 6:30p	allowed to	7:00a - 10:00p
7:00a - 6:30p	stay in bldg	7:00a - 6:30p	stay in bldg	7:00a - 10:00p
7:00a - 6:30p	until 10p /	7:00a - 6:30p	until 10p /	7:00a - 10:00p
7:00a - 6:30p	IT Lab	7:00a - 6:30p	IT Lab	7:00a - 10:00p
7:00a - 5:00p	hours M-Th	7:00a - 5:00p*	hours M-Th	7:00a - 5:00p*
7:30a - 12:00p*		Closed*		7:30a - 12:00p*
Closed		Closed		Closed
7:00a - 5:00p		7:00a - 5:00p		7:00a - 10:00p
7:00a - 5:00p		7:00a - 5:00p		7:00a - 10:00p
7:00a - 5:00p		7:00a - 5:00p		7:00a - 10:00p
7:00a - 5:00p		7:00a - 5:00p		7:00a - 10:00p
7:00a - 5:00p		7:00a - 5:00p		7:00a - 5:00p*
Closed		Closed		7:30a - 12:00p*
Closed		Closed		Closed

### *CHS Bus Schedule*

You can find the bus schedule at [GVSU Transportation Services](#).

### *Food Services (CHS only)*

Monday-Thursday

7 a.m.-2 p.m.

### *Lobby Desk (CHS)*

Monday-Thursday

7 a.m.-6:30 p.m.

Friday

7 a.m.-5 p.m.

Saturday

7:30 a.m.-5:00 p.m.

Sunday

Closed

### *Lab Hours*

Labs are unlocked during scheduled class times. All other access will be by card access only.

## **C. Classroom Reservations**

All classroom reservations are made through the academic department coordinator of the designated department and program.

## **D. Course Reserve at the Library**

To place materials on closed course reserve at the library, you must sign into [University Libraries Course Reserve](#) website. This is a self-directed site which faculty can use to reserve materials for classes. If you have any questions regarding course reserve materials, you can contact the library representative for your department and program.



### **E. Coffee, Microwave, and Refrigerator/Freezer**

These are available for your use in the dean's office suite (400 CHS) and the RFH unit head suites. Individuals are responsible for cleaning their dishes, microwave spills, and their refrigerated items. Label items in the refrigerator with your name. At the end of each month the refrigerator will be cleaned. There is a coffee maker and Keurig machine located in the dean's office suite kitchen area. Both faculty and staff share the responsibility of making coffee and keeping the area clean.

### **F. Communication**

Faculty are expected to provide the academic department coordinator, unit head, and program coordinator with their semester schedule. This will assist student workers and staff in locating/contacting faculty when necessary. In addition, any absences should be approved by the unit head and program coordinator through completing the [Faculty Absence Form \(Appendix C\)](#). Faculty and staff are also expected to respond to voicemail and emails within a reasonable time frame.

### **G. Custodial Requests and Maintenance Issues**

Custodial services at Grand Valley include housekeeping operations, waste removal, recycling, movement of boxes and materials, and special events support. To request assistance of any of these areas, please submit a [Work Order Request](#) or call Facilities Services at extension 1-3100. If you find an issue with room temperature, bathrooms, light bulbs, or if there is a complaint, contact [Facilities Services](#) for assistance.

### **H. Forms**

A supply of many various forms used by the College of Health Professions and the university are stored on the **L Drive**.

### **I. Locking/Re-locking Doors**

Please lock your office throughout the day as you leave it and at the end of the day. This includes the main office if you have unlocked it after the office staff has left for the day. It is important that you adhere to the building protocol for keeping lab doors closed and locked throughout the day. If you need to place an order for keys, please ask your academic department coordinator for assistance.

### **J. Mail/Mailboxes**

Outgoing mail is taken by student worker or other office personnel to the CHS mailroom at approximately 10 a.m. and 2 p.m. Monday through Friday. Grand Valley mail needs the appropriate program charge code which is to be placed in the top left corner of each piece of mail. If you have personal mail, please use your own stamps. Each faculty and staff member has a mailbox in their department or dean's office suite.

The mail arrives twice a day and is distributed to mailboxes located in the main office; packages from the loading dock are delivered to the main office each day in the afternoon.

### **K. Master Key**

The dean's office suite and each department office suite have a master key which can be signed out as needed. The master key needs to be returned immediately after use.

## L. Network Access

All faculty have access to student records through Banner. Please contact IT at extension 1-2101 for instructions or assistance for use with Banner.

## M. Parking

Designated parking at CHS, DCIH, and RFH are for faculty, staff, tenants, and authorized visitors. Students are not allowed to park at the buildings or must use other modes of transportation. Below are the visitor parking instructions for CHS or DCIH:



### VISITOR PARKING DIRECTIONS DEVOS CENTER FOR INTERPROFESSIONAL HEALTH (DCIH)

Access to the visitor parking area in the DCIH parking garage is off Michigan Street at Prospect Ave NE (*enter onto Prospect Ave NE off of Michigan-there is a light at Prospect by the Laker Line bus stop*).

Follow the signs for guest/visitor parking (*Prospect is the drive that is used to enter the Spectrum Health/GV parking ramp as well as GVSU visitor parking*).

Make a left turn into the visitor parking lot just prior to the ramp entrance.

The booth attendant is available to help with any questions. If arrangements were made for pass at booth, provide your name and event information, or if you were mailed a parking permit, place parking permit on dashboard.

Park in the first part of the parking lot where you will enter the DCIH building on the "M" level.

Take the elevator/or stairs to first floor.

Room 104 is to the left as you exit the elevators or right from the stairwell.

## N. Supplies

All office supplies for faculty and staff are stored in the department office suites. The academic department coordinator can place special orders if needed.

## O. Textbook Orders

Faculty must request their book orders through the [GVSU Laker Store](#). The academic department coordinator can assist if needed. Current textbook requisition due dates can be found on the [Faculty Access](#) page and are also as follows:

*Spring/Summer* ..... February 25

*Fall* ..... March 25

*Winter* ..... October 25

## P. Work Requests

Faculty should ask their academic department coordinator for assistance with work requests and not give work directly to student workers.

# SECTION II. CAMPUS SAFETY, GVSU EMERGENCY, AND CYBER SAFETY

## Section 2.01 Campus Safety

Security officers are on duty 24 hours/day every day of the year. Closed circuit TV monitors are used for surveillance of parking lots and the surrounding university property. The following links provide important campus safety information:

- [Campus Security & Regional Centers](#)
- [Campus Safety Information & Resources](#)
- [Grand Valley Police Department](#)
- [Identification Card Policy](#)

## Section 2.02 GVSU Emergency

GVSU has a [Comprehensive Emergency Management Plan](#). Please review the following links to familiarize yourself in the event of an emergency while on campus:

- [Calling 911](#)
- [Active shooter/hostile intruder](#)
- [Medical emergency](#)
- [GVSUAlert!](#)
- [Utility emergency](#)
- [Fire](#)

- [Evacuation](#)
- [Weather emergency](#)
- [Assault/sexual assault](#)
- [Bomb threat](#)
- [Psychological emergency](#)
- [Suspicious letters and packages](#)
- [Automobile/injury accident](#)

## Section 2.03 Cyber Safety

The goal of [Cyber Safety](#) at GVSU is to educate faculty, staff, and students to reduce the risk of cybercrime in the workplace as well as our personal lives. The Cyber Safety website provides information on GVSU best practices, current cybercrime issues, personal tips for home, family and travel as well as providing annual online employee training against cybercrime. Please review the following links to familiarize yourself with cyber safety at GVSU:

- [Phishing and Ransomware](#)
- [Password Security](#)
- [Data Security](#)
- [Duo Security](#)
- [Cyber Security Training](#)

Cyber Security training is mandatory for all GVSU employees upon employment. Employees are also required to complete the annual training and will receive notice by email. You can complete or review your [Cyber Security Training](#) at any time.

## SECTION III. FACULTY RESOURCES

### Section 3.01 Information Technology

GVSU's [Information Technology Department \(IT\)](#) provides information and support for all faculty and staff information technology needs and procedures. For assistance with computer or technology issues, IT can be reached by email at [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or extension 1-2101.

Click on the links below for help with the following:

- [IT Services, Support, Resources](#)
- [IT Technology Supply Policy](#)
- [eLearning and Emerging Technologies](#)
- [Phone/Data Services](#)
- [Technology Lending](#)
- [Lab Hours and Locations](#)

- [Getting Connected](#)

### Section 3.02 Fax, Scan, and Copy Machines

Faculty can send and receive faxes in the CHS and RFH unit office suites. Faculty can also scan, make copies and print to the copy machine in the dean's office suite and RFH unit office suites. Printing orders can be placed online at the [GVSU Copy Center](#). If you are printing a quiz, please ask your academic department coordinator for assistance in order to maintain confidentiality and limit visibility to student workers.

Copier maintenance charges are the responsibility of the department that utilizes the machines. No programming changes are allowed on copy or fax machines without approval of [Information Technology](#). All repairs and service for fax and copy machines are to be relayed to the academic department coordinator.

### Section 3.03 GVSU Laker Store

The [GVSU Laker Store](#) is a university bookstore for GVSU students, faculty, and staff. In addition to text books and equipment, they carry clothing, notebooks, gifts, and cards, etc.

#### *Allendale Hours*

Monday-Thursday, 8 a.m. to 6 p.m.

Friday, 8 a.m. to 5 p.m.

Saturday, 10 a.m. to 5 p.m.

#### *Grand Rapids Hours*

Monday-Thursday, 8 a.m. to 6 p.m.

Friday, 8 a.m. to 5 p.m.

Saturday, 8 a.m. to 2 p.m.

*(both locations are closed on Sunday)*

#### *Textbook Requests*

The GVSU Laker Store sets specific deadlines for textbook requests. The dates can be found at [GVSU Laker Store-Faculty Access](#).

### Section 3.04 Business Cards

Academic department coordinators can order business cards online through [Procurement Services–Business Cards](#). Procurement Services maintains a standard format for business cards in compliance with [Grand Valley State University Identity Standards](#).

### Section 3.05 Recycling

The [GVSU Recycling Program](#) was created to allow our campus the opportunity to recycle many commonly used disposable items. [What do we recycle?](#) The College of Health Professions provides recycling containers which are located throughout the Health Campus. *Please recycle!*

## Section 3.06 Frey Foundation Learning Center

The [Frey Foundation Learning Center](#) (located in the Daniel and Pamella DeVos Center for Interprofessional Health (DCIH room 205), the Frey Foundation Learning Commons, also known as the health sciences library, serves the Kirkhof College of Nursing and College of Health Professions programs.

### Library Cards

A library card, or a sticker affixed to your GVSU ID, can be obtained at the circulation desk. Library card numbers are necessary for obtaining interlibrary loan and document delivery items online, and for checking out books.

### About the Library

The Frey Foundation Learning Center provides computers for database searching. Several health sciences databases can be searched and are linked to many full-text articles and e-journals. Search results can be saved to zip drive or to N drive or can be emailed. Searchers desiring print outs of their search results can use computer labs in CHS 191 or CHS 189. The Frey Library also houses the Health Science Journal, reference and circulating collections in 290 CHS and 490 CHS. The collection consists of the most recent five years of journals in the R's, reference books from the R's and some of the Q's, and the most recent year of circulating books. Earlier journal volumes in the R's and earlier editions of circulating books are found at the [Mary Idema Pew Library Learning and Information Commons](#) at the Allendale campus and can be ordered on document delivery to be sent to the Frey Library circulation desk. GVSU health science theses are also located at the Mary Idema Pew Library but can also be viewed online from a full-text database.

Course reserve materials are available at the Frey Library circulation desk for use during the week. Physical reserves may be placed at multiple locations so that students may access them during the evening and weekend. Full-text online journal articles are available on e-reserve.

Reference service is available morning and afternoon throughout the week and materials can be [borrowed from other Michigan libraries](#).

## SECTION IV. UNIVERSITY SPECIFIC POLICIES

### Section 4.01 Anti-Harassment Policy and Procedures

The College of Health Professions abides by [University Policies–Anti-Harassment Policy and Procedures](#).

### Section 4.02 Alcohol and Other Drugs Policy

The College of Health Professions abides by [University Policies–Alcohol and Other Drugs Policy](#).

### Section 4.03 Smoking (and Vaping) Policy

The College of Health Professions abides by [University Policies–Smoking \(and Vaping\) Policy](#).

### Section 4.04 Employee Honesty and Professional Ethics

The College of Health Professions abides by [University Policies–Professional Ethics](#).



## **Section 4.05 Outside Employment / Conflict of Interest**

The College of Health Professions abides by [University Policies–Outside Employment](#) and [University Policies–Conflict of Interest](#).

## **SECTION V. UNIVERSITY POLICIES FOR FACULTY DEVELOPMENT AND EVALUATION**

### **Section 5.01 Standards for Faculty at each Rank**

The College of Health Professions abides by [University Policies–Regular Faculty Rank \(Chapter 4, Section 2.5\)](#).

### **Section 5.02 Scholarship, Service, and Teaching Criteria**

The College of Health Professions abides by [University Policies–Areas of Evaluation for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews \(Chapter 4, Section 2.9\)](#).

Based on [University Policies](#), the College of Health Professions has established general criteria for the areas of teaching, scholarship, and service which can be found in [Section IV](#). This includes specific quantitative evaluation and instruction criteria in addition to contract renewal, tenure, and promotion.

#### **A. Professional Achievements in the Area of Scholarship**

The following is a list of scholarly development activities. The classifications are meant to be examples. It is the responsibility of the person being evaluated to convince the unit that his or her activities fit within a given category. The College of Health Professions has developed a point system to quantify various activities which can be found in [Section 8.01](#). The following items are general categories, which have been identified (no ranking activities are implied in the ordering):

##### ***Activities expected of all faculty each year***

- Continued learning in the field or in new fields, related to each individual professional area, which can include, but is not limited to, reading journal articles and books, professional development through workshops and mini courses, studying the pedagogical aspects of a new development in the field, clinical practice, and work toward a doctorate, if required.
- Participation in unit retreats and other active support of colleagues' scholarly activities. Active support of scholarly activities includes, but not limited to, reviewing colleagues' papers or grant proposals, consulting with colleagues about existing or new courses, and consulting with colleagues on problems in an area of specialty.

##### ***Additional desirable activities for scholarly development***

- Presentations of workshops or seminars at regional, national, or international professional conferences
- Invited presentations at such conferences

- Scholarly work (research or other activities) reflective of significant growth within your professional area (greater depth and quality required to distinguish from category 1), and curriculum design and development, including philosophical basis and course design
- Curriculum assessment, including redesign of existing courses
- Involvement in research with students
- Authorship and publication of an article in a peer-reviewed journal
- Service as an editor of a peer-reviewed publication
- Authorship of a textbook published by a recognized publishing company
- Peer review of journal and conference submissions
- Presentation of a paper at a professional meeting
- Receipt of a state or national award from a professional association
- Provision of a departmental or unit seminar
- Consultation in your professional area
- Elected or appointed official in a professional organization at the state or national level with documentation of official status
- Active contribution to a committee of a state or national association
- Service on a student thesis, research project, or case study
- Peer review of a textbook
- Principle investigator or co-investigator on a funded grant
- Paid community service
- Authorship of a funded or unfunded grant

## **B. Professional Achievements in the Area of Service**

Service activities should be related to each individual's area of study. It is understood that activities for which payment is received at a rate commensurate with one's academic salary or market-consulting fees are in this category. Some services for which token honoraria or expenses are received do qualify.

### *Activities expected of all faculty*

- Participating in unit meetings, committees, and task forces
- Committee membership, voluntary or elected at GVSU, or other comparable activities
- Involvement in unit and/or university activities (serving at advising sessions, presiding at activities hosted by the unit, participating in the activities of the programmatic clubs, graduation, etc.)
- Participation in the unit personnel process
- Contributions toward unit goals



### *Additional desirable activities (examples)*

- Chairing a committee at GVSU
- Participation on division and university level committees
- Contributions to student-related activities (Science Olympiad, etc.)
- Activities such as, but not limited to, membership, participation, and leadership in community organizations
- Contributions to community (via workshops, seminars, in-services, etc.)
- Active professional interaction with other schools
- Active interaction with business, industry, or non-profit organization

*Note: Individual programs may need to establish criteria for items in the area of scholarship and service. Should such a need occur, the unit/program must bring that item to Faculty Council with justification of value in the area designated.*

### **C. Professional Achievements in the Area of Teaching**

The categories listed in [Section 9.04](#) describe traits that we believe are common to all professional teachers. Distinctions are made between characteristics of effective and those of excellent teaching in each category. In addition to the descriptions in each category, there are some characteristics of excellent teaching that are common to all categories. Specifically, excellent teaching is dynamic, innovative, reflective, and constantly evolving.

We realize that to be an effective or excellent teacher it is not necessary to meet all listed criteria at the highest level. In fact, it is an unrealistic expectation for any one individual to do so. However, the categories in [Section 9.04](#) describe characteristics to which faculty should all aspire.

### **D. Student Evaluation of Teaching Performance**

Evaluation of teaching will occur at the end of each semester with the use of the [Laker Impressions of Faculty Teaching \(LIFT\)](#) system, a university-wide, online system for collecting feedback about courses and instructors. Faculty will be asked to determine the importance of each evaluation item in the LIFT evaluation, and the LIFT system will determine an overall score based on the importance of each criteria and the student response. The scores in the LIFT system will be utilized in the annual merit review, contract renewal, tenure, and promotion reviews. Forms to be used in the LIFT system include peer evaluation of teaching performance ([Appendix A](#)), unit head evaluation of teaching performance, and administrative release evaluation of teaching performance ([Appendix B](#)). Each department may also include other evaluation tools.

## **Section 5.03 Annual Review of Scholarship, Service, and Teaching**

### **A. Faculty**

Each faculty is required to complete an annual review form, which quantifies achievements in the area of teaching, scholarship, and service. The College of Health Professions has adopted a quantitative system for annual review, which is present in [Section 9.01](#). This evaluation is utilized for annual merit. In addition, these forms will be utilized in the process of contract renewal, tenure, and promotion.

## **B. Staff**

The unit head will rate staff members based on job related criteria and will review the ratings with individual staff members. Notes from the discussion may be added or appended on an additional sheet of paper, and staff members will be asked to sign the form acknowledging it has been discussed.

## **Section 5.04 Faculty Evaluation for Contract Renewal, Tenure, and Promotion**

The College of Health Professions Personnel Committee oversees the process and decisions of contract renewal, tenure, and promotion. Therefore, a brief review of the composition and procedures of the committee will be summarized.

### **A. Personnel Committee Composition**

The College of Health Professions abides by [University Policies–College/Library Personnel Committees Composition \(Chapter 4, Section 2.10.2\)](#) in the establishment of its personnel committee for review of faculty.

**College of Health Professions.** The personnel committee shall be composed of one (1) tenured faculty member from each department. The faculty members from the college will be elected by the College of Health Profession’s faculty from a slate provided by the dean of the college from appropriate departments. Faculty council of the college, in consultation with the dean, may select an additional faculty member to serve as a diversity advocate, who serves ex-officio and without the right to vote. The voting members for any personnel action are the members who are not from the department of the faculty member being considered. If a department does not have a faculty member meeting the qualifications for the college personnel committee, eligible faculty will be determined by the provost in consultation with the dean of the college and then elected by a college vote. No member shall serve more than two (2) consecutive three-year terms (six years).

### **B. Personnel Procedures**

The College of Health Professions abides by [University Policies–Unit Personnel Actions \(Chapter 4, Section 2.10.7\)](#) in regard to the personnel process for hiring, retentions, tenure, and promotion. Each individual unit shall conduct its personnel actions according to the university policies and procedures outlined below:

[University Policies–Unit Personnel Actions \(Chapter 4, Section 2.10.7.B.\)](#)

*Conflict of Interest*

[University Policies–Individual Unit Procedures \(Chapter 4, Section 2.10.6\) and Unit Personnel Actions \(Chapter 4, Section 2.10.7\)](#)

### **C. Personnel Actions**

The College of Health Professions abides by [University Policies–Unit Personnel Actions \(Chapter 4, Section 2.10.7\)](#).

## Section 5.05 Tenure and Promotion Standards and Procedures

### A. Requirements for Tenure and Promotion

In addition to the criteria for tenure and promotion outlined below, the College of Health Professions has established a quantitative evaluation, which reflects the definition of tenure, and promotion ([Section 9.02](#)) and abides by [University Policies–Procedures for Tenure and Promotion](#) (Chapter 4, Section 2.10) as follows:

#### *Tenure*

[University Policies](#) (Chapter 4, Section 2.8)

[University Policies](#) (Chapter 4, Section 2.13.1) and (Chapter 4, Section 2.15)

[University Policies–Regular Faculty Rank](#) (Chapter 4, Section 2.5)

#### *Promotion to Associate Professor*

[University Policies–Regular Faculty Rank](#) (Chapter 4, Section 2.5)

#### *Promotion to Professor*

[University Policies–Regular Faculty Rank](#) (Chapter 4, Section 2.5)

### B. Procedure for Tenure and Promotion

The College of Health Professions utilizes and abides by the criteria established in [University Policies-Procedures Tenure and Promotion](#) (Chapter 4, Section 2.10). In addition, the College of Health Professions has established its own quantitative evaluation for tenure and promotion, which can be found in [Section 9.01](#). In accordance with the university policies, the following items will be addressed in the college personnel actions:

- The standards and procedures in this document are designed to evaluate data submitted by individuals who desire to be considered for tenure or promotion. Standards for tenure and promotion have been established based on criteria identified in the University Policies. Additional criteria have been included based on the values of the College of Health Professions.
- To be considered for tenure or promotion, individuals must meet minimal standards in each of the three criteria (effective teaching performance, scholarship, and service), the strength of the recommendation will be based on exceeding minimum standards.
- A portfolio will be required of individuals wishing to be considered for tenure and promotion. The portfolio will present information that supports each of the categories for each of the three criteria. Individuals may submit additional evidence not listed within the categories that they consider would be supportive of their tenure or promotion.
- Eligibility for promotion is based on criteria established by GVSU and specified in the University Policies. Faculty on sabbatical leave or leave of absence of twelve (12) months or less, shall be considered eligible for promotion.

- The following College of Health Professions standards are intended to complement University Policies criteria. They relate to the process by which members of the college shall be recommended for promotion.
  - Those who may be considered for promotion are personnel who hold tenured or tenure-track appointments to the university's faculty within the College of Health Professions.
  - Members who have served two (2) years or more in the college, which includes the present year, in their present rank. Those granted a leave of absence or sabbatical, which does not exceed twelve (12) months during the three (3) years, shall be considered eligible for promotion.

### *Unit Personnel Actions*

#### University Policies (Chapter 4, Section 2.10.4)

- 1) Review of Candidate Materials and Preparation of Unit Discussion Agenda

#### University Policies (Chapter 4, Section 2.9).

- 2) Unit Meeting and Unit Vote

#### University Policies (Chapter 4, Section 2.1)

#### University Policies (Chapter 4, Section 2.7)

- 3) Unit Recommendation

#### University Policies (Chapter 4, Section 2.9)

### **C. Affiliate Faculty Review and Promotion to Senior Affiliate Faculty Procedure**

#### *Review Procedures*

All affiliate faculty in the College of Health Professions will be evaluated using the Annual Review Form (**Point Document**). A majority of the college's affiliate faculty are in roles other than instructor (i.e., lab coordinator, clinical coordinator). Therefore, documents used in the affiliate faculty member's review process may be different based upon their role in their respective unit. Documents used in the Annual Review Form may include but are not limited to:

- LIFT Scores
- LICEF Scores
- Peer Teaching Evaluation
- Administrative Assessment (completed by Unit Head/Program Director)

As described in the college's Annual Review Process, the affiliate faculty member will provide evaluation criteria in their Annual Review Form with evidence of their activities stored in **Digital Measures**. Once the Annual Review Form is completed by the affiliate faculty, the affiliate faculty member will submit the form to their Unit Head. The Unit Head may choose to meet with the affiliate faculty for clarification or discussion of items in the form. The Unit Head is able to make comments on the Annual Review Form prior to determining a performance rating ("less than satisfactory performance", "satisfactory performance", exemplary performance") which will

influence the affiliate faculty member's annual salary adjustment. The Annual Review Form is signed by the Unit Head and submitted to the Dean, who in turn, will determine a performance rating and report all performance ratings to the Provost. Once the review process is completed by the Dean, the Unit Head will meet with the faculty member and review the Annual Review Form and the performance rating from the Dean.

### *Promotion to Senior Affiliate Faculty Procedure*

After successfully completing **seven** successive years at Grand Valley State University as an affiliate, an affiliate faculty member is eligible to apply for appointment as a Senior Affiliate. Faculty should refer to the [University Guidelines–Affiliate Review Guidelines - Senior Affiliate Faculty Promotion](#).

To apply for appointment as a Senior Affiliate in the College of Health Professions, the following steps must be followed:

1. The candidate communicates in writing to the Dean of the College of Health Professions by September 15, who in turn will notify the Unit Head of the request by October 1.
2. The candidate will develop a portfolio in Blackboard that will be reviewed by the department in which the affiliate faculty member resides. The portfolio must contain the following documents:
  - a. Updated vitae
  - b. Peer/Unit head teaching evaluations (if applicable)
  - c. Administrative evaluations (if applicable)
  - d. Student evaluations (LIFT and/or LICEF)
  - e. Self-evaluation of teaching and/or administrative work
  - f. Course outlines (if applicable)
  - g. Other work-related materials
3. The portfolio will be made available the first day of classes of Winter semester.
4. The candidate's department must review the portfolio, vote, and have a written recommendation to the Dean by March 1.
5. The Dean will notify the candidate and Unit Head by April 1. Per University Policy, the decision of the Dean is final and cannot be appealed.
6. Per University policy, "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 \$1,000 added to the Senior Affiliate Faculty member's base.

### **Section 5.06 Procedure for Hiring Faculty**

When a full-time position becomes available and a search is approved by the dean, the following procedure for the selection of new faculty will prevail:

- The program will define the position vacancy, justify the need, and determine the necessary qualifications to fill the vacancy. This shall be done in consultation with the college dean.
- A search committee will be established following university protocol.

- A job position vacancy notice, along with the qualifications desired of the applicant, will be disseminated to appropriate places.
- All credentials will be forwarded to the chair of the search committee.
- The search committee will screen the applicants to identify the most qualified candidates.
- Whenever possible, personal interviews should take place with the likely top candidates. In addition to the college dean, program director, and the search committee, other members of the college and faculty, if appropriate and available, should be invited to participate in the interview. In the absence of the college dean, an interview may occur between the candidate and faculty members specified by the college dean.
- The ranking of candidates for the position should be completed according to the criteria set up by the committee.
- Upon completion of ranking candidates by the committee, the college dean should be ready to negotiate with all appropriate parties concerned to secure the best person from among those previously approved by the search committee.

Under extenuating circumstances, deviations from the above standard, operating procedures may occur. However, the above procedures will be followed as closely as possible. Selection of temporary faculty will be exempt from the above policy.

## **Section 5.07 Employment Policy**

GVSU is an equal opportunity employer and complies with its legal requirements with regards to all aspects of faculty and staff recruitment, hiring and all other terms and conditions of employment. GVSU does not discriminate illegally based on race, color, age, religion, sex, national origin, sexual orientation, or marital status or mental or physical disability, in its educational programs, admissions, activities or employment policies as required by applicable federal and state equal opportunity laws.

## **Section 5.08 Employee Orientation**

Upon employment, each unit head will acquaint new faculty with the requirements and objectives of the position including what is expected of you in terms of work. For example, this may include a discussion of the job description or a review of the specific tasks that will be expected to be performed. A member of Human Resources may review specifics regarding other employment requirements with you and arrange for any forms to be completed in the Human Resources office. A tour of the university may be included. Every effort will be made to answer questions about the job.

## **Section 5.09 Job Responsibilities**

### **A. Faculty**

Faculty responsibilities may similarly be changed from time to time in compliance with the University Policies.

## **B. Staff**

Position descriptions may be prepared which outline jobs as they exist at the time of employment. GVSU, and specifically the College of Health Professions, position descriptions explain essential and required knowledge and skill level for the position. Jobs may be changed over time and, at the discretion of the dean, when it is considered appropriate. For example, staff members can expect changes in specific tasks as the responsibilities of a department are changed as the college deems necessary. In some cases, a position description may be altered to account for the need for other or additional skills or functions as the job may evolve.

## **Section 5.10 Working Hours**

### **A. Faculty**

For faculty members, your program director or unit head will establish working hours that are appropriate for your teaching and research load and any administrative duties that may be assigned. It is the responsibility of the program directors and unit heads to schedule faculty to assure coverage of program operations during all business hours.

### **B. Staff**

The dean will normally establish office staff and student worker schedules. Breaks, including lunch, will normally be set by the academic department coordinator designated as the administrative assistant in the dean's office, and will be scheduled at a time that does not interrupt the workflow of the department or of an important activity.

## **Section 5.11 Complaint and Grievance Procedure**

The College of Health Professions abides by [University Policies–Complaint Procedure \(Chapter 4.2.18\)](#).

### **A. Appeal to the Dean**

*STEP 1: Appeal to the Dean of the College of Health Professions*

### **B. Appeal to the Provost/Vice President for Academic Affairs**

*STEP 2: Appeal to the Provost/Vice President for Academic Affairs*

The College of Health Professions abides by [University Policies–Grievance Procedure \(Chapter 4, Section 2.16\)](#).

## **Section 5.12 Disciplinary Action**

The College of Health Professions abides by [University Policies–Termination Processes and Disciplinary Action \(Chapter 4, Section 2.13\)](#).

# **SECTION VI. COLLEGE SPECIFIC POLICIES**

## **Section 6.01 Absence Policy**

It is important that unit heads and the dean's office be made aware when a faculty member will not be at work due to illness, conferences, vacations, etc. especially when students would be impacted by the faculty member's absence from the classroom. Additionally, it is important for unit heads and the dean's office to know of a faculty absence in case of an emergency within the



College of Health Professions. According to university policy, the unit head and dean must be notified of absence due to illness and must approve anticipated absences. Faculty are required submit an absence form three weeks in advance of an absence that may impact classes. In the case of online or hybrid classes, faculty are still required to complete an absence form to notify their absence from the university. If a faculty member team teaches and will miss a class, they are still required to complete an absence form. An absence form is not required if the university is closed due to inclement weather or emergencies.

## **Section 6.02 Department and/College Faculty Meetings**

Unit and college faculty meetings are deemed mandatory. Acceptable reasons for missing a unit or college faculty meeting are if the faculty member is in class, has an emergency (a sick child is not an emergency – taking child to the emergency room for broken arm is an emergency), attendance at a conference, or a death in the immediate family. Faculty who are in clinic supervising GVSU students will be considered “in class.” Faculty who are in clinic and considered working for that agency will not be excused absence. Faculty are required to notify the unit head and dean’s office in advance of inability to attend a meeting.

## **Section 6.03 Office Hours Policy**

Faculty are expected to maintain adequate office hours of at least one hour per three credits of class with a minimum of four (4) hours per week. No more than two thirds of office hours may be virtual/online. Office hours must be posted in your syllabus and be posted on your office door. If you are unable to maintain your office hours, students must be notified in the change of hours. Departments can increase the number of office hours required for faculty, but the hours cannot be less than those established for the College of Health Professions.

## **Section 6.04 Curriculum Development and Revision**

Curriculum development and revision includes many facets (program prospectus, program proposals, new courses, course revision, making a course a general education course or supplemental writing skills to name a few). As these proposals make their way through the curriculum process to the University Curriculum Committee (UCC), it is imperative that the curriculum that leaves the College is well-written (context, grammar, punctuation, facts, etc.). To ensure this, all curriculum (regardless of how big or small), must first be reviewed and edited by one of the assistant/associate deans before it can be submitted in SAIL to start its journey to the College Curriculum Committee (CCC). Should you fail to have the dean’s office review prior to submission, it will be returned to you from the CCC for review and edits by one of the assistant/associate deans before being reviewed by CCC. Reviews and edits by the assistant/associate deans prior to SAIL submission, allows the CCC to work more effectively and efficiently to move curricular items out of the College of Health Professions.

Prior to any curricular work, it would be beneficial to the faculty member to meet first with the respective assistant/associate dean for a discussion on the curriculum proposals. This allows the faculty member to ask questions, seek examples of similar curriculum proposals, understand supporting documents, catalog copy, etc. and allows the assistant/associate deans to know what the CCC workload is going to be for that academic year. Undergraduate curriculum questions and reviews should be directed to the assistant dean for undergraduate studies and graduate curriculum questions and reviews should be directed to the associate dean for graduate studies.



## Section 6.05 Catalog Copy

Updating catalog copy is an annual process, which may require minor edits as well as major revisions. All curriculum proposals, course changes, etc. in SAIL will require the submission of an updated catalog copy. These catalog copy revisions need to be reviewed and approved by the College of Health Professions Student Services Office prior to the SAIL submission.

Certain changes to catalog copy will require it to be reviewed by UCC even if there are no accompanying program or course changes. All changes, however, must be reviewed by the Student Services Office. Please check with the respective assistant/associate dean to determine what type of review your catalog copy requires.

## Section 6.06 Human Research – IRB Proposal Development and Submission

The College of Health Professions follows the proposal development and submission procedures established by the [Institutional Review Board](#) (IRB). The associate dean for research is the authorizing official (AO) for the College of Health Professions. The IRB will not review proposed research until all required AO signatures have been recorded. Faculty are encouraged to meet with the associate dean for research prior to the development of the IRB proposal to ensure the proposal submission follows [IRB Policies, Procedures, and Guidelines](#).

## Section 6.07 External Grant Submission

All applications for external funding, whether federal, state, local or private (including foundation grants), **MUST** be reviewed and approved by the associate dean for research prior to submission. Faculty are to contact the associate dean for research of their intent to submit a grant at the earliest time possible based on the grant notification. The associate dean for research will assist in the connection between the [Office of Sponsored Programs \(OSP\)](#) to assure the process for grant submission follows the OSP procedures. The final grant application materials must be submitted to the associate dean for research for review at least ten (10) working days prior to submitting the grant materials for internal routing.

## Section 6.08 Accreditation Policy

### A. Program Accreditation

Program accreditation is an ongoing process of external review-administered primarily by nongovernmental, voluntary organizations that grant recognition to institutions or specialized programs of study that meet established qualifications and educational standards. Program accreditation involves an initial self-study, responses to the accreditation review committee concerns/questions, annual reports, and reaccreditation self-studies. Each of these documents have a different level of complexity, amount of information/data to report, and length of document. Thus, each type of accreditation document requires a different amount of time needed for review at the college and provost level. To adequately accommodate the differing time frames for review, the unit head or program director, must meet with the senior associate dean to determine the timeline for completion of the document based upon the type of accreditation **at a minimum of six (6) months prior to a report needing to be submitted**. For example, a complete self-study with all appendices will need a minimum of a six (6) week review process (perhaps longer), while an annual report document that is digital and two pages, may need only a two-week review process. The timeline will be a collaborative decision involving the senior associate dean, the dean of the College of Health Professions along with the unit head.

After the timeline has been established, the following procedure will be used to promote a thorough review of the document:

- Once the document is ready for review, the unit head and program coordinator will send a clean edited copy to the senior associate dean and the dean.
- The senior associate dean will send the edited copy back to the unit head for changes.
- Once the changes are made to the satisfaction of the senior associate dean, the unit head will send the document to the assistant vice president for Academic Affairs and copy the senior associate dean and dean.
- Once the changes are made to the satisfaction of the assistant vice president for Academic Affairs, the unit head will send the final document to the dean, copying the assistant vice president for Academic Affairs and the senior associate dean, for approval prior to sending the document to the accreditation agency.

**No document may be sent to an accreditation agency without the dean's written approval.**

### **B. Program Advisory Board Requirements**

Every accredited program must have someone from administration on their advisory board (if an advisory board is an accreditation standard). The unit head may serve as the representative from the college administration if they are not the program director. If the unit head is also serving as the program director, an associate/assistant dean will serve as the representative from the college administration.

The college administration representative who is on the board, is responsible for:

- identifying how often the advisory board is required to meet annually and make certain that the required meetings take place, and
- identifying what assessment data needs to be collected, when it is collected, and making certain it is collected.

## **Section 6.09 Funding Policy**

### **A. Travel and Expense Reimbursement**

#### ***Update from the Provost's Cabinet 3/12/19:***

Most travel and expense reimbursements received by the office of the provost fall within the university guidelines. However, there are a number of requests that exceed the university per diem allowance. Due to recent budget reductions, coupled with the fact that the majority of the university's revenue is derived from student tuition dollars, the office of the provost will implement these guidelines for meal reimbursements when utilizing a general fund account.

The following guidelines are for over per diem meals on travel and expense reimbursements when taking special guests out for meals (these guidelines do not apply to unit/college meetings).

- For special occasions, the maximum reimbursement exceeding the per diem will be double the university's allowance (ex. maximum dinner reimbursement will be \$38)
- The number of participants cannot exceed four individuals, including the special guest (this includes employment searches, special guests invited to the university, colloquium, etc.)
- Itemized receipts must be submitted with the reimbursement request

- Names of participants and the business reason should be clearly noted on the travel and expense reimbursement form

Deans/appointing officers may wish to support additional reimbursement with a designated account. Prior approval is required for exceptions to this practice and must be accompanied with justification from the dean/appointing officer.

Travel and Expense reimbursement can be made following the guidelines on the [Business and Finance–University Travel](#).

Faculty and staff of the university will be reimbursed for reasonable expenses while traveling for university related purposes. Completed travel and expense voucher forms with all **ORIGINAL supporting receipts** attached are to be submitted to your supervisor for signature within thirty (30) days of the completion of the travel, then forwarded to the College of Health Professions dean's office for processing.

## Section 6.10 Supplemental Professional Development Fund

### A. Funding Policy

#### *Purpose*

The purpose of the CHP Supplemental Professional Development Fund is to support faculty activities in the area of professional development.

#### *Policy*

To outline priorities that will guide decision making, this document explains the funding policy and application process for the CHP Supplemental Professional Development Fund. It is important to know that while making the decision for funding, the CHP Faculty Scholarship Committee supports the values of the college which include:

- Dissemination of scholarly outcome
- External grant possibilities (to supplement the Laker Match Fund if necessary)
- Accreditation requirements
- Conferences related to professional development goals
- Benefits to students and classroom activities
- Community engagement and GVSU visibility
- Collaborative projects

*Note: the dean or their representative retains the freedom and flexibility to fund requests at their discretion.*

#### *Eligibility*

All tenured and tenure-track faculty members, and affiliates are eligible to apply for the CHP Supplemental Professional Development Fund.

#### *Funding Requirements*

Faculty professional development expenses are primarily the responsibility of faculty through their professional development funds from their academic department: \$900 for tenure and tenure-track faculty, and \$900 for affiliate faculty (per fiscal year). Additional support from the

college is therefore supplementary. When expenses exceed the faculty's academic department professional development fund, the university supplemental funds (CSCE, FTLC, OURS, or other funding), and the CHP Supplemental Professional Development Fund, the remainder of the expenses is the responsibility of the faculty member.

#### ***CHP Supplemental Professional Development Fund Requirements***

- Faculty must show evidence that they sought supplemental funding through available university resources (e.g., CSCE, FTLC, OURS). If faculty does not attempt to seek supplemental university funding, their request for CHP funding through the Supplemental Professional Development Fund will be denied.
- The fiscal year budget extends July 1 through June 30, and prior to the new fiscal year, the dean's office will determine the maximum amount of funds available for faculty in the college. An example of budget determination would be limited up to \$900/per tenure-track and affiliate faculty per fiscal year.
- Faculty must submit a CHP Supplemental Professional Development Fund Application according to the procedures outlined below. All funding applications require the signature of both the respective unit head and associate dean for research before they are reviewed.
- After funding is approved, the dean's office will reimburse the faculty's unit for the approved amount.

#### ***Reimbursement Requirements***

All expense reimbursements are processed through the faculty member's unit. Faculty are required to submit travel and expense reimbursement forms, receipts, invoices, PO's, etc. to the unit office coordinator. They will help you with any forms or accounting requirements that must be met.

### **B. Funding Procedure**

#### ***Application Submission Request Procedure***

1. Complete the CHP [Supplemental Professional Development Fund Application](#) (located under Faculty Resources on the College of Health Professions website).
2. Application will be submitted to the unit head/unit head for approval.
3. CHP Faculty Scholarship Committee will review the request and make a recommendation for funding.
4. Request for funding will be forwarded to the associate dean for research who will review and sign off on the funds.
5. Approved funding requests will be sent to the unit head and to the dean's administrative assistant in charge of the college budget.
6. The dean's office administrative assistant will transfer the requested funds to the appropriate unit.

### *Funding Submission Timelines*

Submission timelines have been established based on the deadlines for CSCE and FTLC grant applications. The timeline will allow for faculty to submit requests to CSCE and FTLC prior to applying for the CHP Supplemental Professional Development Fund.

<u>Application deadline</u>	<u>Event time period</u>
<b>November 25</b>	January 1 - March 31
<b>February 25</b>	April 1 - June 30
<b>May 25</b>	July 1 - September 30
<b>August 25</b>	October 1 - December 31

## **Section 6.11 Faculty Performance Development Plan (PDP) for Teaching Policy**

The College of Health Professions values excellent teaching and follows the standards set by [University Policies/Board of Trustees' Policies-Areas of Evaluation for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews \(Chapter BOT 4.2.9\)](#) and [University Policies/Board of Trustees' Policies-Academic Tenure \(Chapter BOT 4.2.8\)](#). As a means of assisting tenured, tenure-track, and affiliate faculty to maintain a level of excellence in teaching, the College of Health Professions will be instituting the following Performance Development Plan (PDP) for Teaching Policy.

The faculty PDP will be developed in conjunction with the unit head of the unit where the faculty member resides. If courses identified in the PDP reside outside of the faculty members unit, both unit heads will sign the PDP.

### **A. Reasons for PDP**

The reasons for PDP could be one or more of the following:

- Received a less than acceptable teaching score from students on a LIFT/LICEF Course Evaluation (<3.5) for a course that has been taught two consecutive semesters by that individual and as part of curriculum housed in the College of Health Professions
- Received a less than acceptable overall teaching score from LIFT/LICEF on the CHP Annual Review Document (<3.5) in two consecutive years (excluding administrative assessment, advising assessment, peer teaching evaluation, and unit head teaching evaluation scores)
- Have an area of concern expressed by the dean or unit head (for example: consistent student comments regarding classroom management and professionalism)

### **B. PDP Process**

PDP will be a two-year plan that clearly outlines the faculty's plan to improve their teaching effectiveness. The plan should include:

- Participation in at least two [Pew Faculty Teaching and Learning Center \(FTLC\)](#) seminars/teaching improvement activities each semester over the next two years
- Following each seminar/teaching improvement activity, the faculty will develop a teaching plan of how to integrate what was learned into courses taught
- Mid-semester evaluations of course/courses identified in the PDP during the progression of the two-year plan

- Unit head and peer review of teaching in the course/courses identified in the PDP at least once per semester over the two-year period (peer reviewers must be approved by the unit head and dean)

### **C. PDP Timeline**

- *By first day of winter semester:* notification by unit head to faculty member
- *By beginning of 3<sup>rd</sup> week of winter semester:* faculty will submit a draft PDP to respective unit head(s)
- *By February 1:* faculty and unit head meet with respective associate dean to discuss PDP
- *By February 8:* submit finalized PDP to unit head by the deadline for the CHP Annual Review Document. PDP must be added to the annual review document and added to the faculty's FAP
- *By May 15:* submit first updated timeline to respective associate dean showing current progress and noting any successes or challenges for winter
- *By September 1:* submit second updated timeline to respective associate dean showing current progress and noting any successes or challenges for spring/summer
- *By January 15:* submit third updated timeline to respective associate dean showing current progress and noting any successes or challenges for fall
- *By May 15 of the second year:* submit fourth updated timeline to respective associate dean showing current progress and noting any successes or challenges for winter
- *By September 1 of the second year:* submit fifth updated timeline to respective associate dean showing current progress and noting any successes or challenges for spring/summer
- *By January 15 of the second year:* submit sixth updated timeline to respective associate dean showing current progress and noting any successes or challenges for fall

### **D. PDP and Annual Review**

The College of Health Professions annual reviews follow the standards described in [University Policies/ Faculty Handbook-Faculty Evaluation Procedures \(Chapter FH 3.05 B\)](#). The signed PDP will be attached to the annual review document and will be used in conjunction with the annual review document for personnel action decisions and during the salary adjustment period.

Failure to show significant effort for improvement of teaching will result in a second consecutive PDP for the same course/courses and a reduction of 50 points on the annual review document, resulting in a less than satisfactory classification and no merit increase for the duration of the second PDP. Failure to show significant progress towards improvement in teaching at the completion of a second consecutive PDP for the same course/courses can result in the initiation of disciplinary or termination procedures as described in [University Policies/Board of Trustees' Policies-Termination Processes and Disciplinary Action \(Chapter BOT 4.2.13\)](#). Among actions available to the dean is a review of the faculty PDP by the College Personnel Committee for recommendation to the dean regarding continued employment.

## **Section 6.12 Faculty Mentorship Policy**

The CHP Faculty Mentorship Policy can be found in [Appendix D](#).



The mentorship policy of the College of Health Professions aligns with Shared Governance Policy SG 3.01.E. Each unit may determine the process for meeting these expectations and may identify additional elements.

Faculty mentorship must be provided to new tenure track faculty members. Additionally, an individualized mentorship plan should be tailored to the needs of all other faculty, upon request to their unit head.

## **Section 6.13 Sabbatical Procedures**

The College of Health Professions abides by the policies and established timeline for [University Policies–Procedures for Sabbatical Leave](#). More information can be found on the [Office of the Provost Sabbatical](#) website. In addition to the university’s timeline, the College of Health Professions faculty must notify the associate dean for research of their intent to submit a sabbatical proposal by *May 1* and generate a draft sabbatical proposal by *August 1* for review.

*\*\* Inability to consistently uphold departmental and college policies, could result in a reduction of points in a faculty member’s annual review by either the unit head and/or the dean.*

### **Sabbatical Policy Changes**

Changes to the sabbatical policy ([BOT 4.2.25](#)) were approved at the July 2019 Board of Trustees meeting. The process language for formatting and review of sabbatical proposals was removed from the Board policies and now resides on the Office of the Provost Sabbatical website ([www.gvsu.edu/sabbatical](http://www.gvsu.edu/sabbatical)). The “track change” version of the policy is available on the [Faculty Governance website](#) under the “UAS Recommendations & Provost Responses” button. It is important to note that the [application review process](#) has changed; there is no longer a college-level review of sabbatical proposals. Recommendations from the unit will move directly to the university-wide sabbatical review committee.

**The deadline for faculty submission of sabbatical leave proposals is September 1.** The web-based sabbatical system allows unit heads to share a common login and password with faculty so they can review proposals prior to the unit-level discussion. You will want to share the following instructions with your unit faculty:

### **Unit login instructions**

1. Open a web browser
2. Go to the website: [www.gvsu.edu/csce/grants/department](http://www.gvsu.edu/csce/grants/department) (faculty must use this link to review unit sabbatical proposals)
3. Log into the system using this information:  
GVSU username: **XXXXXX**  
Password: **XXXXXX**
4. Unit faculty may **view** the proposal as submitted through the electronic sabbatical system. Faculty members will not have the ability to make changes or comments at this site. This is simply a way to review a proposal in an easy-to-access format before the unit-level discussion and vote.

### **Unit Head responsibilities**

As a faculty member submits a sabbatical proposal, an automated email that indicates a proposal is ready for unit review is sent to the department email account (or your personal email if a department address does not exist). It is the responsibility as the unit head to ensure that for each sabbatical proposal there is:

- a unit-level discussion
- a unit vote
- a unit recommendation submitted to the sabbatical system

The unit head must provide a summary of the unit's discussion including justification for the unit's recommendation (recommend, recommend with reservation, do not recommend). In your summary, provide a listing of each proposal's strengths and weaknesses from a unit (discipline) perspective as this will assist subsequent levels of reviewers in their recommendation deliberations. Vote results, as well as verification that any requested amendments have been made, should also be included.

Refer to *Unit Head Responsibilities* for additional information, including how to return a faculty member's sabbatical proposal for amendment – these documents are available on the [sabbatical website](#).

### **Unit Head instructions for submitting the Unit recommendation**

1. Go to the website: <http://www.gvsu.edu/csce/grants/> (Unit Heads must use this link to submit the unit recommendation).
2. Log into the system using your own login and password.
3. Click the header titled '**Applications**' and select 'Sabbatical'. This will generate a list of all Sabbatical applications from the unit.
4. Under the '**Actions**' button, select 'Decision'.
5. Locate the '**Submit Recommendation**' box to enter the unit's recommendation and discussion summary. A PDF document may be uploaded.
6. Click 'Allow author to see this comment' if you want the applicant to see the recommendation and comments.

### **Additional information**

Here are links that may be helpful to you and your unit:

- [Sabbatical website](#)
- [Application Review Process](#)
- [Timetable for Review Process](#)
- [Unit Head Responsibilities](#)
- [Board of Trustees Policies](#) – BOT 4.2.25 – Procedures for the awarding of sabbatical leave



## SECTION VII. STUDENT RELATIONS

### Section 7.01 Student Services Office

The College of Health Professions [Student Services Office](#) facilitates and supports academic program development through marketing strategies, recruitment, admissions, public relations, advising and many other areas. For students already in the professional programs, the Student Services Office will focus on student development and student learning.

This center is headed by the director of student services. This director reports to the dean of the College of Health Professions and acts as a catalyst for student support within the Health Campus.

### Section 7.02 Career Center

- All students in the College of Health Professions will be encouraged to work closely with the [GVSU Career Center](#) to be prepared for the job search while getting ready for graduation.
- All job postings received by the College of Health Professions may be forwarded to the Career Center for them to make available on the online career search instrument that is coordinated through the Career Center.
- The Career Center will provide services for students both in the Center for Health Sciences and at their Allendale offices, including resume writing, job search strategies, and mock interviewing, etc.

### Section 7.03 Student Records

#### A. Academic Records

All student academic records will be kept in confidential student files within the designated office of the student's program.

#### B. Student Health Information

- Immunizations physical exam
- CPR
- Health insurance

The student health information is managed by the Health Compliance office. Information regarding compliance can be found on the [Health Compliance](#) website.

- General undergraduate and graduate student performance and expectations are identified in the [Grand Valley State University Undergraduate and Graduate Catalog](#). The university determines undergraduate degree policies, and all programs shall adhere to these stated policies.
- The graduate policies are identified as university minimum requirements. Any program that has expectations that exceed the university minimum need to make these explicit, in writing, in individual program handbooks, and these requirements will take precedence over the university minimum.

- Academic review policies for the university can be found in the Grand Valley catalog. In addition, individual programs may include interim steps and/or specific activities for students in danger of dismissal. These policies must be made explicit, in writing, in individual program handbooks.

## **Section 7.04 Student Conduct**

Students will be required to adhere to policies and procedures set in the [GVSU Student Code](#).

### **A. Academic Honesty**

- All programs will adhere to the academic honesty policy of the university, as stated in the GVSU catalog.
- Behavior that is deemed a flagrant violation of the plagiarism policy may result in dismissal from the university.

### **B. Professional Ethics**

- Health care professions students should be willing to accept responsibilities that include professional behavior in all interactions in the classroom, the community, on campus, and all other commitments in academic work and preprofessional activities.
- Future health care professions students should uphold certain traditions that include sustaining a professional demeanor, accepting a professional “code of ethics,” and maintaining an attitude of compassion.
- Health care professions students are expected to demonstrate consistent courteous behavior in all interactions with peers, faculty, staff, patients, and public audiences.

## **Section 7.05 Student Probation and Dismissal**

### **A. Unsatisfactory Student Performance**

- Students must adhere to all university academic policies and regulations. Students who are placed on probation by their respective program due to inadequate performance will be required to do specific activities based on program specific guidelines.
- Each program will establish guidelines for remediation, probation, or dismissal. Unit heads are responsible for overseeing situations that involve academic situations.

### **B. Procedures**

- Procedures and guidelines regarding unsatisfactory student performance in any program are delineated by individual programs.
- Each program will decide whether a student is in danger of probation and/or dismissal from a program.
- The program will review all information available on the student and determine if the student meets the criteria for dismissal.

### **C. Student Grievance**

- Student grievance procedures are identified in the GVSU catalog. All students are expected to adhere to this procedure.

- Students admitted to graduate programs in the College of Health Professions who seek exception to the institutional degree requirements must present their rationale to the unit head, dean, and the provost. These individuals will determine any exceptions to degree requirements only, as per university policy.

## **Section 7.06 Outstanding Student Achievement**

- For those students who demonstrate outstanding academic achievement, the university will honor performance in their professional programs in the final year of their respective programs.
- The program, as appropriate, will address other distinctions that may exist for outstanding academic performance within individual professions.

## **Section 7.07 Student Organizations**

### **A. Student Interdisciplinary Council**

*(See council constitution and bylaws for more information)*

- The student council for the Health Campus provides a voice for all students who have been accepted to one of the programs of the Health Campus.
- Representation to this council will be: two (2) representatives from each program that is offered to the Health Campus students.
- The chair of this council will also serve as representative to the executive committee for the College of Health Professions.

### **B. Program Organizations**

There are multiple student organizations related to the health professions and can be found at [LAKERLINK](#).

#### ***Class Organizations***

Individual program and student representatives organize all class organizations. Specific student classes will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

#### ***Therapeutic Recreation Student Association (TRSA) Club***

The TRSA Club will be advised by a faculty representative from the Recreation Therapy program. Elected student officers will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

#### ***Preprofessional Clubs***

Preprofessional clubs such as: Pre-medical Imaging, Pre-occupational Therapy, Pre-physical Therapy, and Pre-physician Assistant, will be advised by a faculty member from the representative program or another representative from the College of Health Professions. Elected student officers will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

## **SECTION VIII. COLLEGE OF HEALTH PROFESSIONS ADVISING**

### **Section 8.01 Undergraduate/Graduate Programs**

Each program in the College of Health Professions will assign advisors for each accepted student. These advisors will maintain information on each advisee either in a centralized file located in the College of Health Professions file room or located within the individual faculty member's office depending on departmental policy. It is recommended that faculty keep a record of meetings with advisees to make sure that nothing that is stated is left undocumented.

### **Section 8.02 Preprofessional College of Health Professions**

Each program in the College of Health Professions will maintain current information regarding the prerequisites and other important information that should be provided to academic advisors and potential applicants to the undergraduate and graduate programs within the College of Health Professions.

All preprofessional advising will be coordinated through the director of Student Services Office for the College of Health Professions. This individual will work with both faculty and staff to disseminate information to students as well as keeping a running record of students interested in College of Health Professions programs.

### **Section 8.03 Student Handbooks**

Each department and program within the College of Health Professions will be responsible for compiling and distributing a student handbook to each student that is accepted into their program. The handbook will include specific program requirements, standards, expectations and any policies and procedures that differ from those listed in the [GVSU Student Code](#).

### **Section 8.04 Graduate Research Handbooks**

The departments and programs have developed their own handbooks reflecting each discipline's scholarship requirements. They will update the research handbook on an annual basis. The information in the handbook will help guide the student through the research project/thesis requirement.

## **SECTION IX. COLLEGE OF HEALTH PROFESSIONS ANNUAL REVIEW AND EXPECTATIONS**

### **Section 9.01 Participation in the Point System**

All tenured, tenure-track, and affiliate faculty will use the point system for annual reviews. The point system is also used for contract renewals, tenure, and promotions for all tenured and tenure-track faculty.

## Section 9.02 Point Expectations and Portfolio Requirements for Contract Renewals, Tenure, and Promotion

### A. Reflective Statements

Portfolios must contain a reflective statement meeting the following standard: *Reflective statements are to be a maximum of eight pages, double-spaced, with the following guiding questions for composition:*

- Describe teaching strengths and weaknesses including reflections on student, peer and/or unit head evaluations and plans for further development
- Describe strengths and weaknesses in service including reflections on your experiences and plans for continued improvement
- Describe scholarship strengths and weaknesses including examples of current or completed projects and plans for future efforts in scholarship
- Discuss the relationship between your service, scholarship, and teaching
- Discuss collegiality as it relates to your service, scholarship, and teaching

### B. Teaching Expectations

Function (review period - time frame of data to include in determining points)	Teaching Expectations	
	Total Points	IDEA/LIFT Average Raw Score
<b>BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 &amp; 4, PRIOR TO TENURE:</b>		
• First review (from initial term on tenure-track to last completed term prior to review)	70	3.2
• Second review (from term of first review to last completed term prior to second review)	75	3.5
<b>BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:</b>		
• Single review (from initial term on tenure-track to last completed term prior to review)	75	3.5
<b>THE FOLLOWING IS THE SAME FOR BOTH REVIEW SYSTEMS:</b>		
Tenure (from initial term on tenure-track to last completed term prior to tenure review)	75	3.5
Promotion to associate professor (from initial term on tenure-track to last completed term prior to review for promotion)	75	3.5
Promotion to full professor (from term of last promotion to last completed term prior to review for promotion)	80	3.7
Annual review (prior calendar year)	n/a	n/a

### C. Required Portfolio Documentation

#### *Documentation of teaching quality*

- All student evaluations, including student comments, for courses occurring during the designated time frame are required
- **BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 & 4, PRIOR TO TENURE:**

- Peer evaluations – two required for first review, two more required for second review, none required after that but may be included
- Unit head evaluations (using peer evaluation form) – one required for first review, one more required for second review, none required after that but may be included
- **BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:**
  - Peer evaluations – four required prior to review, none required after that but may be included
  - Unit head evaluations (using peer evaluation form) – two required prior to review, none required after that but may be included

#### *Documentation of administrative duties quality*

- Administrative assessment evaluations – required if any time is reassigned to administrative tasks

#### *Documentation of advising quality*

- Advising evaluations – if scores are included as part of calculations

### **D. Scholarship Expectations**

Scholarly Expectations for contract renewal, tenure, and promotion for 24 or 30-credit load faculty with < 10 total hours of reassignment for scholarship

Decision	Total Points	Minimum points required from peer reviewed, written (% of total points required)	Maximum points allowed from non-peer categories (% of total points required)	Written, peer reviewed artifacts required
1 <sup>st</sup> renewal during year 2	10	-	-	-
2 <sup>nd</sup> renewal during year 4	40	-	-	-
Single renewal during year 3	30	-	-	-
Tenure	110	11* (10%)	44 (40%)	-
Associate Prof	145	30* (21%)	42 (29%)	-
Full Prof	125	30* (24%)	42 (34%)	One first and one second author manuscript

*\*Increases 10 points at 10 hours of reassignment and for every 6 hours beyond that; this category is designated as P/W in the document that follows. Other column totals do NOT change.*

#### *Review Periods (time frame of data to include in accumulating points)*

- For renewals, tenure, and promotion to associate professor the review period is from the initial term on tenure-track to the last completed term prior to review
- For promotion to full professor the review period is from the term of last promotion to the last completed term prior to review

#### *Required Documentation to be included in Portfolio*

- Evidence of scholarship is to be documented in Digital Measures consisting of uploads such as page of the program where the faculty name is listed as a presenter, first page of

an article, or thank you email. Individual units may develop more stringent standards. If clarification is needed, additional evidence may be requested.

## E. Service Expectations

Function (review period time frame of data to include in accumulating points)	Service Expectations	
	Total Points	from College/University
<b>BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 &amp; 4, PRIOR TO TENURE:</b>		
• First review (from initial term on tenure-track to last completed term prior to review)	20	0
• Second review (from initial term on tenure-track to last completed term prior to second review)	50	0
<b>BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:</b>		
• Single review (from initial term on tenure-track to last completed term prior to review)	50	0
<b>THE FOLLOWING IS THE SAME FOR BOTH REVIEW SYSTEMS:</b>		
Tenure (from initial term on tenure-track to last completed term prior to tenure review)	100*	0
Promotion to associate professor (from initial term on tenure-track to last completed term prior to review for promotion)	100*	40
Promotion to full professor (from term of last promotion to last completed term prior to review for promotion)	100*	50
Annual review (prior calendar year)	n/a	n/a

\*Increases 10 points at 10 hours of reassigned time during the given time frame and for every additional 6 hours of reassigned time beyond 10 hours.

### *Required Documentation to be included in Portfolio*

Documentation of service will be based on self-reporting and no external evidence will be required. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested.

## Section 9.03 Timeline of Changes to the Annual Review Process and Expectations for Contract Renewal, Tenure, and Promotion

### A. Approved Actions Regarding Faculty Evaluation

#### *Approved 12/5/2012*

- All student comments are to be included for both annual review and for tenure/promotion/contract renewal, emphasizing evaluation of the overall trends of comments providing, as opposed to simply the extremes.
- Reflective statements shall be a maximum of eight double-spaced pages.



- The following was approved regarding the system for processing the points for the “other” requests. Faculty Council will be the governing body for such issues. The proposed process is:

**Procedure:** The procedure for reviewing the point value of scholarship items which are not included in the Annual Review Document is as follows:

1. By September 15, the chair of the CHP Research and Development committee receives written requests for determination of scholarship points for specific scholarship activities that fall under the “other” category of the Annual Review Document.
2. By October 15, the chair of the CHP Research and Development committee will forward the CHP Research and Development committee’s recommendation regarding the category (written/non-written, peer/non-peer reviewed) and point value of the “other” activity to the chair of Faculty Council.
3. Faculty Council affirms or revises the CHP Research and Development committee’s recommendation.
4. The existing framework of the point system is used as a guide by the CHP Research and Development committee and the Faculty Council for making a determination and as interpretations are made, they will be used as a precedent for future determinations.
5. By November 15, the recommended category and point value will be sent to the faculty member who made the initial request.
6. Both the chairs of the CHP Faculty Council and Research and Development Committee will keep a record of the scholarship activity reviewed as well as the category and point value.
7. Trends or patterns in requests for the “other” category may warrant revision of the Annual Review Document. Recommendations for changes may be made by the CHP Research and Development committee and approved by Faculty Council. Such changes will be reflected in Faculty Council minutes.

**Procedure:** The procedure for reviewing the point value of service items which are not included in the Annual Review Document is as follows:

1. By September 15, the chair of Faculty Council receives written requests for determination of service points for specific service activities that fall under the “other” category of the Annual Review Document.
2. The existing framework of the point system is used as a guide by Faculty Council for making a determination and as interpretations are made, they will be used as a precedent for future determinations.
3. By November 15, the recommended category and point value will be sent to the faculty member who made the initial request.
4. The chair of Faculty Council will keep a record of the service activity reviewed as well as the category and point value.
5. Trends or patterns in requests for the “other” category may warrant revision of the Annual Review Document. Recommendations for changes may be made by Faculty Council. Such changes will be reflected in Faculty Council minutes.

- Evidence of service at the college level will be based on self-reporting and no external evidence will be required. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested.
- Evidence of scholarship is to be documented in Digital Measures consisting of uploads such as page of the program where the faculty name is listed as a presenter, first page of an article or thank you email. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested. Faculty Council will determine a minimal point value in which self-reporting is sufficient.
- All documents used in the calculation of teaching scores must be included in personnel decisions.

*Approved 12/8/2011*

- Weighting of scores using the point system will be distributed according to a person's workload and used for annual review.
- Weighting of annual review points based on workload will be the following: teaching 50 percent, scholarship 10 percent, and service 10 percent. Five percent of the points are to be added to a category for each credit hour of reassigned time.
- Scholarship point expectations for contract renewal is set at the following: First review is 10 points, second review is 40 points, and third review (tenure) is 110 points.

*Approved 4/14/2011*

- Annual reviews will represent materials collected between January 1 and December 31.
- Secondary authors are to receive 75 percent of the points that the primary author is given.
- The set point threshold for reviews in scholarship assessment are as follows: First review (2 years) 0 points, second review (at 4 years) 50 points, (110 points for tenure).

*Approved 4/21/2010*

- An updated peer observation of teaching checklist was approved ([Appendix A](#)).
- Affiliate faculty members will have their annual reviews completed with 100 percent weighting on the teaching document.

*Approved 11/9/2009*

- Faculty with years toward tenure/promotion prior to January 1, 2010, will be evaluated for tenure and/or promotion based on a pro-rated system representing the number of annual reviews in and out of the point system.
- Implementation of the new point system of faculty evaluation began in January 2010.

*Approved October 6, 2008*

- Implementation of the point system officially began in Fall 2011 (December 9, 2010).

*Approved 10/25/2012*

- Annual merit review ranking for faculty at Grand Valley less than one calendar year. Faculty that have been here more than one semester, but less than one calendar year will receive medium-satisfactory ranking for annual review, unless they have earned a higher classification. If faculty have been here for less than one semester, a rating for medium satisfactory performance will be given.

*Approved 12/5/2012*

- There is no minimal point value for which self-reporting is sufficient, and therefore all forms of scholarship evidence shall be documented. If documentation is unavailable, the faculty member shall follow the approved infrastructure, which includes meeting with the unit head and bringing the issue to Faculty Council for approval.

## **Section 9.04 Peer Review Checklist**

The CHP Peer Review Checklist Form can be found in [Appendix A](#).

## **Section 9.05 Administrative Reassignment Assessment**

### **A. Overview**

- The College of Health Profession's Administrative Reassignment Assessment Form ([Appendix B](#)) is to be used for measuring and documenting the performance of unit heads, program coordinators, and faculty with administrative responsibilities including laboratory, clinical, fieldwork, and internship coordinators.
- An evaluation will be performed for each area the person has designated administrative reassigned time.
- The performance evaluation will be completed by
  - 1) the administrator being evaluated.
  - 2) those faculty and staff, including clinical and fieldwork faculty, reporting to that administrator or coordinator; and
  - 3) the position's immediate supervisor.
- The evaluation will be completed 1x/year by each party identified above as part of the annual review process. Unit heads and those with administrative responsibilities are evaluated using part "A". Those with clinical, fieldwork, and internship coordinator responsibilities are evaluated using part "B". Those with laboratory coordinator responsibilities are evaluated using part "C". Those with responsibility for managing projects will be evaluated using part "D" (*part D criteria to be developed*).

## **SECTION X. APPENDIXES**

Click on the link below to be directed to the appendixes.

[Appendix A: Peer Review Checklist](#)

[Appendix B: Administrative Reassignment Assessment Form](#)

[Appendix C: Faculty Absence Form](#)

[Appendix D: Faculty Mentorship Policy](#)

## Peer Review Checklist

**Course:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Circle your response to each of the questions and then add comments below the table.*

	Exceed expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects	N/A
	5	4	3	2	1	N/A
1- was well prepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- was knowledgeable about the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- was enthusiastic about the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- spoke clearly, audibly, and confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- used a variety of relevant illustrations/ examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- made effective use of the board and/or visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- asked stimulating and challenging questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- effectively held class's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- achieved active student involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- treated students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What worked well in the class?** (Continue on back if necessary)

**What could have been improved?** (Continue on back if necessary)

**Rater(s):** \_\_\_\_\_

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## Administrative Reassignment Assessment Form

**Time Period Covered:** \_\_\_\_\_

### **Overview**

1. The College of Health Profession's Administrative Reassignment Assessment Form is to be used for measuring and documenting the performance of unit heads, program coordinators, and faculty with administrative responsibilities including laboratory, clinical, fieldwork, and internship coordinators.
2. An evaluation will be performed for each area the person has designated administrative reassigned time.
3. The performance evaluation will be completed by:
  - a. the administrator being evaluated;
  - b. those faculty and staff, including clinical and fieldwork faculty, reporting to that administrator or coordinator; and
  - c. the position's immediate supervisor.
4. The evaluation will be completed 1x/year by each party identified above as part of the annual review process.

### **Directions**

- unit heads and those with administrative responsibilities are evaluated using part "A". Those with clinical, fieldwork, and internship coordinator responsibilities are evaluated using part "B". Those with laboratory coordinator responsibilities are evaluated using part "C". Those with responsibility for managing projects will be evaluated using part "D" (*part D criteria to be developed*).

Please rate the administrator named below using the scale provided. Ratings of 1 or 2 require a written explanation on the comment sheet. Use the sixth (6<sup>th</sup>) column for not applicable answers as they will not be counted in totals.

- 1 - Unacceptable, totally ineffective
- 2 - Unsatisfactory, needs improvement
- 3 - Satisfactory, adequate
- 4 - Very good, above average
- 5 - Excellent, superior

*NA - No points assigned, not applicable or no basis for rating*

**COMPLETE SECTION BELOW AND PARTS A, B AND/OR C AS REQUIRED**

Name of Administrator Being Evaluated: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_ Evaluation Period: *from* \_\_\_\_\_ to \_\_\_\_\_

Administrative Position (Check all those that apply)

- a. \_\_\_\_\_ Departmental unit head
- b. \_\_\_\_\_ Program coordinator
- c. \_\_\_\_\_ Non-academic director (Student Services, etc.)
- d. \_\_\_\_\_ Coordinator (*circle* Clinical, Internship, Fieldwork, Laboratory)
- e. \_\_\_\_\_ Other \_\_\_\_\_

Reassigned Time \_\_\_\_\_

- a. \_\_\_\_\_ Full-time (no academic responsibilities)
- b. \_\_\_\_\_ Quarter time release (25% reduction in academic/teaching responsibilities)
- c. \_\_\_\_\_ Half time release (50% release from academic/teaching responsibilities)
- d. \_\_\_\_\_ Three quarter time release (75% release from academic/teaching responsibilities)
- e. \_\_\_\_\_ Other (\_\_\_\_\_ % release from academic/teaching responsibilities)

Description:

## PART A

### I. COMMUNICATION

	1	2	3	4	5	NA
<i>Performance being evaluated</i>						
1. Demonstrates effective speaking skills						
2. Demonstrates effective writing skills						
3. Communicates in a timely manner						
4. Clearly communicates expectations						

Comments:

### II. PLANNING AND ORGANIZATION

	1	2	3	4	5	NA
5. Plans and organizes thoroughly and in advance						
6. Delegates responsibility and authority, when appropriate						
7. Encourages innovation and cooperative planning						
8. Considers other departments, the College of Health Professions, and the university in planning and organizing						

Comments:

### III. INTERPERSONAL RELATIONS

	1	2	3	4	5	NA
9. Works effectively with others						
10. Is accessible to faculty, staff, and students on a regular basis						
11. Demonstrates active listening						
12. Respects the confidentiality of others						

Comments:

### IV. DECISION-MAKING/PROBLEM SOLVING



	1	2	3	4	5	NA
13. Encourages appropriate participation in decision-making and problem solving						
14. Interprets and applies policies consistently with all personnel and in all situations						
15. Appraises situations and problems objectively						
16. Makes sound and timely decisions based on thorough analysis of the situation						

Comments:

## **V. LEADERSHIP**

	1	2	3	4	5	NA
17. Promotes professional growth of self and supervisees						
18. Recognizes staff proficiencies and accomplishments, commends exemplary actions						
19. Exerts positive influence on others, promotes professionalism and optimism						

Comments:

## **VI. GOALS AND OBJECTIVES**

	1	2	3	4	5	NA
20. Ensures that program goals and objectives are consistent with the needs of the department, college, and university						
21. Makes satisfactory progress in achieving goals and objectives						
22. Assists faculty and staff in developing appropriate personal goals and objectives						

Comments:

## **VII. ATTITUDINAL CONSIDERATIONS**

	1	2	3	4	5	NA
23. Accepts responsibility for own actions and those of program faculty and staff						
24. Accepts criticism, advice, suggestions						
25. Functions well under pressure and in awkward situations						

Comments:

### **ADDITIONAL COMMENTS**

### **VII. CALCULATE OVERALL AVERAGE SCORE**

Sum of scores divided by # of scores recorded (NA's not counted) \_\_\_\_\_

### **VIII. ATTACH APPROPRIATE SIGNATURE SHEET**

- If evaluation is completed by supervisor, attach Signature Sheet #1
- If evaluation is completed by supervisee, attach Signature Sheet #2
- If evaluation is completed by self, please sign below

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PART B

### I. CLINICAL/INTERNSHIP PROGRAM MANAGEMENT AND COORDINATION

	1	2	3	4	5	NA
1. Creates a network with entities in the community to further the clinical/internship opportunities for students in the academic department						
2. Builds and strengthens relationships between the college, its academic departments and clinical/internship sites						
3. Facilitates academic faculty involvement in clinical/internship education						
4. Maintains up-to-date records, affiliation agreements, and other documents necessary for clinical/internship collaborations						
5. Maintains adherence with all relevant policies and procedures required for clinical/internship sites						
6. Adheres to relevant policies and procedures regarding student eligibility and professionalism during clinical/internship experiences						
7. Assures compliance with IRB requirements if necessary						
8. Is an advocate for the value of clinical/internship experiences within the academic program(s) involved						
9. Facilitates the use of technology to enhance the clinical/internship experience for students						

Comments:

## **II. DEVELOPMENT AND ASSESSMENT OF CLINICAL/INTERNSHIP EDUCATION PROGRAM**

	1	2	3	4	5	NA
10. Conducts continuous reviews of relevant clinical education and/or related academic policies and procedures						
11. Assesses and develops a plan to respond to the needs of sites based on feedback received						
12. Provides timely data and recommendations to the unit head, program coordinator and/or faculty based on feedback received						
13. Grades clinical/internship student work in a timely manner and provides feedback						

Comments:

## **III. DEVELOPS CLINICAL/INTERNSHIP EDUCATION FACULTY**

	1	2	3	4	5	NA
14. Evaluates clinical supervisors periodically and provides feedback						
15. Provides training and mentoring for new and returning faculty assigned to clinical//internship supervision						
16. Acts as a liaison between the clinical/internship site and the academic department and faculty when problems arise						

Comments:

## **IV. DEVELOPS STUDENT CLINICAL/INTERNSHIP EDUCATION**

	1	2	3	4	5	NA
17. Assesses eligibility of students for clinical/internship activities						
18. Provides initial training of students for specific clinical/internship experience and facilitates development of individual learning plans						
19. Collaborates with academic department, site supervisor and students to maximize the learning experience						
20. Assesses student progress during the learning experience and acts to correct deficiencies or other problems						
21. Promotes student self-assessment and reflection on the educational experience						

Comments:

## V. COMMUNICATION

	1	2	3	4	5	NA
22. Demonstrates effective speaking skills						
23. Demonstrates effective writing skills						
24. Communicates in a timely manner						
25. Clearly communicates expectations						

Comments:

## VI. ATTITUDINAL CONSIDERATIONS

26. Accepts responsibility for own actions and those of program faculty and staff						
---	--	--	--	--	--	--

27. Accepts criticism, advice, and suggestions						
28. Functions well under pressure and in awkward situations						

Comments:

### **ADDITIONAL COMMENTS**

### **VII. CALCULATE OVERALL AVERAGE SCORE**

Sum of scores divided by # of scores recorded (NA's not counted) \_\_\_\_\_

### **VIII. ATTACH APPROPRIATE SIGNATURE SHEET**

- If evaluation is completed by supervisor, attach Signature Sheet #1
- If evaluation is completed by supervisee, attach Signature Sheet #2
- If evaluation is completed by self, please sign below

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SIGNATURE SHEET #1

- To be used when a supervisor is completing an evaluation of a supervisee
- Evaluator to meet and discuss evaluation with person being evaluated
- This form to be completed following that discussion

Comments of person being evaluated:

Signature of person being evaluated: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's position: \_\_\_\_\_



## SIGNATURE SHEET #2

- To be used when a supervisee is evaluating a supervisor
- Evaluation to be turned into \_\_\_\_\_
- Information from evaluation to be shared with person being evaluated without disclosure of evaluator's identity

Name of Evaluator: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's position: \_\_\_\_\_

## **Faculty Absence Form**

## College of Health Professions

### CHP Governance Committee

**Re:** Faculty Mentorship

#### **Draft 3.0, Faculty Mentorship Policy**

**Authors:** Heather Wallace, Lilianne Nelson, Susan Raaymakers, Gordy Alderink, Kelly Machnik, Janna Pacey, Laura Lenkey

**Date:** 3/9/2020

The mentorship policy of the College of Health Professions aligns with Shared Governance Policy SG 3.01.E. Each unit may determine the process for meeting these expectations and may identify additional elements.

Faculty mentorship must be provided to new tenure track faculty members. Additionally, an individualized mentorship plan should be tailored to the needs of all other faculty, upon request to their unit head.

#### A. Identifying and Selecting a Mentor

- a. Mentorship should be carried out as a team, which may include a primary and secondary, experienced faculty mentor from the mentee's unit, the unit head or director, and an Associate Dean.
  - i. The primary unit mentor shall oversee the mentorship plan and ensure that mentee engagement with additional mentorship team members occurs.
- b. Each unit shall determine a team or single mentor for new faculty.
- c. Mentors should have experience as a faculty member and be willing to commit 2-4 hours per month to mentorship activities over a 2-year period.
  - i. *Mentoring relationships should evolve over time and may focus on one or several elements required for career success depending upon the career stage of the mentee, the career goals to be met, the level of guidance required, and the nature of the input from mentors. Thus, they may be enduring, long-term relationships that evolve over time into collegial rather than mentoring relationships, or they may be more transient relationships focused on specific areas of guidance at key career points.*”  
<https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf>
- d. Unit heads and or program directors shall not serve as a primary mentor.
- e. A mentor should not participate in any process that involves a personnel decision (including annual salary adjustments) concerning the mentee beyond standard participation in unit discussions and voting on personnel matters at the unit level. Mentors who subsequently serve on committees that make personnel or salary recommendations should recuse themselves when their mentees are being considered.

#### B. Expectations for Mentors

- a. Mentors should be knowledgeable about the mentee's area or field of scholarship. If the mentee requires or desires mentorship that falls outside of the primary mentor's expertise, the mentor should defer to or encourage guidance from others whose expertise aligns.

- b. Mentors shall maintain consistent (at least monthly) communication and contact with the mentee.
- c. Mentors shall provide honest and frank feedback on progress and performance.
- d. Trust in the mentoring relationship is paramount. Both the mentor and mentee agree to keep all conversations and session content confidential between themselves.
- e. Mentors shall share a full range of experience to help shape expertise.
- f. Mentors shall maintain a professional and ethical relationship with the mentee.
- g. Mentors shall ensure a safe and secure environment for discussing professional life.
- h. Mentors shall regularly and with professionalism, communicate with the mentee and keep all appointments.
- i. Mentors shall aid and encouragement in identifying and pursuing professional goals of the mentee.
- j. Mentors shall observe their mentee's classroom teaching and preparation at least one time per semester over the first two years of teaching, beyond any peer review of teaching.

#### C. Expectations for Mentees

- a. Participate in honest, respectful, and relevant conversations.
- b. Act with integrity and commitment, acting to achieve agreed upon goals.
- c. Keep all commitments regarding the scheduling of mentoring contact and meetings.
- d. Be willing to consider and experiment with new concepts and/or different behaviors that are discussed during mentoring meetings.
- e. Maintain a sense of open-mindedness and possibility in respect to the value of advice, suggestions, and ideas proposed by the mentor.
- f. Trust in the mentoring relationship is paramount. Both the mentor and mentee agree to keep all conversations and session content confidential between themselves.
- g. Respond to all e-mails, telephone calls, etc. from the mentor.
- h. Mentees shall observe their mentor's classroom teaching and preparation at least once per semester over the first two years of teaching.
- i. Mentees should be expected and encouraged to observe the teaching and preparation of other faculty members both inside and outside of their unit.
- j. The new faculty member should be strongly encouraged to attend the University Mentorship and Orientation Program. This, in combination with the college and unit programs, will provide the multiple-point mentoring that is recommended. If a faculty member does not want to attend the university program, they should notify their unit head in writing of their intent not to participate.
- k. New, untenured faculty members should be strongly encouraged to participate in the unit and/or college-mentoring program. If a faculty member does not want to participate in the unit and/or college program, they should notify their unit head in writing of their intent not to participate.

## Mentorship Activities and Plan

1. Each unit shall determine a mentorship plan that provides:
    - i. A mentorship checklist/plan which identifies a list of topics to be discussed and the person(s)/mentor(s) responsible for each topic area. See Table 1 for required topics.
    - ii. A timeline which clearly identifies a time period (1-2 years minimum) for review of a topic and or actions, such as classroom observation.
    - iii. A list of events (workshops, conferences, classes) that the mentee should attend.
    - iv. A list of individuals/contacts throughout the University in which the mentee may be expected to contact or reach for specific tasks (i.e., library liaison, grant management, IRB authorizing official, etc.)
  - m. The formal written mentorship checklist/plan shall be signed by the mentor(s), the mentee, the unit head, and the dean.
- D. Terminating the Mentorship Relationship
- a. Each unit shall determine a process for the mentor and or mentee to terminate a mentorship agreement.
  - b. A terminated plan must be submitted to the unit head and the dean.
- E. Measuring Mentorship Program Satisfaction
- a. Each unit shall determine a means for measuring satisfaction with the unit mentorship program.

**Table 1: Required topics to be included in a mentorship plan.**

Broad Topic Area	Mentorship Topics
Teaching	<ul style="list-style-type: none"><li>● Syllabi requirements</li><li>● Syllabi timelines and file storage</li><li>● Blackboard</li><li>● Exam dates, grades, and expectations</li><li>● Academic Calendar</li><li>● College and Unit teaching policies and forms (course withdrawal, academic dishonesty, dress code, attendance, etc.)</li><li>● Course Observation</li><li>● Student Advising</li><li>● Selecting textbooks and materials</li><li>● Banner</li><li>● Course Lists</li><li>● Libraries</li><li>● Writing Center and Student Statistical Support</li><li>● Other Student support offices</li></ul>

Administration	<ul style="list-style-type: none"> <li>● Department and College websites, software, and electronic drives and files, telecommunication technology</li> <li>● HIPAA, privacy, and confidentiality</li> <li>● College and unit forms</li> <li>● Printing, copying, office supplies</li> <li>● Professional Development Funds</li> <li>● Unit meetings and schedule</li> <li>● Types of leave</li> <li>● Sabbatical</li> <li>● IRB and research, grants</li> <li>● HIPAA and FERPA</li> <li>● Processes for community engagement</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>● Personnel process</li> <li>● Scholarship expectations</li> <li>● Professional Development opportunities</li> <li>● Internal funding</li> <li>● Workshops</li> <li>● SPROUT</li> <li>● FTLC/CSCE</li> <li>● Benefits and wellness</li> </ul>
Academia	<ul style="list-style-type: none"> <li>● University, college, and unit meeting and committee expectations</li> <li>● Information Technology and Technology Funds</li> <li>● Commencement and Convocations</li> <li>● Academic culture</li> </ul>

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## **INTRODUCTION**

These Bylaws delineate the structure and functions of the College of Health Professions within the context of the mission and vision of the college. They explain the relationship of the college to Grand Valley State University and provide procedures for governance of the college, its functions, and its faculty.

## **SECTION XII. NAME**

### **Section 12.01 College of Health Professions**

The name of this organization shall be the College of Health Professions (hereafter referred to as “college”).

## **SECTION XIII. MISSION, VISION, AND CORE VALUES**

### **Section 13.01 Mission Statement**

The College of Health Professions empowers learners to impact the health and well-being of individuals and society through experiential education, evidence-based practice, and meaningful community engagement.

### **Section 13.02 Vision Statement**

Through innovative education of tomorrow's health professionals, the College will support the advancement of inclusive and equitable health and health care delivery.

### **Section 13.03 Core Values**

We are educators in the health professions with a common set of core values.

- Professional and ethical behavior
- Inclusive and equitable community
- Interprofessional education and practice
- Lifelong learning
- Innovation and excellence in teaching, scholarship, and practice
- Social responsibility
- Celebrating and supporting student success
- Individual, group, and population health and well-being

## **SECTION XIV. RELATIONSHIP OF THE COLLEGE TO GRAND VALLEY STATE UNIVERSITY**

### **Section 14.01 Organization**

The college is a duly organized unit of Grand Valley State University.

### **Section 14.02 College and University Policies**

Nothing in these Bylaws is intended to be inconsistent with present or future Board of Trustees statutes, executive orders, other university policies or regulations that have been

duly issued, or the policies and procedures of the college as written in the college faculty manual. Where there may be an inconsistency between these Bylaws and present or future Board of Trustees Statutes, other university policies or regulations, college policies or policies in the college faculty manual, the latter shall prevail.

## **SECTION XV. ADMINISTRATION OF THE COLLEGE OF HEALTH PROFESSIONS**

### **Section 15.01 Office of the Dean**

The chief executive officer of the college shall be the dean. Consistent with the college faculty manual and university policies, the dean shall make personnel appointments as necessary to facilitate administration of college's activities and programs and shall inform the faculty.

#### **4.1.1 Selection of the Dean**

Selection will follow the college faculty manual and [University Policies \(Chapter 4, Section 2.10\)](#).

#### **4.1.2 Faculty Evaluation of the Dean**

Faculty evaluation of the dean will follow the college faculty manual and [University Policies \(Chapter 4, Section 2.9\)](#).

#### **4.1.3 Interim Acting Dean**

An interim dean shall be appointed in accordance with established university policies to ensure that the Office of the Dean is not left vacant.

#### **4.1.4 Responsibilities and Duties of the Office of the Dean**

Responsibilities and duties of the Office of the Dean will follow the college faculty manual and job description in the college faculty manual. The dean or the dean's designee will facilitate periodic elections of faculty to the college's standing committees.

### **Section 15.02 College Units**

#### **4.2.1 Unit Administration**

Unit heads shall report to the dean or the dean's designee. Each unit head shall be a member of the Executive Council.

#### **4.2.2 Unit Head Selection, Responsibilities, and Review**

Unit Head selection, responsibilities and review will be in accordance with the college faculty manual and [University Policies \(Chapter 4, Section 2.9\)](#) and [\(Chapter 4, Section 2.10\)](#). Responsibility of the unit head is defined in the college faculty manual.

## **Section 15.03**      College Programs

### **4.3.1**      Program Administration

Program coordinators shall report to the unit head. Each program coordinator shall be a member of the Executive Council.

### **4.3.2**      Program Coordinators Selection, Responsibilities, and Review

Program coordinator selection, responsibilities and review will be in accordance with the college faculty manual and [University Policies \(Chapter 4, Section 2.9\)](#) and [\(Chapter 4, Section 2.10\)](#). Responsibility of the program coordinators is defined in the college faculty manual (Section 1.1.06.C).

## **Section 15.04**      Organizational Changes

Proposals from any source to re-organize, create, or eliminate the college, or any of its units or programs shall be presented to the faculty by the dean or dean's designee at a duly convened college faculty meeting as soon as practicable before being implemented. While faculty approval of any proposed changes may not be required, such proposals shall be submitted to the Faculty Council for vote with the results reported in the minutes of the meeting.

## **SECTION XVI.**      MEMBERS

Members of the college include the following:

### **Section 16.01**      Faculty

Faculty is defined in the [University Policies \(Chapter 4, Section 2.1\)](#) as the following:

- 5.1.1 A person in a regular teaching, research, or professional library position; a regular appointment may be for less than full time, if at least half-time, with the agreement of the appointing unit, the appointing officer, and the faculty member
- 5.1.2 Faculty members who are also academic unit heads (departmental chairs and school director)
- 5.1.3 Academic administrators who also hold faculty rank [University Policies \(Chapter 4, Section 2.11\)](#)
- 5.1.4 The term "faculty member" as used in this document includes primary investigators without teaching duties.

Academic unit heads and academic administrators, who also hold faculty rank, are also considered to be faculty. This designation includes those of any rank or title.

### **Section 16.02**      Non-Tenure Track Faculty

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

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

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

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

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

- *Affiliate Faculty of Instruction (or Field Practicum):* These faculty engage in teaching activities, primarily course, lab, or studio instruction. Depending on the needs of a unit or college, they may also participate in other activities that directly support the teaching mission of the University, such as student advising, supervision of internships or practicums, coordination of tutoring placements or direction of a tutoring center, regular assessments of student work, coordination of courses, or other obligations that are specifically identified in the employment contract.
- *Clinical Affiliate Faculty:* In addition to responsibilities of Affiliate Faculty of Instruction (or Field Practicum), these faculty primarily work with students in a clinical setting, normally in health-related fields.
- *Affiliate Faculty of Practice:* In addition to responsibilities of Affiliate Faculty of Instruction (or Field Practicum), the remainder of their workload is devoted to scholarly engagement and/or service that aligns with unit needs and is required by disciplinary accreditation. These faculty will typically have a substantial base of professional, non-academic experience in their discipline and understand the

practical application of knowledge in their field. Their expertise complements the scholarly work of the unit.

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

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

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

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

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

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

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

## **Section 16.03      EAP Staff**

EAP Staff is defined as the following in the [University Policies \(Chapter 4, Section 4\)](#):

The Executive, Administrative, and Professional (EAP) staff is defined as staff appointed to non-teaching positions although some EAP staff may have regular teaching assignments as a portion of their regular workload. Most EAP staff are exempt from federal and state overtime provisions.



## **SECTION XVII. RESPONSIBILITIES OF THE FACULTY**

### **Section 17.01 Faculty Participation**

*Faculty participates in all of the following activities:*

- 6.1.1 Teaching and curriculum development
- 6.1.2 Student advisement, recruitment, and retention initiatives
- 6.1.3 Scholarly and professional activity including research, publication, participation in professional associations and meetings, continuing education, and clinical practice
- 6.1.4 Service to the unit and university by participating in program development and on standing or ad hoc committees and task forces
- 6.1.5 Service in your community that reflects one's professional expertise

## **SECTION XVIII. MEETINGS**

### **Section 18.01 College Faculty and Academic Staff Meetings, Voting, and Quorum**

#### **7.1.1 Meetings**

The dean or dean's designee shall schedule and chair not less than two meetings of the college faculty per academic year. At the dean's discretion, or upon the petition of a majority of full-time college faculty members, additional meetings may be called with a minimum five (5) working days advance notice to members. College meetings shall be scheduled during normal university hours between Monday and Friday and shall be scheduled on a day and at a time when the greatest number of faculty and EAP staff are available to attend.

#### **7.1.2 Voting Rights**

*Visiting Faculty, Affiliate Faculty and EAP Staff:*

- All visiting faculty, affiliate faculty and EAP Staff are encouraged to participate, discuss, and deliberate in all college faculty meeting discussions including bylaw changes, committees, and personnel issues.
- Voting privileges are limited to personnel issues only

*Tenured or tenure-track faculty who hold a faculty appointment in the College of Health Professions:*

- All tenured or tenure-track faculty are encouraged to participate, discuss, and deliberate in all college faculty meeting discussions including bylaw changes, committees, and personnel issues.
- Voting privileges are inclusive of bylaw changes, committees, and personnel issues.

#### **7.1.3 Quorum**

A quorum consists of a majority of the eligible voting members of the college.

#### **7.1.4 Voting Process**

- Voting on college business shall be conducted electronically. College business is defined as issues that potentially affect all faculty in the college and excludes personnel matters, subcommittee voting, and voting within units. Electronic voting will adhere to the following process:
  - A discussion regarding a college vote will be held using the CHP discussion tool of the Learning Management System to ensure faculty participation representing full and open input as well as responses by faculty to other faculty comments within the discussion for a period of 10 days. Faculty input may also result in a need for discussion opportunities at college meetings.
  - Faculty input and comments from the CHP discussion tool of the Learning Management System will be reviewed by Faculty Council.
  - If, based upon the review, Faculty Council decides a vote is in order, a call for the vote will be made using the University email system to communicate with CHP faculty.
  - Eligible CHP faculty will cast their ballots electronically using an available electronic platform that ensures participant confidentiality (as approved by the Provost's office). The voting period will close at the end of 7 days.
  - At least 50 percent of eligible CHP faculty must participate in the vote for it to be valid.
  - If 50 percent of eligible CHP faculty do not participate, efforts will be made to move for a re-vote with increased faculty participation.
  - A vote outcome will be determined based upon simple majority.

## **Section 18.02 Unit Faculty and Academic Staff Meetings, Voting, and Quorum**

### **7.2.1 Meetings**

Unit heads shall schedule and chair not less than two meetings of the program faculty meetings per academic year. At the unit head's discretion, or upon the petition of a majority of voting unit faculty members, additional meetings may be called. A minimum of five (5) working days-notice is to be provided to the members. All unit meeting notices shall be in writing and accompanied by an agenda. Minutes shall be recorded for all unit meetings.

### **7.2.2 Voting Rights**

Units may, by written policy approved by a majority of the unit, establish voting rights for faculty and EAP staff members.

### **7.2.3 Quorum in Program Meetings and Voting**

A quorum shall consist of one more than half of the eligible voting members of the unit. Voting on business requiring a vote of the faculty and EAP staff of the program shall be conducted during a unit meeting. Voting by proxy and voting by mailed in ballots are **not** permitted.

### **Section 18.03**      **Executive Council Meetings**

The Office of the Dean shall be advised by an executive council of the college. The dean, or in the absence of the dean, the dean's designee, shall chair the Executive Council. The Executive Council shall meet monthly, or as often as necessary, to advise the dean and vote on matters affecting the college. A meeting of the Executive Council may be called by a simple majority of its members requesting a meeting. A minimum of five (5) working days-notice shall be given to members of the council. Minutes of executive council meetings shall be recorded, transcribed, and made available upon request to members of the college faculty within ten (10) working days after a meeting.

### **Section 18.04**      **Open Meetings**

All meetings conducted by and for the college shall be open to other interested parties. However, this provision shall not apply to portions of meetings devoted to deliberation and decisions involving faculty personnel decisions, individual students, or other confidential matters.

### **Section 18.05**      **Minutes**

The results of the deliberations of all meetings, conducted by and for the college and its units, including all committees thereof, shall be recorded as minutes, transcribed, and made available to faculty members upon request with the exception of the personnel committee. The minutes of the personnel committee shall be taken as prescribed in the [University Policies \(Chapter 4, Section 2.10.2B\)](#):

Electronic or mechanical recording is not permitted at any time during personnel committee meetings. However, minutes shall be taken and include any vote taken, the numerical results of all votes, date, time, place of the meeting, and names of who were in attendance. The following must be present and vote on the personnel action in order to constitute a recommendation of the personnel committee: four when there are five members, four when there are six members, and five when there are seven members, or if more than seven members, then two-thirds (2/3) of the size of the personnel committee rounded up to the nearest whole number. (See [Section 4.2.10.2A](#) for composition of a personnel committee). The dean shall not be present during a vote of the personnel committee. While proxy and absentee votes are not allowed, absent committee members may send their evaluations to all committee members. If the personnel committee is unable to carry out its responsibilities due to the absence of one committee member who misses three consecutive meetings, the dean will be notified for the purpose of facilitating the designation of an appropriate replacement.

### **Section 18.06**      **Notice of Meetings**

Unless individual faculty or staff members make other arrangements as provided under this subsection with both the dean's office and the office of the faculty or member's unit

head, the notice for all meetings conducted by the college or its units shall be emailed to each faculty and staff in the college, accompanied by an agenda and minutes of the preceding meeting if not previously distributed, and provide at least five (5) working days advance notice of the time and place of the meeting. The advance notice and minutes distribution requirement of this subsection may be waived if approved by a two-thirds (2/3) majority vote of the attendees at scheduled faculty meetings. Faculty and staff who request that notice be transmitted by means other than their college email shall annually deliver a written hardcopy of such request to both the offices of the dean and the respective unit head and program coordinator.

## **SECTION XIX. COLLEGE GOVERNANCE COUNCILS**

*College of Health Professions Preamble:* The college Faculty Governance is a deliberative and broadly representative forum that exists to consider the activities of the College of Health Professions in all of its facets, with particular attention to educational objectives and those matters that affect the common interests of faculty, staff, and students. Any standing committee may recommend general policies and otherwise advise the dean of the college. All standing committees are authorized to initiate policy proposals as well as to express their judgment on policies submitted to it by the administrative officers of the university and its various academic divisions. The college Faculty Governance is also empowered to request information through appropriate channels from the university administration. *(Approved in the reorganization of the CHP, January 2013).*

### **Section 19.01 Faculty Council**

*(Approved in the reorganization of CHP, January 2013)*

- 8.1.1 **Charge:** To serve as the chief faculty organization of the college; to assist in carrying out the college mission; to review standing committee reports; to represent faculty interests and concerns to the dean; to make recommendations to the dean; and to make minutes of the meetings available to college faculty.
- 8.1.2 **Membership:** To be comprised of one faculty member elected from each unit of the College of Health Professions to serve a term not to exceed three (3) years. These terms will be staggered. Each year, the membership of the council shall elect, by a simple majority, a chair to serve a one-year term. The dean or dean's designee serves as an ex-officio non-voting, member.

### **Section 19.02 Executive Council**

*(Approved in the reorganization of CHP, January 2013)*

- 8.2.1 **Charge:** To advise the dean on matters of academic planning, leadership, instruction, administration, and matters of concern to the faculty; to serve as a forum for policy debate and discussion; to make recommendations to the dean relevant to financial matters, strategic planning, personnel evaluation, and overall administration; and to make minutes of the meetings available to the college faculty.

- 8.2.2 **Membership:** To be chaired by the dean and comprised of the dean, associate deans, unit heads, the chair of the Faculty Council (ex-officio), and others as identified by the dean.

## SECTION XX. COLLEGE FACULTY GOVERNANCE STANDING COMMITTEES

### Section 20.01 College Standing Committees

The standing committees of the college are the Curriculum Committee, the Personnel Committee, the Governance Policies Committee, the Research and Grants Committee, and the Continuing Education Committee. All Committees shall elect a chair annually by simple majority. A chair can serve no more than two (2) consecutive terms and cannot be re-elected before a lapse of a year.

The proposal for a new standing committee would be presented to Faculty Council. Faculty Council would review and send their recommendation to CHP Governance Committee. The Governance committee would review it, put it on faculty vote if needed, and send their recommendation to CHP Dean for final approval.

#### 9.1.1 Curriculum Committee *(Approved in the reorganization of CHP, January 2013)*

1. **Charge:** To review and recommend new courses, course changes, program changes, and general education courses, as well as new programs and program self-evaluations; to identify common educational objectives of the programs and to facilitate interdisciplinary education among the various units of the college and university. Formal approval by the Curriculum Committee with the signature of the chair is required before curriculum proposals can be forwarded to the dean.
2. **Membership:** To be comprised of one faculty member elected from each unit of the college (with the exception of the School of Interdisciplinary Health (SIH) where three faculty members will be elected) to serve a term not to exceed three (3) years. These terms will be staggered. Each year, the membership of the committee shall elect, by a simple majority, a chair to serve a one-year term. At the dean's discretion, additional members may be appointed to assist in the timely review of all curricular proposals.

#### 9.1.2 Personnel Committee

1. **Charge:** To review all recommendations from the units for promotion, tenure, contract renewal, sabbatical leaves, and the process of faculty evaluation; to make recommendations to the dean; to carry out additional duties as prescribed in the college faculty manual and the [University Policies \(Chapter 4, Section 2.9\)](#) and [\(Chapter 4, Section 2.10\)](#).
  - a. The University Policies identify the procedure for personnel items in [\(Section 2.10\)](#).

- b. In addition, the college has established its own guidelines for contract renewal, tenure, and promotion as charged by the [University Policies \(Section 2.9.1C\)](#).
- c. Each college must establish its own standards and criteria for evaluation at each rank and tenure. College standards and criteria may be more specific than university standards and criteria but may not contradict or conflict with them. After approval by the dean, these standards and criteria must be submitted to the provost for approval.
- d. In response to this charge, the college has established a system where points are given in the areas of teaching, scholarship, and service. The college approved documents can be found in the faculty manual regarding guidelines for annual review, contract renewal, tenure, promotion, and administrative reassignment.
- e. As approved by the college faculty, Affiliate faculty members will have their annual reviews completed with 100 percent weighting on the teaching document.

- 2. **Membership:** To be comprised of one tenured faculty member elected from each unit of the college (with the exception of the School of Interdisciplinary Health (SIH) where three faculty members will be elected) to serve a term not to exceed three (3) years. These terms will be staggered. No member shall serve more than two (2) consecutive three-year terms (six years). Each year, the membership of the committee shall elect, by a simple majority, a chair to serve a one-year term. Faculty Council of the college, in consultation with the dean, may select an additional faculty member to serve as a diversity advocate, who serves ex-officio and without the right to vote. The voting members for any personnel action are the members who are not from the unit of the faculty member being considered, and also exclude the members who have a conflict of interest, as defined in the university policies. If a unit does not have a faculty member meeting the qualifications for the College Personnel Committee, eligible faculty will be determined by the provost in consultation with the dean of the college and then elected by a college vote.

### 9.1.3 Governance Policies Committee

*(Approved in the reorganization of CHP, January 2013)*

- 1. **Charge:** To review proposed changes to the college Governance Policies; to submit changes to the faculty for amendment and vote; to take faculty recommended changes to the University Counsel for review; to make recommendations to the dean; with the dean's approval, to incorporate changes into the current college Governance Policies and distribute.
- 2. **Membership:** The committee will be comprised of one member per academic unit (with the exception of the School of Interdisciplinary Health

(SIH) where three faculty members will be elected) with three-year staggered appointments. The representative from each academic unit will be elected by the academic unit. *(Amended and approved at CHP Faculty Meeting 12/5/2012)*

#### 9.1.4 **Research and Development Committee**

1. **Membership:** Five members of the college faculty shall be appointed by the dean on the recommendation of program directors to serve two-year staggered terms on the Research and Development Committee. At the dean's discretion, additional committee members may be appointed to assist in the timely completion of the committee's duties.
2. **Duties:**
  - i. To identify research, grant, and funding opportunities related to the activities of each discipline represented in the college
  - ii. To provide assistance in developing research skills to members of the college faculty
  - iii. To assist in the writing of grant proposals as needed by college faculty
  - iv. To approve all college faculty, grant and contract proposals in a timely fashion that does not exceed the deadline for submission to a state, federal or foundation agency

#### 9.1.5 **Continuing Professional Education Committee**

1. **Membership:** Five members shall be elected to serve two-year staggered terms on the committee.
2. **Duties:**
  - i. To facilitate continuing education programs necessary to meet the common needs of the departments of the college and their constituencies outside the university
  - ii. To develop and implement needs assessment to meet the continuing professional education requirements of individual disciplines in the college and their external constituents
  - iii. To assess and address the interdisciplinary continuing education needs of the college
  - iv. To coordinate continuing education programming within the college
  - v. To identify issues related to continuing education as needed by units

#### 9.1.6 **Justice and Equity Action Committee**

*(Approved by faculty vote and dean, May 2023)*



1. **Charge:** We propose a standing committee whose purpose is to innovate, implement, monitor, and benchmark evidence-based best practice initiatives that embody a perspective of justice and equity, as we pursue the diversity and inclusion goals expressed in the college-level and university strategic plans.

This committee is charged with supporting the expressed vision of the university's Division of Inclusion and Equity by responding to regional and national trends, and by contributing to local and national discourse on the responsibility of higher education to provide justice and equity to all students, faculty, and staff. Grand Valley aspires to embody the innovative and entrepreneurial spirit of our region, thus becoming recognized as a practice model and resource for justice and equity in West Michigan.

2. **Membership:** Representation from each College Unit will be determined based on the College's policy for representation on College Standing Committees with the addition of at least one representative from CHP Student Services.

## **Section 20.02**      **Ad Hoc Committees**

- 9.2.1 **Charge:** To carry out specific, short-range assignments; such committees shall report recommendations and/or findings to the dean and Faculty Council, and upon request, to interested parties. Additional duties will be determined by the established ad hoc committee or dean.
- 9.2.2 **Membership:** The dean shall appoint members to the college's Ad Hoc Committees. Tenure of the ad hoc committees will be limited to six (6) months and will be subject to renewal if the dean wishes to extend the ad hoc committees' deadlines for completion of their business. The dean or dean's designee shall be an ex-officio member of all of the college's ad hoc committees.

## **Section 20.03**      **Standing Department Committees**

### **9.3.1**      **Unit Committees**

Each unit/program of the college may establish such committees and procedures for appointing members as necessary to effectuate the purpose and mission of individual programs as well as to administer curricular and educational programs offered by the program.

### **9.3.2**      **Program Advisory Committees**

Each unit/program within the college may create an advisory council consisting of individual representative of the needs of the unit/program. Each unit/program advisory council may have one or two public members and one student representative. The unit head/program coordinator shall be an ex-officio member. The dean shall approve the recommendations of the unit head/program coordinator for membership on the committee. The purpose of the committee is to



advise and advocate for the program. A copy of meeting minutes will be given to the dean.

## **Section 20.04**      **Student Representation on College Unit and Program Committees**

Students may **not** serve on the College Personnel Committee, the Bylaws Committee, or the Curriculum Committee. Students may be appointed to other college unit and program committees by a majority vote of the committee members. Students shall be non-voting members of college unit and program committees.

## **SECTION XXI.      COMPENSATION REVIEW**

### **Section 21.01**      **Portfolio**

Each faculty member will turn in a portfolio for review to the unit head. The unit head will review the portfolio and write an evaluation based on university and college criteria. The chair will forward the portfolio and the evaluation to the dean for review for compensation adjustment. The dean will review the salary adjustment with the faculty member. Unit heads will submit their portfolios directly to the dean for review.

## **SECTION XXII.      PARLIAMENTARY AUTHORITY**

### **Section 22.01**      **Voting**

College meetings will be conducted according to the current bylaws. A two-thirds (2/3) majority vote of members present can vote to “set aside” the bylaws and conduct meetings according to the current edition of [\*Robert’s Rules of Order\*](#). If the bylaws are silent regarding meeting rules, [\*Roberts Rules of Order\*](#) can be used by a two-thirds (2/3) majority vote of present members.

### **Section 22.02**      **Appointment**

Each year, the dean shall appoint a full-time member of the college faculty to be college parliamentarian at all college faculty meetings.

## **SECTION XXIII.      EXPIRATION, REVIEW, AND RE-ADOPTION OF THESE BYLAWS**

### **Section 23.01**      **Expiration**

Unless otherwise directed by the university president or the president’s designee, these bylaws shall expire on the first day of July every five years after the year of adoption. The Bylaws Committee of the college shall review the bylaws and submit a recommendation to re-adopt, revise, or amend at the April meeting (preceding the July expiration date) of the college faculty.

## SECTION XXIV. AMENDMENTS TO THESE BYLAWS

### Section 24.01 Amendment Procedures

Any article or subsection of an article in these bylaws may be amended at a meeting of the college faculty and staff. The following procedures must be followed:

- 13.1.1 **Adequate Notice.** Any proposal to amend these bylaws must be in writing. The proposed amendment must use the current wording of the article or subsection of an article and the proposed new wording of the article or subsection. The proposed amendment must be received by the chair of the Governance Policies Committee at least 15 working days before the faculty meeting date when it is to be voted on by the membership. A proposal may not be submitted between May 1 and September 1 of each academic year.
- 13.1.2 **Voting on Bylaws Revisions.** At a college faculty meeting, a quorum shall be present to amend the bylaws. All amendments must be given to voting members no less than ten (10) working days before the next designated college meeting. To be adopted, amendments must be passed by not less than a two-thirds (2/3) affirmative vote of the faculty present and voting.