



**April 2019 #2 Faculty Senate Meeting Agenda**

**Faculty Senate Meeting:** Monday, April 29th 12:30-1:45pm Marietta Ballroom A-B

- I. Call to Order**
  - A. Welcome – Dr. Jennifer Purcell
  - B. President’s Update – President Pamela Whitten
  - C. Provost’s Update – Provost Kathy Schwaig
  
- II. Approval of the Agenda**
  
- III. Consent Agenda**
  - D. Approval of Minutes
  - E. Liaison Reports
  - F. Policy Council Updates – Dr. Kevin Gwaltney
    - i. University Handbook – Policy Process Council
    - ii. Hazing Policy
  
- IV. Faculty Senate Elections for AY19-20**
  
- V. Old Business**
  - G. Faculty Workload Handbook Language Proposal – Dr. Todd Harper
  - H. Faculty Senate Statement on Diversity and Inclusion – Dr. Marrielle Myers
  
- V. New Business**
  - I. UPCC Recommendations on Institutional Requirements – Dr. Jennifer Wade-Berg
    - i. WELL 1000
    - ii. KSU 1101
  - J. Faculty Handbook Revisions – Dr. Doug Moodie
  - K. Proposed Academic Freedom Grievance Process – Dr. Andy Pieper
  
- VI. Informational Items**
  - L. Academic Calendar – Brenda Stopher and Ana Edwards
  
- VII. Announcements**
  
- VIII. Adjournment**



**April 2019 Faculty Senate Meeting Minutes**  
**Faculty Senate Meeting: Monday, April 8th 12:30-1:45pm Marietta Ballroom A-B**

<b>Attendance</b>		
April 8, 2019		
<b>Role</b>	<b>Name</b>	
<b>LIAISONS</b>		
Staff Council	Angela Beam (proxy Chris Griffin)	Y
Student Government Association		
Part-Time Faculty Council	Joanne Lee	Y
Chairs and Directors Assembly	Robbie Lieberman	
Deans Council		
<b>EX-OFFICIO</b>		
President	Pamela Whitten	Y
Provost and VP for Academic Affairs	Kathy Schwaig	Y
Senior Associate VP for Academic Affairs	Ron Matson	Y
Associate VP for Academic Affairs		
<b>SENATORS</b>		
<b>Faculty Senate President</b>	Jennifer Purcell	Y
<b>Past-President FSEC (proxy for Joya Carter-Hicks)</b>	Ken White	Y
<b>College of the Arts</b>		
Art and Design, School of	Craig Brasco	

Dance	McCree (David) O'Kelley	Y
Music, School of	Jeff Yunek	Y
Theatre and Performance Studies	Jim Davis	Y
<b>College of Architecture and Construction Management</b>		
Architecture	Tim Frank	Y
Construction Management	Charner Rodgers	
<b>College of Computing and Software Engineering</b>		
Computer Science	Ken Hoganson	
Information Technology	Ming Yang	Y
Software Engineering	Allan Fowler	Y
<b>Coles College of Business</b>		
Accountancy, School of	Cristen Dutcher	Y
Economics, Finance and Quantitative Analysis	Abhra Roy	Y
Information Systems	Humayun Zafar	Y
Management, Entrepreneurship, and Hospitality, Leven School of	Doug Moodie (proxy Mark Hiatt)	Y
Marketing and Professional Sales	Sandra Pierquet	Y
<b>Bagwell College of Education</b>		
Educational Leadership	Nik Clegorne	
Elementary and Early Childhood Education	Marrielle Myers	Y
Inclusive Education	James Gambrell for Joya Carter-Hicks (Spring)	Y
Instructional Technology	Anissa Vega	Y
Secondary and Middle Grades Education	Bryan Gillis (proxy Wendy Sanchez)	Y

<b>WellStar College of Health and Human Services</b>		
Exercise Science and Sport Management	Laurie Tis	
Health Promotion and Physical Education	Peter St. Pierre (proxy Mia Oberlton)	Y
Social Work and Human Services	Rene McClatchey	
Nursing, WellStar School of	Mary Beth Maguire	Y
<b>College of Humanities and Social Sciences</b>		
Communication and Media, School of	Justin Pettigrew	Y
Conflict Management, Peacebuilding and Development, School of	Heather Pincock	Y
English	Todd Harper	Y
Foreign Languages	Noah McLaughlin	Y
Geography and Anthropology	Paul McDaniel	Y
History and Philosophy	Marianne Holdzkom	Y
Interdisciplinary Studies	May Gao	Y
Government & International Affairs, School of	Steve Collins	Y
Psychological Science	Daniel Rogers	Y
Sociology and Criminal Justice	Darina Lepadatu	Y
Technical Communication and Interactive Design	Uttam Kokil	Y
<b>College of Science and Mathematics</b>		
Chemistry and Biochemistry	Michael Van Dyke	Y
Ecology, Evolution, and Organismal Biology	Joe Dirnberger	
Mathematics	Bill Griffiths (proxy Sarah Holliday)	Y
Molecular and Cellular Biology	Jerald Hendrix	
Physics	Russell Patrick (retired?)	

Statistics and Analytical Sciences	Bill Griffiths (proxy Sarah Holliday)	Y
<b>Southern Polytechnic College of Engineering and Engineering Technology</b>		
Civil and Construction Engineering	Matthew Wilson	
Computer Engineering	Scott Tippens	Y
Electrical Engineering	Walter Thain	Y
Engineering Technology	David Stolberg	Y
Mechanical Engineering	Mohammed S. Mayeed	
Mechatronics Engineering	Ying Wang	
Systems and Industrial Engineering	Lin Li	
<b>University College</b>		
Culinary Sustainability and Hospitality, Michael A. Leven School of	Jonathan Brown	
First-Year and Transition Studies	Richard Mosholder	Y
Leadership and Integrative Studies	Ginny Boss	Y
<b>Honors College</b>		
<b>Horace W. Sturgis Library</b>	Barbara Wood	Y
<b>Part-Time Faculty Council</b>	Joanne Lee	Y
<b>VISITORS</b>		
Dean, College of Continuing and Professional Education	Tim Blumentritt	Y
Staff Senator	???	Y
Human Resources	Lindsey Seipel	Y
Internal Audit	Lesely Netter-Snowden	Y
Library	Chris Sharpe	Y

Associate Dean, College of Humanities and Social Science	Thierry Leger	Y
SGA Senator for SPCEET	Vincent Coakley	Y
Dean, College of Computer Science and Engineering	Jon Preston	Y

**I. Call to Order**

**A. Welcome – Dr. Jennifer Purcell**

The meeting was called to order at 12:30pm by Jennifer Purcell. She reminded Senators of the April 29<sup>th</sup> meeting at 12:30pm in Marietta A&B.

**B. President’s Update – President Pamela Whitten**

President Whitten provided the following updates:

- 1) Highlighted the great work of the Center for Career Planning and Development.
- 2) Reminded faculty of the request to boost summer enrollment.
- 3) Announced four new Dean appointments: Ivan Pulinkala, Dean of COTA effective March 18, Ian Ferguson -SPEE, joining in July, Tim Blumentritt Dean CPE as of TODAY, Shawn Long CHSS Dean joining in July.
- 4) KSU’s Executive MBA was named best in GA and 7<sup>th</sup> in the world and the US State Department has named KSU as a partner for the Diplomacy Lab.
- 5) NCUR coming up on April 11-14. She encouraged faculty to participate.
- 6) Coles College recently hosted a National Collegiate Sales Competition and KSU also hosted the Southeast Regional Cyber Defense Conference.
- 7) SACSCOC reaffirmation team was recently on campus. Everything went very well they were very impressed with the work that’s gone on here over the last 5 years. They spoke repeatedly about our students and how friendly they are.
- 8) General Assembly has concluded their session. KSU’s VP of Government Relations Julia Ayers did great work at the Capitol. The Academic Learning Center was approved will move forward unless line item vetoed by the Governor. Groundbreaking next week for new labs going up on Marietta campus. Merit raises are also in the current budget.

**C. Provost’s Update – Provost Kathy Schwaig**

Provost Schwaig discussed conversations across our campus about Shared Governance. She noted that in a meeting she attended in the morning (Shared Governance Forum Planning Committee), the group discussed its importance and that there’s not a common vocabulary currently. She noted that this is actually quite common at different universities and that there is a need get clarity about definitions, roles etc. She asked faculty to stay

tuned and please participate. She said there are some conceptual conversations that we need to have about what this practice known as shared governance is so that we have timely and inclusive decision making. This is a collaborative effort and many around the table are very committed to making KSU the best it possibly can be.

## **II. Approval of the Agenda**

Senate President Purcell noted that FSEC elects would be postponed to the next meeting.

The agenda was approved.

## **III. Consent Agenda**

D. Approval of Minutes

E. Liaison Reports

Approved.

## **IV. Old Business**

F. Faculty Handbook Updates for Standing Committees

I. Information Technology Advisory Committee (ITAC) – Dr. Heather Abbott-Lyon

II. Student Technology Fee Advisory Committee (STFAC) – Cheryl Hassman

**Senator Wood:** Motion to approve the language that we referred to at our March 11 meeting to include an ex-officio member from Library system to ITAC (referenced at p. 28 in meeting packet) and STFAC (referenced at p. 37 in meeting packet).

**Approved unanimously.**

G. Faculty Workload Handbook Language Proposal – Dr. Todd Harper

**Senator Harper** discussed three proposals from the Feb. 11 Senate meeting and the subcommittee's subsequent discussions of these with Senior Associate VP for Academic Affairs Ron Matson.

The first proposal was to add language stating that faculty meeting/exceeding expectations will not be required to change workload.

The second proposal was to add language about the requirement for appeals processes developed by the Colleges.

The third proposal was to change the review period from three years to five years.

The subcommittee's recommendations:

- 1) Return to 3 years to have a tighter turnaround. Ron Matson says that as long as faculty are making progress on longer term projects they would be meeting or exceeding expectations.
- 2) Put on hold temporarily the language about the appeals process. It was not clear enough. It needs to be more universal across the university.

**Motion to approve the recommendations from the subcommittee.**

**Seconded.**

**Discussion:**

**Senator Gambrell:** The chair and faculty not agreeing provides opportunity for inequities. Would like to see something added about when a chair and faculty member cannot agree on a workload, the department P&T committee will make a recommendation.

**Senate Harper:** We can add something like that the concern was that it wasn't detailed enough. If we want to propose language like that we can.



**Senator Collins:** Are we being asked to vote on the final language? You just suggested some additional changes to come regarding appeals?

**Senator Harper:** We are voting on some of the language. It is up to the Senate whether we want to reject or approve the subcommittee's recommendations. We can either make a motion on the floor about the appeals process or send the committee back to work on that.

**Senate President Purcell:** if we approve today the language as presented it doesn't preclude as from further refining the appeals language

**Senator Tis:** As a member of the subcommittee my understanding is that we need to have a document that does articulate a workload process for this year. If we want to come back and discuss a grievance process, we can do that but P&T and workload are to separate things so routing workload through P&T is not something that is not available.

**Prof. Sanchez (proxy):** What about the DFC?

**Senator Tis:** They are advisory and they don't handle these things. It would require an entire restructure. You are talking about overriding the Chair and the Dean by a faculty committee, I'm not sure that's a path we should be going down. There is a grievance process and we would ne

**Senator Pincock:** I don't think anyone is calling for a binding appeal process. The final decision with workload rests with Chairs and if it can't be resolved there it rests with Deans. Where the committee left off was that just saying Colleges need to have an appeals process is too vague so having language in there saying "if chair and faculty member can't agree the P&T committee will make a non-binding recommendation to the Dean" to provide the Dean with an extra data point which is faculty based, I guess I don't agree that this is outside the purview of the P&T committee. It is non-binding and there is no suggestion that a faculty committee could override the Dean but they could provide their recommendation to the Dean in cases where perhaps there are some concerns about the relationship between the particular faculty member and the Chair and the faculty member would like to have an outside group of faculty member review

their case and share that recommendation to inform the Dean on their final decision. The proposal is to add a one sentence amendment to the language along those lines.

**Senator Gambrell:** Yes, and this is precisely what Provost Schwaig was talking about with shared governance- as faculty we share in our own governance. This crisis mode is what undermines democratic decision making.

**Senator Collins:** I don't think there is any language in the Faculty Handbook that would prohibit P&T committee from acting as a body to weigh in on the decision about workload.

**Senator Yunek:** Are we allowed to say we are going to accept the previous revisions as a draft and we will look forward to further additions pending discussion of an appeals process at our next meeting?

**Senate President Purcell:** Approval on first read with further revisions pending.

**Senator Collins:** Applauds the committee for its work in making the language more collegial. One issue with the 5 year scenario is first, do we know moving forward that chairs are going to adhere to the idea that as long as you are making adequate progress you will be fine. Second, if you can synchronize the PTR and other stages of review with the workload review this would be aligned but now it is 3 years and 5 years.

**Senator Harper:** It's not that we are reviewed every 5 years in terms of workload but it's a question about each year do you look back 3 years or 5 years? Do the chair and the faculty member look back over three years or five years?

**Senator Myers:** The question about can we make a motion to accept on first read. The committee could then make minor revisions for it to come back on the consent agenda on the 29<sup>th</sup> and not have discussion. If there are major changes still needed, we would not want to pass on first reading.

**Senator Zafar:** Why was it dropped to three years? In working with PhD students, it can take 4 years to get a manuscript out. Why three and not five?

**Senator Harper:** A tighter process. The argument is that progress will show up in 3 years.

**Senator Pettigrew:** As a junior faculty member I appreciate the 3<sup>rd</sup> year review.

**Senator Zafar:** Comparing to mid-cycle review, generally when it comes to workload it is about published work. In Coles pipelines don't count for workload, only published work.

**Senator Harper:** We discussed that if you are showing progress which would include something like articles under review. Whether you published them or not is a P&T issue and that is separate from a workload. Workload and P&T may be related but they are ultimately separate. In Coles you may have a better feel for this as you've gone through it but that is my understanding.

**Senator Pettigrew:** How is workload separate from P&T? At year 3 you're going to tell me that I'm not publishing enough and my workload is going to change?

**Senator Harper:** Workload says that in order to function as a faculty member you need to have this much time to teaching, scholarship, and service. In order to meet your department's tenure guidelines, you need to have at least 20% of your time dedicated to SCA. Most of us are 30% which means you have to do a little bit more but ultimately, you're reviewing and adjusting workload every year and P&T at the 3 year mark for tenure track and then every 5-6 years if you're tenured. Workload is more about how your time is divided.

**Senator Rogers:** How would the subcommittee like this body to handle the appeals process?

**Senator Harper:** I was thinking that we could bring this up on the floor. We are discussing one or two sentences. We have the proposal for a non-binding review by the P&T committee.

**Prof. Sanchez (proxy):** Workload decisions are not meant to be punitive. If you are making progress but haven't taken something all the way to publication—would the workload adjustment be to increase your teaching or to reduce your teaching to give you more time to finish your work?

**Senator Harper:** That would be more specified at Department level. Here we are specifying the minimums for different models. It would need to come through the departmental documents.

**Senator Yunek:** Making progress over a shorter timeframe is not clearly reflected in the language. If that's going to be acceptable it needs to be clear in the language. The College language I've seen is focused on the published work.

**Senator Collins:** Significant research about the timeline to publication lengthening. I've heard numerous arguments in favor of five but have yet to hear a compelling argument for three.

**Senator Thain:** Why five years? Why not four or six?

**Senator Collins:** Five is not sacrosanct but is the current standard for assessing performance at this University and that's why it was used.

**Senator Yunek:** Could it be a range that was left up to the colleges?

**Senator Harper:** Conceivably could do and regarding your earlier question about defining progress it would need to be specified in the department.

**Senator Zafar:** Perhaps details should be specified at the College level? Also, language needs to be ironed out (ex. paper accepted vs. published).

**Senator Harper:** We now have College documents that clarify minimums but specifics we want to be worked out at the Department level to reflect disciplinary norms.

**Senator Pincock:** Procedural suggestion. There are at least two things we are discussing in the recommendations from the subcommittee. One is the 3 year vs. 5 year review period and the other is the amendment specifying an appeal process and the concrete suggestion we have so far is that the P&T committee would make a non-binding recommendation to the Dean in cases where chair and faculty cannot agree on a workload. One option is to withdraw the motion on the floor to accept the recommendations. We could then take two votes, the first would be about 3 vs. 5 years—which I would note we did already vote on but we could vote again. The second would be to vote on the proposed amendment about the appeals process. After that we could either send it back to the subcommittee or not.

**Senator Tis:** Adding a grievance process will require changing all the P&T Committee bylaws in the next two weeks and that's just not feasible. Any appeals or grievance process will have to wait until Fall.

**Senator Pincock:** To clarify that is not at all the implication of this amendment. It's my understanding what we are voting on right now are changes to the Handbook that go into effect in the Fall. I'm not sure what the process is since with Workload we do seem to have been doing it backwards by requiring Colleges and Departments to change their documents to comply with a new workload policy that has not yet been inducted into the Faculty Handbook so we are kind of doing it backwards from my perspective. If we vote for Handbook changes which are in fact adopted by Academic Affairs, because it's not clear to me that what we vote on is binding it is advisory to Academic Affairs, those would go into effect next year and any changes they require down the pipeline would be undertaken next year. We can take a vote on the proposed amendment and it may not win the support of this body but it is just a way of moving forward.

**Senator Collins:** Second this proposal to vote on those two items.

**Senator Myers:** We currently have a motion on the floor.

**Senator Pincock:** We either have to vote first to accept or reject the recommendations or have the person who put this motion on the floor withdraw it.

**Senator Rogers:** Could we amend the motion on the floor?

**Senate President Purcell:** This seems is a bit more substantive than friendly amendments.

**Senator Lee:** Withdraws the motion on the floor.

**Senator Rogers: Motion to amend the language to section 2.2 and at the end following the sentence in grey on faculty meeting or exceeding expectations to add "If a chair/director and faculty member cannot agree on a workload, the department P&T committee will make a non-binding workload recommendation to the Dean."**

**Seconded (Pincock)**

**Discussion:**

**Past-President White:** Why the P&T committee to the DFC?

**Senator Rogers:** P&T would already be accustomed to looking at issues of workload balance and productivity. DFC is less typically involved in these matters depending on the department.

**Senator Tippens:** P&T tend to have more tenured faculty so they may have more safety in challenging a Chair's decision.

**Senator Yunek:** While P&T and workload are different, they are related and the committee should be familiar with the expectations.

**33 in favor**

**2 opposed**

**The motion passes.**

**Senator Yunek: Motion to accept the recommendation of 3 years.**

**Seconded (Van Dyke)**

**8 in favor (of 3 years)**

**30 opposed (return to 5 years)**

**The motion fails.**

**Senator Yunek: Motion to pass the amended workload language on a first reading.**

**Seconded.**

**37 in favor.**

**0 opposed.**

**The motion passes.**

**V. New Business**

**H. Supplemental Pay for Non-Credit Activities – Dean Tim Blumentritt**

**Dean Blumentritt:** When the halt on overload came down it swept up a lot of activities unintentionally including non-credit instructional activities. We looked back at the USG pay codes and discovered “Supplemental pay” which allows KSU staff and faculty to be compensated for offering these programs. For faculty, this is for activities that take place outside of an FPA, and not just

your FPA but any FPA in the Department. Non-credit activities are completely separated from your FPA but are still valuable. This is outside work on behalf of the University. Ex. Nursing refresher—instruction for community members (non-credit) or the offerings of the College of Professional Education.

To allow for this there is a new set of forms. We have got to be able to disclose these things. COI not as big a concern because it's part of KSU work. But COC is important to assess. We have a "Notice of Intent" form to engage in non-credit activities. One for Full Time Faculty, one for Part-Time Faculty. All of these things are posted/about to be posted at KSU Payroll forms and will be available electronically. Notice of Intent has to be signed. All of this is saying is these things are extra/outside work are possible. In CPE we lead this because it is beneficial for us to have KSU Faculty offering our programs. This is open to all on campus does not need to go through CPE. All restrictions on overload still apply.

**Senator Pinock: motion to extend the meeting by 15 minutes**

**Seconded.**

**Approved.**

**Senator Zafar:** So, you are the only game left in town?

**Dean Blumentritt:** We are a major player but we are not the only player.

**Senator Zafar:** your cut is 30%

**Dean Blumentritt:** We try to make it 20% but that is not standardized. Any units directing these programs set pay rates and overhead percentages.

**Senator Zafar:** If we were to get involved with CPE programs falls under this?

**Dean Blumentritt:** Yes.



**Senator Pierquet:** What about IP? If I develop this for non-credit activities, do I own that?

**Dean Blumentritt:** It falls under IP guidelines. It is a good deal and we work with KSURF as well. If it is based on IP, we run it through KSURF. That's our goal to increase our grants and contracts. We do work with KSURF closely. IP is a great idea.

**Senator Pincock:** You mentioned the forms but they were not in the materials what we received. In the materials that we did receive I had a question about the guide and template for a mock budget that all looked very general and that it could be taken up by any unit around campus and used as a model. The later pages that had instructions for program directors and deans reference College of Professional Education (CPE) as if it's a program you're running through CPE so one point of clarification, I heard you say this is not only for CPE but I wondered why is there that discrepancy? What is the status of these documents that we received? You mentioned the forms are going to be available and required for everyone but is the language in the pages we received somehow becoming a formal University policy because if it is there are number of minor changes that would make it more inclusive of all the units that would benefit from this.

**Dean Blumentritt:** No, we are not writing any policy. We did go through KSU legal and the Provost office and just about everybody to get the pay forms. Payroll was very helpful. Those have to comply with the USG. Everything up there is a structure for other units like Conflict Management to consider running programs through CPE. The documents are to help people know how to work with us but that is not required.

**Senator Pincock:** The question is whether everything that has been worked out by your unit which I think the other units that benefit from this are very much appreciative of the work you've done to map out a process for how this would work but will it work the same way for everyone? And in the absence of some University level policy about non-credit activities it's a bit unclear. That's not to criticize what you've done but to raise the question should there be a document to clarify how this works for all affected units to have as a reference point.

**Dean Blumentritt:** Programs are all distinct. They are entrepreneurial but how you do it would be different. That's why a lot of this language is general.

**Senator Zafar:** Payments through payroll or independent contractor?

**Dean Blumentritt:** Unless you form an LLC, which there have been instances of but otherwise no it is through payroll. This means the USG policy of 33.3% cap outside of contract (summer) applies. The rule of thumb at KSU of 20% over contract during Fall/Spring for 9 month contract also applies. The outside work policy of one day per week maximum also applies. Outside work within KSU so both sets of policies apply.

**Senator Pincock:** On that one day a week, I know that is a USG policy, it is my understanding that it can be interpreted as an average?

**Dean Blumentritt:** COI FAQ from KSU Legal addresses that to some extent. That policy is completely outside of what I'm doing, I just adhere to it. Would refer you to KSU legal on that.

#### **I. Faculty Senate Statement on Diversity and Inclusion – Dr. Marrielle Myers**

**Senator Myers:** The statement was included in the packet so for those that were here last time we had some informal discussion last time after the Faculty Senate meeting ended. Last two pages of the packet that was sent out. Please read it and provide feedback and input so we can have a longer discussion at the next meeting.

**Senator Pincock:** Could Senators with suggested changes please send those to us prior to the April 22 FSEC meeting so we can potentially circulate an updated version that incorporates input. If people came ready to provide input today, they could send that.

**Senate President Purcell:** This was informed by our last meeting but please let us know if you have changes.

**Senator Yunek:** Can you send as a word document so it is easier to make suggested revisions.

**Senate President Purcell:** Yes, I will do that.

#### **VI. Informational Items**

##### **J. Part-time Faculty Council Updates – Dr. Joanne Lee**

**Senator Lee:** Part-Time Faculty (PTF) Council meets monthly, after the Senate meets. See our website and newsletter. We have been working on giving information to PTF. Authentic engagement in KSU is our other goal. Thank you to those who helped form this body and the Faculty Senate Presidents who have worked with us.

PTF have lots of questions (hiring, workload, class size etc.). We are working to address those.

Formed a Task Force to address PTF issues with President Whitten and Dr. Matson's support. Top issues:

- 1) Policies and Compensation
- 2) Shared Governance and Inclusion
- 3) Communication

Survey went out today to CDA with questions (Ex. Does seniority matter for PTF course assignments?). May send it out to Faculty Senators. We will ask FSEC about that.

**Motion to adjourn at 2:02pm.**

**Approved unanimously.**

CDA Report

Liaison: M. Todd Harper, PhD

Date of Meeting: April 10

### **Campus Concierge**

Ruth Goldfine encouraged faculty to tell their students about the Campus Concierge. It is a one-stop informational resource that allows students to ask a variety of questions about the campus, such as where is the Bursar's office located, when does registration begin, ect. . . . The University has received special funds to establish the concierge, but it must demonstrate that the service is being use or it risks losing additional funding.

### **Supplemental Pay Policy**

Dean Tim Blumentritt discussed the supplemental pay policy. The supplemental pay policy allows faculty to be compensated for work that is in addition to their workload and that benefits the university. (Important note: the supplemental pay policy does not replace the overload policy.)

For example, conflict management faculty who conduct mediation and negotiation training for outside groups can receive supplemental pay for their work. Similarly, faculty who teach for continuing education in addition to their normal workload may receive supplemental pay, as can nursing faculty who lead the Wellstar's refresher course. However, faculty who teach an additional course for their department cannot be given supplemental pay.

Dean Blumentritt emphasized a few things:

1. The policy was designed for faculty who lead workshops and training sessions largely pay for outside groups who pay the university and who then are paid by the university. This is different from consulting work where the faculty member is paid directly, as well as work for the university, such as taking on an additional class.
2. The committee to look at supplemental pay did not create new policy, but rather dusted off old policy.
3. It does not replace overload policy.
4. Who determines if the activity is "for the benefit of KSU?" The litmus test is whether the pay would be process through KSU. If it does, then it would likely fall under this policy.

5. Faculty who wish to receive supplemental pay must fill out a form ahead of their FPA meeting. The form also replaces any COI or COC form that the faculty must submit.
6. Faculty cannot receive supplemental pay that takes them over the 33% of their regular pay.

## **Procurement**

Madhavi Rajdev, a new hire, introduced herself and some of the changes that she is trying to make to the procurement process. Her office is attempting to streamline the number of days it takes to procure something from the time that the requisition is approved. These include SLAs for commonly used contracts, such as exempt purchases, statewide contracts, BOR or University Contracts, Open Market Contracts.

## **Elections Process**

Barbara Gainey asked for nominations for chair-elect for next year's CDA.

## **P&T Changes**

Barbara Gainey also noted that CHSS is requesting that the 2 members from each department rule for serving on a college T&P committee be waived. Given that there are 11 departments, it is difficult to organize the 22 reps needed to meet in order to conduct a college P&T committee meeting.

## **FPA's**

Mark Mitchell noted that a group of CDA representatives are working on revising the FPA. The suggestion of this group is that the FPA only include long-term workload goals for the faculty. It would be as general as possible and would not be changed from year to year. In contrast, the ARD would then take up and eventually evaluate the short-term goals. He noted several things:

1. Minor change to actual FPA and ARD language would be needed.
2. There is a concern that faculty are venturing too far from the Chair's intentions in their FPAs.
3. He asked approval to continue the process so that he could bring something more specific to the next meeting.
4. Some faculty want the FPA to be specific because they view it as a contract, which it isn't. This change would seek to make the FPA a more general item.

CDA noted that the ARD language also needs to be reviewed.

### **Academic Affairs (Ron Matson)**

Ron noted that classes would be effectively closed for NCUR on Thursday, Friday, and Saturday with exception to certain times each evening. Faculty and staff will be able to park in their normal parking areas.

He also gave the CDA a heads-up that they would receive an email requesting the names of P&T members along with who is chairing those committees. He needs it to start setting up workflows. Likewise, faculty who are going up for promotion and tenure need to provide chairs with names to outside reviewers. Chair need to send out requests for external reviews as soon as possible.

Finally, he noted that CDA members have been asked to fill out merit raise sheets as quickly as possible. He then noted the following items:

1. Merit raises will be done by percentage rather than dollar figure.
2. Chairs cannot give the same merit raise across the board.
3. All merit raises will need to add up to 100 percent. For example, if one faculty member receives a 110 % raise, then another faculty member must receive a 90% raise.
4. Faculty can know that raises are being given and the process for deciding how those raises are given. What faculty cannot know is the percentages that other members in his or her department were given.
5. Over 50% of the faculty must receive a raise that is under 100%.

Several CDA members expressed concern that 2% is not much of a raise, let along raises that are less than 2%. It is unfair to them to have such a small amount parceled and distributed like this. Likewise, faculty don't really have an appeals process is they disagree with the percentage that they have received.

Staff Senate 4-18-19

Academic Calendar, Registrar: recent task force met with representation from all governance bodies; would like to set academic calendars farther ahead to allow for course scheduling setting and advising farther in advance; looked at other big GA school calendars for comparison because of the large size of our student population; questions covered included: start semester on Monday vs Wednesday – task force preferred Monday, starting semester mid-August or late August – task force liked mid-August, 3 day vs 5 day Thanksgiving break – task force preferred 5 day, incorporate 1 Reading Day into schedule before finals each semester – task force had no preference to use this or not, 1 or 2 day break mid-Fall – task force students wanted this, at least 5 business days after graduation before Winter Holiday break – task force staff liked this, graduation on the weekend instead of weekday – task force prefers this, move Spring Break to mid-March – task force preferred this as a benefit for students; hope to release the calendar very soon for FY21 (Fall 2020/Spring 2021)

University Handbook, Policy Process Council: changes to Handbook description of Council requested to be in line with how the Council has been operating for several years, Staff Senate voted to approve changes

Hazing Policy: new policy broadening the definition of hazing for the University Handbook, Staff Senator requested addition of “no retaliation for reporting hazing” and language further explaining the “reasonable person standard” in Section 5 of the policy, Staff Senate voted that they have had an opportunity to review the new policy and provide feedback

KSU Rebranding Efforts, Office of Strategic Communications and Marketing: process began July 2018, Office explained how they went through the rebranding process, chose the master logo because it has equity in the marketplace, department logos to come out April 26<sup>th</sup> – request online if you have not yet

Staff Teaching Policy Resolution Ad Hoc Committee – Provost has agreed to meet with that committee on May 2nd

FROM: Faculty Senate Liaison to the Student Government Association (Heather Pincock)

TO: Faculty Senate President, Dr. Jennifer Purcell

DATE: 4/10/19

Re: Report from SGA Meetings (April 10)

**1) Presentation from Nwakaego Nkumeh Chief Legal Officer**

Overview of the work of Legal Affairs and discussion of policies SGA has asked about.

KSU Freedom of Expression policy, can be reviewed at: <https://publicforum.kennesaw.edu/>

We affirm diversity of expression and thought at KSU even if we don't agree with it. It cannot disrupt the operation of the University and the policy provides for that.

There are forms of unprotected speech according to the US Supreme Court: examples include obscenity, child pornography, lying/perjury, threats, fighting words. If any expression is in these categories, they are violations of law that can be handled by the legal system.

At KSU we have viewpoint neutral policies that support safety on campus.

For KSU students, RSOs, members of the KSU community: large group expression is 30 or more people. They must complete a reservation request. The approval would specify a designated area. For smaller groups of KSU students if the expression is non-disruptive there is no approval required.

Non-KSU individuals have different rules. We are a public university meaning members of the public are welcome on campus to express themselves. They must submit a reservation request to the Dean of Students at least four days in advance and the expression can only occur in designated time and places (Campus Green at Kennesaw or by the Globe at Marietta)

Question from Senator DuClair CHSS: Noted that defamation/slander was an example of unprotected speech. We had a non-KSU member demonstrating on campus with a lot of derogatory and sexist language and it was justified in a religious manner, how could this be considered protected?

Ms. Nkumeh: Hate speech is not in the category of unprotected speech. Hate speech is protected speech under the First Amendment according to the USSC. Such terminology while hateful is still protected. Dean Sanseviro and I have been in discussion on this so that we can educate students about that and we have a brochure that includes information about resources on campus and suggestions for responding to objectionable speech.



Dean Sanseviro showed two designs of the brochure and asked SGA for feedback. SGA voted on the two designs.

Reminds SGA to make reports of anything they see on campus that concerns them at: [concern.kennesaw.edu](http://concern.kennesaw.edu)

- 2) **Mike Sloan Associate Legal Counsel and Kevin Gwaltney Policy Process Director** Presentation on the EU General Data Protection Regulation Policy and Service and Emotional Support Animals on Campus Policy
- 3) **Kevin Gwaltney, Policy Process Director**  
Revision to Section 3.1 of the University Handbook, brings it up to date with practice for the last year and half

**Motion to approve the two policies and University Handbook revisions passed.**

**4) Highlights from Officer Reports:**

Director Delaney's report: UPCC meeting discussion of University requirements. UPCC recommended removing KSU 1101 and WELL 1000 as University requirements. In Owl Express in the Fall you'll be able to see if the classes are being covered by Financial Aid.

Treasurer Harr's report: \$300 left in programming budget. E-board will leave those funds for Senators to use. Incorporating expected expenses, we have spent a little over \$20k of the \$23,090 FY 19 budget. FY 20 Annual Budget request SABAC meetings coming up. 10 Departments and over 60 RSOs and 2million in FY 20 requests. Total amount of student activity fee revenue is going down but personnel expenses for the departments is going up meaning there will be less RSO funds to distribute next year.

President Keller's report:

Attended Shared Governance Forum Planning Committee meeting. There is some confusion as to how it is viewed in the current administration's eyes and discussions are ongoing. Talked today with SGA President-elect and VP-elect and addressed what their role might look like going forward. Students need to be included when it pertains to students. We are cleaning up how the process is filtered.

Serving on CDO Search Committee. There were 60 applicants, Witt/Keifer is the search firm. Interviews next Monday and Tuesday and campus visits planned for April 22, 23, 24.

Also noted upcoming participation in NCUR, Owl Memorial, Marietta groundbreaking, CORED reception, football committee, and STFAC meeting.

**New Business**

1) Governance Committee Recommended Bylaws Changes

Passed changes to sections on Rights of Members, Attendance, General Session Agenda, Executive Board Responsibilities, Senator Responsibilities, Succession of chairs, Legislation procedures

**Announcements**

Senator elect for College of Science and Math shared the following enrollment numbers (which were shared by President Whitten at a recent banquet for enrollment services): for Fall 2019 there are currently, 12,800 accepted, 8,200 accepted freshmen. This is up 12% from 2018 with more still accepted before the June 1 deadline.

## USG Faculty Committee Liaison Report – Dr. Doug Moodie

### Chancellor remarks

Course Scheduling - must make it possible for students to easily graduate.  
Redo of Core Curriculum (old GenEd) soon - this has not been changed for 20 years.  
Compulsory financial literacy courses for students to lower borrowing.  
BoR is relooking at USG strategy for each institution.  
USG not very good at handling non-traditional students - too rigid - needs to be more friendly - needs to work with adults better.

### *Funding*

USG has \$1.2 bn shortfall, However best legislative session for 15 years.

### Vice - chancellor

Momentum year being converted to Momentum all years - not just first year.  
Mist look at pre-requisites and mindset.  
There will be advising summit, so advising is different for each type of student.  
Chancellor appointed 110 Faculty Scholars for Faculty Learning Communities  
920 other USG faculty involved with other committees.  
ALG doubled learning success in first year students; need to do more ALG.  
*New Know More Borrow Less* program launched,  
15% borrowed nothing, 85% borrowed all the could, no one borrowed less than they could and only what they needed, which is what students should do.  
USG will create new CORE curriculum based on learning objective not areas. A group of 12 will draw up these LOs this summer. Larger group will do nuts and bolts this Fall.  
Program will launch in 2020.  
USG funded for \$2bn.- needs \$1.2 bn more  
Health insurance increases met. 2% MERIT INCREASES. STATE USED TO FUND 75% OF BUDGET; NOW BELOW 50%  
USG will look at summer 33 1/3% limit  
Converting 10 month pay to 12 month too costly  
No other new initiatives planned at present.  
No knowledge of more consolidations but that is BoR decision not USG's.

### Benefits VP

10k for wellness events  
diabetes costs USG \$25m/yr  
There may be major changes in 2021 NOT 2020.  
Should there be regional plans? Atlanta cheaper than rest of state.  
may have directed care where you do not chose doctors.

# Draft 2018-2019 KSU Faculty Handbook

Revisions to Clarify Workload Policy (05Feb19, ver 4) + Fac Sen amendments 11Feb19)

## Legend

Current language 2018-2019 Handbook

Academic Affairs proposed changes, CDA revisions

Senate ad-hoc committee initial revisions

Senate ad-hoc committee revisions March 21

Faculty Senate amendments passed on Feb. 11

Faculty Senate changes April 8

## *2.2. Workload Model for Teaching Faculty*

The purpose of this model is to provide a common vocabulary to describe the varied work faculty members do as well as an agreed framework for discussions of that work. The model establishes some core standards, for instance that a typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year, and that all faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and, equivalencies for non-standard faculty activities (e.g., supervision of significant student research), before formally negotiated and incorporated into the faculty assessment process. Likewise, disciplines with writing-intensive courses, laboratory courses, studio and field experiences, etc., or with unusually heavy supervising and mentoring responsibilities, shall establish teaching load equivalencies through the shared governance process on the basis of this model. The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and their chairs to agree upon (with their dean's approval) based on institutional needs and KSU's shared governance process. But the application of the model's core standards and the common vocabulary across campus should enable KSU to distribute faculty work more wisely and fairly, to assess it more accurately, and to reward it more appropriately. **In order to ensure this distribution, the norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10% respectively. Workload adjustments are made from these norms. Faculty who are not meeting expectations on one workload model will be placed on a different model.** Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past ~~five~~ **three-five** years' annual reviews will serve as the primary guide to the selection of the model. **Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model. If a chair/director and faculty member cannot agree on a workload, the department P&T committee will make a non-binding workload recommendation to the Dean.**

## The Workload Model and Shared Governance:

Each department and college will establish flexible guidelines as to expectations of faculty members in the following three faculty performance areas:

- Teaching;
- Scholarship and Creative Activity (S/CA); and
- Professional Service.

These guidelines, as well as the individual Faculty Performance agreements negotiated under them, will be established through KSU's shared governance process by bodies and officers detailed in the University Handbook under "Shared Governance." Given that department review guidelines are most discipline-specific and are approved by deans and the Provost as consistent with college and university standards, department guidelines are understood to be the primary basis for P&T decisions. As with other faculty-focused KSU policy documents, amendments to the University's Workload Model are made by administrators and Faculty Senate working consultatively through the shared governance processes outlined in the University Handbook.

**The Workload Model and Faculty Performance Agreement** (See also KSU Faculty Handbook [Section](#)

[3.2](#) - Overview of Faculty Responsibilities.)

Each individual faculty member shall divide his/her professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see KSU Faculty Handbook [Section 3.12](#)). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives.

FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean.

~~Faculty who are not meeting expectations on one workload model will be placed on a different model better utilizing their capabilities and fitting department/college needs.~~ Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past ~~five~~ ~~three~~ ~~five~~ years' annual reviews, will serve as the primary guide to the selection of the model. **Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model.**

If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination. ~~To ensure equitable and fair decision-making, Colleges will develop processes for~~

~~faculty to appeal decisions of the Chair and Dean.~~

## Instructional Responsibilities

### Illustrative Example of the Workload Model

Some examples of possible FPA workload combinations appear below. **The norm for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty is 60%, 30% and 10% respectively.** The examples reflect various percentages of effort in the three faculty performance areas. The examples given are merely illustrative. Individual FPAs can vary almost infinitely, as agreed by the faculty member and chair and as approved by the dean.

### Some Illustrative Workload Examples\*

\*Actual FPA percentages for each faculty member will be negotiated with the department chair as part of annual review.

#### Teaching Emphasis Workload

4-4 courseload Teaching .....	80
S/CA .....	10
Service.....	10
<b>Total .....</b>	<b>100</b>

#### Teaching – Scholarship/Creative Activity Balance\*

3-3 courseload Teaching .....	60
S/CA .....	30
Service.....	10
<b>Total.....</b>	<b>100</b>

**\*Baseline Norm expectations for tenure-track/tenured teaching faculty**

**Teaching – Service Balance**

3-3 courseload Teaching .....	60
S/CA .....	10
Service.....	30
<b>Total .....</b>	<b>100</b>

**Teaching – Scholarship - Service Balance**

3-3 courseload Teaching .....	60
S/CA .....	20
Service.....	20
<b>Total .....</b>	<b>100</b>

**Scholarship/Creativity Activity Emphasis**

2-2 courseload Teaching .....	40
S/CA .....	50
Service.....	10
<b>Total .....</b>	<b>100</b>

**Administration Emphasis**

Service.....	70
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S/CA .....	10
Teaching.....	20
<b>Total.....</b>	<b>100</b>





### ***3.3. Basic Categories of Faculty Performance***

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases, evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook [Section 3.4](#)) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis. **Faculty who are not meeting expectations on one workload model will be placed on a different model.** Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past **five three five** years' annual reviews, will serve as the primary guide to the selection of the model. **Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model.**

#### **A. Teaching**

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. **The norm for workload effort expected in the area of teaching for the typical tenure-track/tenured teaching faculty is 60%.** By definition, scholarly teachers (see KSU Faculty Handbook [Section 3.4](#)) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning.

Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities.

Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals.

#### **B. Scholarship and Creative Activity**

Scholarship and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. **The norm for**

workload effort expected in the area of scholarship/creative activity for the typical tenure-track/tenured teaching faculty is 30%. The minimum workload effort in this area expected for a tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20%.

Scholarship and Creative Activity will include a broad array of scholarship with the expectation that in order for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer-review). Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review.

College and departmental guidelines must identify the specific criteria for determining quality and significance of scholarship and creative activity appropriate to that college's and department's disciplines and scholarly contexts.

Accomplishments will be judged in the context of their use of current knowledge, their impact on peers and communities who are stakeholders in the processes, and the products of the scholarship and creative activities. In evaluating scholarship, faculty members are expected to demonstrate the quality and significance of the faculty member's accomplishments.

In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished creations should receive consideration equivalent to that accorded to distinction attained in more traditional areas of research. In evaluating artistic creativity, an attempt should be made to determine the quality and significance of the faculty member's accomplishments. Criteria such as originality, scope, richness, depth of creative expression, and recognition by peers may be used to evaluate quality and significance. In disciplines such as music or drama performance, conducting, directing, design, choreography, etc., are evidence of a candidate's creativity.

Contributions to the development of collaborative, interdisciplinary, cross-institutional, international, or community-engaged research programs are highly valued. Documenting collaborative research might involve evidence of individual contributions (e.g., quality of work, completion of assigned responsibilities), work facilitating the successful participation of others (e.g., skills in teamwork, group problem-solving), and/or the development of sustained partnerships that involve the mutually beneficial exchange of knowledge and resources. KSU recognizes publishing in pedagogical journals or making educationally focused presentations at disciplinary and inter-disciplinary gatherings that advance the scholarship of teaching and curricular innovation or practice.

### **C. Professional Service**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession.

Professional service includes service to the department, school, college, university, profession and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or university.

Service is a vital part of faculty governance and to the operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, that are essential to the life of the institution (See KSU Faculty Handbook [Section 2.2](#)). **That is, the norm for workload effort expected in the area of service for the typical tenure-track/tenured teaching faculty is 10% (120 hours/year).**

Scholarly service to communities external to the University is highly valued and frequently enhances teaching, scholarship, and creative activity. Service to the community should be related to the faculty member's discipline or role at the University. For example, a faculty member might engage in professionally related service to a community agency, support or enhance economic development for the region, provide technical assistance, or facilitate organizational development. Likewise, some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field. This type of service might also include developing linkages with partner institutions both locally and globally.

In all types of professional service, documentation and evaluation of scholarly service will focus on quality and significance rather than on a plain recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for the evaluation of his or her accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

Faculty will be expected to explain and document the quality and significance of their service roles. The faculty member should provide measures of his or her role such as:

- an explanation of the scholarly work involved in the service role;
- copies of minutes, number of hours met;
- copies of products developed;
- measures of the impact or outcome of the service role; and/or
- an explanation of the unique contribution of leadership roles or recognition by others of contributions.

Those in administrative roles should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal,

intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass university, college, and departmental goals in teaching, scholarship and creative activity, and professional service.

### **3.4. Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments**

#### **A. Definitions of Scholarly Activity and Scholarship**

“Scholarly” is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. **The norm for workload effort expected in the area of scholarship for the typical tenure-track/tenured teaching faculty is 30%. The minimum acceptable for tenure and/or promotion is 20%.** The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member’s supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU’s scholarly and scholarship expectations support the Board of Regents policy (BoR Policy Manual [8.3.15](#)), Enhancing Teaching and Learning in K-12 Schools and USG Institutions.

#### **Examples of Scholarly Accomplishments in Teaching**

Scholarly teachers plan their class activities in order to ascertain outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students’ learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester’s outcomes if such revisions are warranted. Professional development activities such as attending workshops and conferences related to teaching are examples of scholarly accomplishments in teaching. This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review.

## **Examples of Scholarly Accomplishments in Scholarship and Creative Activity**

Scholarly researchers and artists approach their scholarship and creative activity in a systematic and intentional manner. They have clear goals and plans for their work.

Such faculty engage in programmatic scholarship and creativity as opposed to random, haphazard scholarship and creative activities that have less chance of building a substantial body of work.

Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, including the usual process of peer review and publication, showcasing, or presentations.

Professional development activities such as attending workshops and conferences related to scholarship and creative activity would be an example of scholarly accomplishments, but not necessarily scholarship, in this area.

## **Examples of Scholarly Accomplishments in Professional Service**

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Appropriate documentation of scholarly service describes the role of the faculty member in each service activity, how he or she uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity.

Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual's role, have no review by others, or provide no evidence of how the service work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

1. the service is documented as intellectual work
2. there is evidence of significance and impact from multiple sources
3. there is evidence of individual contributions
4. there is evidence of leadership
5. there is dissemination through peer-reviewed publications or presentations
6. there is dissemination to peers, clients, the public, patients, etc.
7. there is peer review of the professional service.

Faculty members who are in administrative positions often provide oversight to initiatives that strengthen and enhance the mission of their unit. Building innovative programs, policies, and procedures can require scholarly investigations (e.g., research or literature reviews) and can lead to outcomes and products that are shared at professional meetings or in professional publications. For example, a department chair might develop a mentoring program in his or her department that is shared in professional meetings or publications and becomes nationally recognized.

## **B. Quality and Significance**

Quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. A consistently high quality of scholarly work, and its promise for future exemplary scholarly work, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

### **Clarity and Relevance of Goals**

Faculty members should clearly define the goals of scholarly work in their respective areas of emphasis and the relevance of their scholarly work to their Faculty Performance Agreement. Clarity of purpose and relevance of goals provide a critical context for documenting and evaluating scholarly work.

### **Mastery of Existing Knowledge**

Faculty members must be well-prepared and knowledgeable about developments in the relevant context of their scholarly activity. The ability to educate others, conduct meaningful scholarship, produce creative works, and provide high quality assistance through professional service depends upon mastering existing knowledge and background information. Faculty members should use appropriate techniques, methods, and resources in their scholarly work.

### **Effectiveness of Communication**

Faculty members should communicate effectively with their audiences and subject their ideas to critical inquiry and independent review.

### **Significance of Results**

Faculty members should demonstrate the extent to which they achieve their expressed goals and to which their scholarly accomplishment(s) may have had significant professional impact. Customarily in the academy, such significance might be confirmed by various credible sources (e.g., academic peers, community participants, or other experts), as well as by published documents such as reviews, citations, acknowledgments, or professional correspondence regarding one's work.

## **Consistently Ethical Behavior**

Faculty members shall conduct their work with honesty, integrity, and objectivity. They shall foster a respectful relationship with students, community participants, colleagues, and others who participate in or benefit from their work. Faculty members shall uphold recognized standards for academic integrity (see also KSU Faculty Handbook [Section 2.13](#)).



## **Informational Update: 2019 Academic Calendar Task Force**

Provided By: Enrollment Services (Brenda Stopher, VP for Enrollment Services & Ana Edwards, University Registrar)

The Academic Calendar Task Force included constituents representing Academic Affairs, Faculty Senate, Staff Senate, SGA, CDA, Admin Council, Athletics, Student Affairs and Enrollment Services. Creating the academic calendar is the responsibility of the Office of the Registrar. The task force was created to gather and provide feedback from their constituents on questions to be considered as the Registrar creates the FY21 academic calendar. The task force members also went through an exercise of counting out days to better understand challenges when creating the calendar.

For awareness, the compliance items that must be considered when creating the academic calendar include:

- Semesters defined as 15-week sessions
- The minimum instructional minutes (750 minutes per credit hour) required for the MWF and TH meeting patterns in a 15-week session, 75 days of class meetings
  - A three credit hour course meeting MWF for 50 minutes (150 minutes for the week) equals 2,250 minutes of instruction in the 15 week session. Accomplished in 45 days.
  - A three credit hour course meeting TH for 75 minutes (150 minutes for the week) equals 2,250 minutes of instruction in the 15 week session. Accomplished in 30 days.

The questions posed to constituent groups included the following:

- Starting on a Monday versus a Wednesday
- Starting before the middle of August versus later in the month of August
- Having a 3-day versus a 5-day Thanksgiving break
- Incorporating a Reading Day versus no Reading Day
- Considering a 1-2 day additional break in Fall (late September/early October)
- Holding Commencement on Friday and Saturday or at least one day after the last day of final exams
- Having Fall end of term begin at least 5 days prior to the December holiday break to allow time for end of semester processes to occur
- Moving Spring break to the mid-point of Spring semester (following the end of the 7-Week I) versus the past alignment with Cobb county Spring break

We are taking into account feedback received from the Constituents, and plan to finalize the FY21 calendar by the end of May 2019. Going forward, it is our goal to finalize the calendar 2 years ahead of time in February each year.



## University-Wide Degree Requirements

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### Foundations for Healthy Living Requirement (3 Credit Hours)

All students entering Kennesaw State University are required to take the Foundations for Healthy Living ([WELL 1000](#)) course. Students who previously completed HPS 1000 - Fitness for Living have met the Foundations for Healthy Living requirement. This requirement is WAIVED for majors in the following three colleges: 1) College of Architecture and Construction Management, 2) College of Computing and Software Engineering, and 3) College of Engineering and Engineering Technology. This requirement is also WAIVED for Transfer Students who have previously earned a Bachelor's Degree from a regionally accredited institution. This course examines priority health issues impacting KSU students through a focus on health promotion and disease prevention. Emphasis is placed on achieving and maintaining healthy lifestyles by developing effective strategies to adapt to changing personal and environmental factors. Topics of exploration include physical activity, nutrition, weight management, stress, emotional health, and behaviors that contribute to the leading causes of death and disabilities in the United States. WELL 1000 cannot be used to satisfy free elective requirements.

### First-Year Curriculum Requirement

All first-year full-time students entering Kennesaw State University with fewer than 15 semester hours are required to complete a First-Year Seminar or enroll in a Learning Community and complete all courses that comprise it. This requirement must be satisfied during a student's first term of enrollment at Kennesaw State University. Students who choose to satisfy the requirement by taking a first-year seminar should work closely with their academic advisors to determine where and how the course fits into their program of study. Students with 30 or more credit hours are not eligible to enroll in a First-Year Seminar or a Learning Community designated for first-year students. First-Year Seminar courses are [KSU 1101](#), [KSU 1111](#), [KSU 1121](#), and [KSU 1200](#). A learning community (LC) is a small cohort of students intentionally co-enrolled in two or more courses with the purpose of integrating learning across courses and creating a sense of belonging in order to promote persistence, engagement, and academic success. LCs are intentionally small (i.e. 25 students or fewer), and at least one course in the LC is limited to LC students only. LC courses are identified by a "C" in front of section numbers in the Registrar's Schedule of Classes. Learning communities are administered by the Learning Communities Program in the Department of First-Year and Transition Studies, which is part of University College.

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**KENNESAW STATE**  
UNIVERSITY

Policy Title	Hazing Policy
Issue Date	[Date Policy Signed By President]
Effective Date	[Date Policy Posted On Policy Portal]
Last Updated	[Effective Date Or Date Of Most Recent Update]
Responsible Office	Office of the Dean of Students
Contact Information	Office of the Dean of Students Phone: 470-578-6367 Email: <a href="mailto:deanofstudents@kennesaw.edu">deanofstudents@kennesaw.edu</a>

## 1. Policy Purpose Statement

It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Hazing in any form (see definition below) threatens this purpose and is prohibited both on and off campus. Some forms of hazing also violate state law (see Associated Policies/Regulations below). Violation of this policy may result in both student conduct disciplinary action and criminal charges.

## 2. Background

Hazing activities are common and can be dangerous. According to researcher Hank Nuwer (<http://www.hanknuwer.com/hazing-deaths/>, April 9, 2019), “at least one hazing death a year has occurred on a North American college campus (USA, Canada, Mexico) every year from 1954 to 1957 and 1959 to 2018—and many years, multiple deaths have transpired.”

## 3. Scope (Who is Affected)

This policy applies to all Kennesaw State University students and those who are engaged in activities with KSU students. In addition, it applies to all KSU student organizations, whether formally recognized or not, including, but not limited to, fraternities, sororities, athletic or other types of teams, clubs, bands, and societies. KSU employees and non-employees who serve in any advisory capacity to organizations are expected to report suspected instances of hazing and cooperate in any investigations or hearings concerning hazing allegations.

## 4. Exclusions or Exceptions

There are no exceptions.

## 5. Definitions and Acronyms

At KSU, hazing is defined as any intentional, negligent or reckless action, activity or situation, occurring on or off campus, that endangers or is likely to endanger the physical health of an individual or causes an individual pain, embarrassment, ridicule or harassment, as a condition or precondition of gaining acceptance, membership, office, or other status in a student group, whether or not such group is formally recognized by the University and regardless of the individual’s express or implied willingness to participate.

Actions and situations that may constitute hazing include, but are not limited to, the following:

- Forcing, requiring, or encouraging, the drinking of alcohol or any other substance
- Forcing, requiring, or encouraging the consumption of food or any substance
- Calisthenics (e.g., push-ups, sit-ups, jogging, runs) except for customary public athletic events, contests or competitions that are sponsored by the University or the organized and supervised practices associated with such events
- Treeings (e.g., tying someone up and throwing food or other substances on them)
- Paddling in any form
- Line-ups (e.g., yelling at or harassing people in a formation)
- Theft of or damage to any property
- Road trips (e.g., dropping someone off and leaving him/her to find his/her own way back)
- Scavenger hunts without prior approval from the appropriate university-appointed adviser, professor, department director, or the dean of students
- Causing an individual to be sleep deprived and/or suffer from excessive fatigue
- Conducting activities that do not allow adequate time for studying or that interfere with their scholastic responsibilities (e.g., not allowing an individual to attend class, causing one to miss group projects)
- Forcing, requiring, or encouraging nudity at any time
- Forcing or requiring, the wearing of specific uniform apparel except for customary public athletic events, performances, contests or competitions that are sponsored by the University or the organized and supervised practices associated with such events, or customary pledge pins, formal chapter attire
- Performing acts of personal servitude for members (e.g., driving them to class, cleaning their individual rooms, serving meals, washing cars, shopping, laundry)
- Requirement/forcing of purchases for others
- Forcing, requiring, or encouraging individuals to engage in public stunts or buffoonery, hair cutting, morally degrading/humiliating games or activities, which are distasteful or designed to provoke nausea or inebriation
- Verbally harassing any individual or any action or situation which subjects an individual to a condition where that individual might tend to lose self-respect or suffer injury to personal or religious values
- Producing mental or physical discomfort in any form or physical and/or psychological shocks in any form
- Forcing, requiring, encouraging, or creating a situation where there is an expectation that individuals will participate in the violation of University policies, federal, state, or local law

A reasonable person standard is applied in determining if any of the actions or situations listed above occurred and constituted hazing.

## **6. Policy**

Hazing, as defined above, is prohibited by the University. In addition, retaliation in any manner against any individual who reports hazing or who participates in an investigation of a hazing report is prohibited. KSU employees and non-employees who serve in any advisory capacity to organizations are expected to report suspected instances of hazing and cooperate in any investigations or hearings concerning hazing allegations.

## 7. Associated Policy(ies)/Regulations

- a. The [KSU Student Code of Conduct](#), Section 5.A.29, prohibits hazing.
- b. Georgia law prohibits hazing and states that any person who violates the law shall be guilty of a misdemeanor of a high and aggravated nature. For more information, see [O.C.G.A. § 16-5-61](#).
- c. Student organizations should be aware that Georgia law, [O.C.G.A. § 20-3-90 through § 20-3-96](#), while not explicitly directed at hazing, states that any student organization found responsible for knowingly permitting the sale, distribution, serving, possession, consumption, or use of marijuana or dangerous drug at any affair, function, or activity shall have its recognition as a student organization withdrawn and shall be expelled from campus for a minimum of one year.
- d. Prevention of Hazing: As a part of the student group informational, recruitment, and membership intake activities, student groups are strongly urged to educate members and prospective members about hazing and to maintain documentation that they have fulfilled this recommendation. Any department or office with oversight of student organizations or groups may choose to require such education.

## 8. Procedures associated with this policy

All reports of hazing are investigated by a Department of Student Conduct and Academic Integrity (SCAI) staff member or designee to determine whether there is sufficient basis to believe that a violation of the Student Code of Conduct may have occurred. Based on this review, SCAI may choose to initiate charges, not initiate charges, or dismiss a case administratively, if the claim does not appear to be supported by the facts. If charges are initiated, the University will serve as the complainant throughout the student conduct hearing/resolution process. See the [SCAI Misconduct Resolution Procedures](#) for more detailed information on the investigation and hearing/resolution process.

## 9. Forms associated with this policy

All members of the University community are strongly urged to report suspected instances of hazing. Reports can be made by using any of the methods listed below.

- a. Contacting the Office of the Dean of Students
  - Email: [deanofstudents@kennesaw.edu](mailto:deanofstudents@kennesaw.edu)
  - Phone: 470-578-6367
- b. Submitting an online ["Red Flag" Report](#) (check disruptive behavior/conduct violations when asked for report type)
- c. Contacting Student Conduct and Academic Integrity (SCAI)
  - Email: [scai@kennesaw.edu](mailto:scai@kennesaw.edu)
  - Phone: 470-578-3403
- d. Contacting KSU Police
  - Emergencies: 470-578-6666
  - Non-Emergencies: 470-578-6206
  - Text Line: 770-356-3866
  - Non-Emergency E-mail: [police@kennesaw.edu](mailto:police@kennesaw.edu)
  - Tipster Line (Report Anonymously): 470-578-6305

- e. Contacting the KSU office that has oversight of the organization or group involved. Examples include, but are not limited to, the following areas.
- Fraternity and Sorority Life (FSL): 470-578-2838
  - Student Activities (Registered Student Organizations (RSOs)): 470-578-6275
  - Athletics: 470-578-2782
  - Sports and Recreation (Intramurals and Club Sports teams): 470-578-2915

Any report of hazing received by staff who have oversight of an organization or group should be reported by that office as soon as possible to the SCAI Department (470-578-3403 or [scai@kennesaw.edu](mailto:scai@kennesaw.edu)).

## **10. Violations**

A student or student organization found in violation of the KSU Student Code of Conduct may be sanctioned as outlined in Section 6 of the KSU Student Code of Conduct for an individual (Subsection 1) or a student organization (Subsection 3). Multiple sanctions may be imposed.

## **11. Review Schedule**

The Office of the Dean of Students will review the Hazing Policy annually.

# Course Program of Study (CPoS)

Enrollment Services





# Agenda

- Team Members
- Federal Regulation
- Course Program of Study (CPoS) Process
- Student Record Changes
- Course Substitutions
- Additional Communication
- Questions

# Course Program of Study Team

- Paul Parker, *Sr. Director of Compliance, Certification and Technology Support*
- Ana Edwards, *Interim University Registrar*
- Ron Day, *Director of Financial Aid*
- Sarah Baumhoff, *Associate Director of FA - Counseling*
- Karen Ruehlman, *Associate Director of FA - Systems*
- Sandy Peluso, *Project Manager*
- Additional members from Enrollment Services and UITS

# Federal Regulation

- The US Department of Education<sup>1</sup> states:

*“Aid cannot be awarded to a student for classes that do not count toward his or her degree, certificate or other recognized credential”.*

- Curricula differ by program and thus the proper monitoring of each degree obliges the University to set standards. The awarding of federal aid is directly tied to coursework and how these classes apply to each degree.

# Course Program of Study (CPoS)

- **What is it?**

- Course Program of Study is a process to ensure that students are taking classes that apply to their degree program or course of study.
- The process utilizes Banner and DegreeWorks information.

- **Why CPoS?**

- For many years, the U.S. Department of Education has required that institutions ensure financial aid funds are used to pay for courses that apply to a student's degree program.
- This process allows for efficient review of KSU students' registration and the potential impacts on federal financial aid.

# Clarifiers and Disclaimers

- **Remedial Coursework – 30 Credit Hour Limit**
  - Learning Support
  - Pre-Requisites for Required Courses
  - Clock does not restart on the 30 Hour Limit
- **Repeat Coursework**
  - VERY DIFFERENT from Institutional Policies
    - "D" is a passing grade
    - Once passed – clock begins
    - 1 More Try (in most instances)
  - Concurrent Registration
- **Freeze Date**
  - Classes are Locked for Financial Aid Purposes
  - Federally mandated Snapshot in Time
  - Substitutions and Major Changes must be completed before freeze
  - Late Approvals will not reviewed
  - Drops/Adds/Never Attended trigger a re-review
  - Major Changes can impact

# Communication of Potential Issues

- **Notifying Students**

- Students will be notified by the Office of Financial Aid if they are **enrolled** in classes that do not apply to their degree program.
- Owl Express
  - Financial Aid tab.
  - "View Academic Transcript" on the Student Records tab.

- **How will an advisor know what courses are not counting towards a student's degree?**

- The advisor will be able to see this information on the Student Advising Guide in OwlExpress.
- Lag in Timing


# Student Advising Guide in OwlExpress

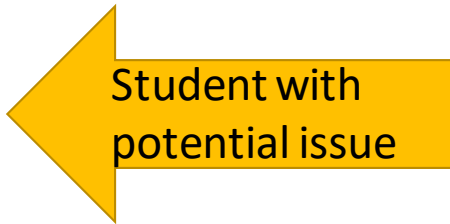
## CURRENT SCHEDULE Fall Semester 2018

CRN	COURSE DETAIL INFORMATION	HOURS	STATUS	GRADE	CPoS	MEETING	DATE	DAYS	TIME	LOCATION	RM
80881	<b>POLS 4412</b> (01) - Urban Affairs & Problems Part of Term: Full Term Instructor: Gregory, Sarita	3	RW		N	Lecture	08/13/18 - 12/10/18	TR	12:30PM - 1:45PM	Social Sciences Bldg Kennesaw Campus	1020
80889	<b>POLS 4440</b> (01) - Comparative Democratization Part of Term: Full Term Instructor: Rotnem, Thomas	3	RW		N	Lecture	08/13/18 - 12/10/18	TR	11:00AM - 12:15PM	Social Sciences Bldg Kennesaw Campus	2033
80893	<b>POLS 4460</b> (01) - Politics of NATO Part of Term: Full Term Instructor: McKelvey, Stephen	3	RW		N	Lecture	08/13/18 - 12/10/18	TR	8:00AM - 9:15AM	Social Sciences Bldg Kennesaw Campus	1020

## TUITION AND FEES

<b>Charges:</b>	\$2,630.83	<b>Credits:</b>	\$ .00	<b>Balance:</b>	<b>\$2,630.83</b>
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 If there is an "N" in the CPoS column for your current schedule, Federal financial aid will not consider this course as part of your enrollment. All coursework must count towards an approved degree or eligible certificate. If you have additional questions, please contact your academic advisor. This information is updated every 1-2 business days.



*Note: CPoS only looks at the current term.*


Student with  
no issue

## CURRENT SCHEDULE Spring Semester 2019

CRN	COURSE DETAIL INFORMATION	HOURS	STATUS	GRADE	CPoS	MEETING	DATE	DAYS	TIME	LOCATION	RM
15340	<b>ENGL 1101</b> (999) - Composition I Part of Term: Full Term Instructor:	0	DD							Kennesaw Campus	
12345	<b>HPE 1195</b> (01) - Intermediate Soccer Part of Term: Full Term Instructor:	1	RE							Kennesaw Campus	

## TUITION AND FEES

<b>Charges:</b>	\$ .00	<b>Credits:</b>	\$ .00	<b>Balance:</b>	<b>\$ .00</b>
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 If there is an "N" in the CPoS column for your current schedule, Federal financial aid will not consider this course as part of your enrollment. All coursework must count towards an approved degree or eligible certificate. If you have additional questions, please contact your academic advisor. This information is updated every 1-2 business days.

# Student Record Changes

- Declaring the Major – Priority Deadline!

	Fall	Spring	Summer
Priority Deadline	July 1	December 1	April 1

- Change of Major Availability
  - Each term, the Change of Major portal will close starting the Friday of Drop/Add and remain closed for 14 calendar days.
  - For Fall 2019, the portal will close at 4pm, Friday, August 23, 2019.

Change Major Portal			
	Priority Deadline	Closes	Opens
Fall 2019	July 1	Friday, 8/23, 4:00 pm	Friday, 9/6



# Course Substitutions and Registered Courses

- Registered Course Substitutions– Priority Deadline!

	Fall	Spring	Summer
Priority Deadline	July 1	December 1	April 1

- Processing for registered course substitutions received by the Office of the Registrar *after the first official day of classes* cannot be guaranteed in time for CPoS assessment.

Registered Course Substitution Requests		
	Priority Deadline	For CPoS Assessment
Fall 2019	July 1	Monday, 8/19

*Note: Please factor in department approval time. The “For CPoS Assessment” date is when the Office of the Registrar must receive the request.*

# Additional Communication

- Flyers and Digital Signage will start the week of March 4th.
- “Available soon” email to advisors, faculty, staff, and students scheduled for Tuesday, March 4.
- “Available now” email to advisors, faculty, staff, and students scheduled for Tuesday, April 9.
- Reminder emails to students scheduled for May, June, and July.
- FAQs available at <https://enrollmentservices.kennesaw.edu/cpos/>

# Key Take-a-ways...

- We will begin actively implementing CPOS for the Fall 2019.
- Students receiving federal financial aid are welcome to take classes which are not required for their Program of Study. However, they will be required to pay for those classes out-of-pocket or with non-federal financial aid.
- Visit <https://enrollmentservices.kennesaw.edu/cpos/>

## MAKE IT COUNT

Don't lose your federal financial aid due to your course choices!



**TALK TO YOUR ADVISOR BEFORE  
PLANNING YOUR SCHEDULE**

VISIT : [HTTPS://ENROLLMENTSERVICES.KENNESAW.EDU/CPOS](https://enrollmentservices.kennesaw.edu/cpos)



ANY  
QUESTIONS  
?

Thank you for your continued effort to ensure our students' academic success!