



March 2019 Faculty Senate Meeting Agenda

Faculty Senate Meeting: Monday, March 11th 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. 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
 - III. Community Engagement Committee – Brian Wooten
 - G. Policy Council Updates – Dr. Kevin Gwaltney
 - I. EU General Data Protection Regulation Compliance Policy
 - II. Service and Emotional Support Animals on Campus Policy

- IV. Old Business**
 - H. Curriculum Process Handbook Language Proposal – Dr. Jennifer Wade-Berg
 - I. Faculty Workload Handbook Language Proposal – Dr. Todd Harper

- V. New Business**
 - J. University Event Funding – Jamie Fernandes, Michael Rothlisberger, Zachary Kerns
 - K. Faculty Senate Statement on Diversity and Inclusion – Dr. Marrielle Myers
 - L. Staff Teaching Resolution – Dr. Cristen Dutcher, Tiffany Reardon, Nicole Connelly
 - M. Supplemental Pay for Non-Credit Activities – Dean Tim Blumentritt

- VI. Informational Items**

- VII. Announcements**

- VIII. Adjournment**



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Attendance		
February 11, 2019		
Role	Name	
LIAISONS		
Staff Council	Angela Beam (Chris Griffin-proxy)	Y
Student Government Association		
Part-Time Faculty Council	Joanne Lee	Y
Chairs and Directors Assembly	Robbie Lieberman	Y
Deans Council		
EX-OFFICIO		
President	Pamela Whitten	Y
Provost and VP for Academic Affairs	Ron Matson	Y
Senior Associate VP for Academic Affairs		
Associate VP for Academic Affairs		
SENATORS		
Faculty Senate President	Jennifer Purcell	Y
Past-President FSEC (proxy for Joya Carter-Hicks)	Ken White	Y
College of the Arts		
Art and Design, School of	Craig Brasco	Y
Dance	McCree (David) O'Kelley	

Music, School of	Jeff Yunek	Y
Theatre and Performance Studies	Jim Davis	
College of Architecture and Construction Management		
Architecture	Tim Frank	Y
Construction Management	Charner Rodgers	
College of Computing and Software Engineering		
Computer Science	Ken Hoganson	
Information Technology	Ming Yang (Lei Li)	Y
Software Engineering	Allan Fowler	Y
Coles College of Business		
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	Y
Marketing and Professional Sales	Sandra Pierquet	Y
Bagwell College of Education		
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	
WellStar College of Health and Human Services		
Exercise Science and Sport Management	Laurie Tis	Y

Health Promotion and Physical Education	Peter St. Pierre	Y
Social Work and Human Services	Rene McClatchey	Y
Nursing, WellStar School of	Mary Beth Maguire	
College of Humanities and Social Sciences		
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
College of Science and Mathematics		
Chemistry and Biochemistry	Michael Van Dyke	Y
Ecology, Evolution, and Organismal Biology	Joe Dirnbeger	
Mathematics	Bill Griffiths (proxy Sarah Holliday)	Y
Molecular and Cellular Biology	Jerald Hendrix (Michael Van Dyke- proxy)	Y
Physics	Russell Patrick	
Statistics and Analytical Sciences	Bill Griffiths (proxy Sarah Holliday)	Y

Southern Polytechnic College of Engineering and Engineering Technology		
Civil and Construction Engineering	Matthew Wilson	Y
Computer Engineering	Scott Tippens	
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	
University College		
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
Honors College		
Horace W. Sturgis Library	Barbara Wood	Y
Part-Time Faculty Council	Joanne Lee	Y
VISITORS		
Policy Process Chair	Kevin Gwaltney	Y
Information Technology Advisory Committee (ITAC) Chair	Heather Abott-Lyon	Y
Student Technology Fee Advisory Committee (SCFAC) Chair	Cheryl Hassman	Y
Associate Controller-Budget	Jamie Fernandes	Y
Academic Fiscal Affairs Officer	Michael Rothlisberger	Y
Executive Director, Events, Camps&Conferences & General Manager of Sports Recreation	Zachary Kerns	Y

Interim Executive Director for Technology Enhanced Learning	Tammy Powell	Y
Associate Professor Political Science	Andy Pieper	Y
Assistant Professor English	Pete Rorabaugh	Y
Staff Senator, President Elect	David Tatu	Y
Chief Institutional Auditor	Lesley Netter-Snowden	Y
Chief Business Officer	Julie Peterson	Y
SGA, Senator for SPCEET	Vincent Coakley	Y
Student	Camille Atlan	Y
SGA, Director of External Affairs	Matthew Weese	Y
Professor of American Studies	Rebecca Hill	Y
Ombuds	Tim Hedeem	Y
Executive Director, CETL	Michele DiPietro	Y

I. Call to Order

A. Welcome – Dr. Jennifer Purcell

The meet was called to order at 12:30pm. Jennifer Purcell asked Senators to email her to volunteer for the planning committee for the upcoming shared governance forum.

B. President’s Update – President Pamela Whitten

- 1) New Provost Kat Schwaig, starts Feb 18, Kat Schwaig.
- 2) New Vice President for Research Dr. Phaedra Corso—reach out to her with your input about improving Office of Research.
- 3) 24/7 study spaces have been opened on both campuses based on feedback from students last semester seeking safe space late at night. Marietta— in the Residential Community Center near Howell Hall. Kennesaw- Northside of Commons after library closes.
- 4) NCUR coming up (April 11-13). 10% of presentations from KSU students. To the credit of faculty who have helped students put their proposals together. Will be a showcase for KSU.
- 5) Pink Day at Women’s Basketball on Saturday. We won by about 20 points. Celebrate breast cancer awareness and especially meaningful as our Women’s basketball coach is recovering from breast cancer.
- 6) Just came from a meeting at the Capitol with Governor Kemp. Our VP of Government Affairs secured us time with Governor and his staff to highlight good

things at KSU. He was interested and receptive. Gave him some talking points for going around the state. Thanked him for putting the new Academic Learning Center in the budget—may not end up being funded but still a good step. Personally thanked him for including merit raises.

C. Provost's Update – Interim Provost Ron Matson

Announced there would be a second round of awards this semester. He turns it over to the Michele DiPietro, Executive Director of CETL to elaborate:

Michele DiPietro said that the call and extra communication went out to the Deans and Chairs. The process is almost the same as it's been before. Exceptions:

- 1) New timeline. Announcement and celebration happens in April. People no longer on contract in Fall have not been able to accept awards as well as Part-Time award winners who don't return.
- 2) Two rounds of proposal: Dr. Whitten found the extra \$108K for a second round. The timeline is more tight.
- 3) Criteria and application elements are the same. The nomination process is changing. Used to be self-nomination but now it will be coming from the Deans. Dean nominates, Chairs write a letter of support. Each College can submit as many nominations as they want in each category—specifically to make sure much larger Colleges are not disadvantaged. Colleges with awards (not all have) may not have a College level award for every category—your Deans have a minimal quality control (ex. if a faculty member is not meeting expectations a Dean may not put them up)
- 4) We know the process is not perfect. Provost Schwaig will form a task force to look at the process for the next cycle.

Ron Matson continued, that he is working with Pam Cole on a problem with required credit hours in Gen Ed. Some Gen Ed requirements are 42 (minimum for BOR) some are 45 (above and beyond). In some cases, some hours need to be moved down to Area F. In some cases, degree requirements are above what is allowable. She will be reaching out to Colleges to ask for a program audit to start going through to check the math on programs where this is needed. This is ongoing, and more details will follow.

He also said it would be his last meeting as Interim Provost. He thanked everyone for their support and asked that faculty give Kat leeway as she transitions. She's got a great attitude and will be happy to work with all of us. We are all in this together to make sure our students get the best

education, that faculty can be successful, and that staff who support us all can do their job.

Senator Todd Harper thanks Ron Matson for his service and asked when are the revisions to Gen Ed program going to be happening?

Ron Matson said this will be based on the program audits because some are not in compliance. We will wait for more guidance from Pam (Cole) to move forward. It costs our students, takes them longer to graduate so there is some urgency.

Senator Darina Lepadatu thanks Ron Matson for his service and asked a question about faculty awards. This announcement really sent shock waves through the departments. This happened without consultation/shared governance. Created chaos because Feb. 1 was the Department deadline. Why couldn't we decide today for next year why is the change one after the other coming and everything happening overnight, and faculty are not consulted.

Ron Matson said there is money this year to facilitate the transition and double the awards and we don't know if that money will be there next year. We are trying to get problems with how the awards are structured fixed sooner or later. Process is all the same.

Senator Darina Lepadatu said that if it was put this way it makes sense but there was no justification offered when the changes were announced. Better communication and justification would be appreciated.

Senate President Jenn Purcell asked if there is a limit of number of nominees from each College?

Ron Matson said no but the nominations come from the Dean.

Senate President Jenn Purcell asked if she wants to nominate a colleague for an award how would she do so?

Ron Matson answered that she should push it through award process in your college if that exists. You'll have to ask your Dean what mechanism they are going to use. The

encouragement is to use existing processes in the Colleges.

Senate President Jenn Purcell asked for a clarification, is the Feb. 28 deadline coming from the Dean or is that the deadline for us to communicate with our Deans.

Ron Matson said that's when the packet has to be with the Dean. Committees have to meet in March to make decision and prepare the awards.

Senate President Jenn Purcell confirmed that faculty who have not heard from their Deans about the process in light of these changes should seek clarification from them immediately.

Senator Marielle Myers said because of the timeline and also that some colleges do not having an awards committee while some colleges with awards committees do this earlier, there has been some chaos and confusion. The new deadline of Feb. 11 means that for those people needing external letters of support—this gives people a week or two turnaround time. Also, another piece of confusion is whether the Dean can say yay or nay to some applications which introduces another layer of concerns.

Senator Darina Lepadatu asked about winners from previous years, do they have to go through the same process? Faculty who have received awards at the college level but have not submitted at the university level. This year we have winners from the past.

Ron Matson said yes, they would all go through the Dean.

Senator Darina Lepadatu said that they should expect much larger number of candidates.

Ron Matson said that's good. In some cases, we've had low nominees/no nominees. That's a good problem to have.

Michele DiPietro said that because the University wide process has not changed, somebody considering applying would still need these things, the deadline has just been pushed from March 15 to Feb. 28.

Senator Marielle Myers said in addition to the timeline cut back there is still confusion on the process. Do I need to ask my Dean first? We

still haven't heard anything in Bagwell so there is still confusion.

Ron Matson said there has been some miscommunication clearly and that everyone should start now on awards applications.

Senator Heather Pincock said that this conversation was quite reminiscent of a certain sense of urgency around changes that we've had announced without any consultation and in this case in particular, it is unclear what the need is for the change to occur on this timeline. We are hearing here today for the first time that the reason is because there's more money available and we don't want to leave that money on the table, but this was not communicated to anyone until today. Pushing the timeline back two weeks does affect people planning to solicit external letters because that's about the window of time to give someone as lead time for that kind of request. This is not an isolated instance and, for her personally, contributing to a lot of frustration in terms of how faculty are involved or not involved in decision making.

Senator Marielle Myers asked how long did the Deans have notice that this was coming?

Ron Matson said the email went out to everyone the same day (Feb. 1).

Senate President Jenn Purcell said that our concern is we appreciate the opportunity to honor the work of our faculty colleagues and this is a short period of time and there is no clear process. The rationale makes complete sense and thank you President Whitten for finding that money because we know that is a delicate relationship with the Foundation but again clarity on the process is needed so perhaps some communication between you and the Deans could occur so that faculty know what the process is and there's no question for us.

Ron Matson asked that faculty send him their questions, so he can respond and clarify.

Senate President Jenn Purcell asked that Senators send their questions or let her know after the meeting so that we can get answers from Ron Matson.

II. Approval of the Agenda

Senator Steve Collins moved to amend the agenda to move Faculty Workload Handbook Language up from New Business to Old Business (since it was a continuation of discussions from the previous meeting). Seconded. Passed unanimously.

III. Approval of Minutes

Jenn Purcell announced that the January minutes would be circulated later today and asked for a motion to approve them at the next meeting. Moved, seconded. Passed unanimously.

IV. Reports

Jenn Purcell announced that the Jan and Feb reports will be coming by email to Senators. Motion, seconded.

V. Old Business

A. Faculty Workload Handbook Language Proposal – Dr. Ron Matson

Ron Matson explained that after the last meeting, the new proposed language was in red. The new additional proposed language is in blue. He worked with Senators Allan Fowler, and Noah McLaughlin, and Todd Harper. A section about “needs of colleges and departments” was taken out. Proposal is to add red and blue language minus the language that is struck through to the existing language in black.

Senator Todd Harper thanked Ron for helping us out on this and particularly thanked him for the battle they fought over the weekend. As you may or may not know we had a CHSS forum on the language in our College. A couple of issues came up and they were cause for concern

First—regarding the timeline, one of the things that came up was that if the College workload language is not passed by the end of the year then Linda Noble’s memo goes into effect. For a department like mine that is working very hard that is a very tall order. We are working in good faith and have been since November when we were given authority about what to do. I’m worried that we’ve been set up to fail in doing something that I don’t necessarily think is a bad idea.

Second, there is still among some of us an uncertainty about the purpose. Are we doing this to help faculty to place them in what is best for them in terms of their talent or are we doing this because Chairs have neglected to place faculty on higher teaching load, or are we doing this because we really need to shore

up resources because we rely heavily on contingent faculty. It's not clear why we're doing this and as a writing professor when your students don't know the purpose, the product is not very good.

Towards the first concern, I'd really like to slow this down because my department has to differentiate between very different kinds of products (ex. poems, digital documents, articles). It really takes a discussion. I'd like to slow down this process.

Senator Jeff Yunek asked if is there grandfathering as part of this. He explained that his department (Music) has a lot of people on 4/4 loads who were not hired for their research capacity.

Ron Matson replied that as far as the purpose, the three things Todd Harper stated are all in there. He referred us to the Memo from Linda Noble and the FAQs that he was asked to write. All of the above to some degree. Number one in his view is transparency. The timeline he admitted is aggressive. It requires specifying percentages but does not require a change in metrics. Those can be changed later on. We are in ARD season right now and we need to have something for the faculty to know. At the College level there may have to be more work done—ultimately P&T metrics may need to change but not at this time.

As for as the grandfathering, he asked if this was referring tenure track faculty?

Senator Jeff Yunek responded yes for tenure-track faculty and tenured faculty.

Ron Matson said there is not really grandfathering per say but it has always been the case that everything is negotiable.

Senator Jeff Yunek responded that he had been consistently on an 80/10/10 load and the language saying 20% minimum for research for tenure and promotion makes him really scared. The quality of my work was highly regarded, he won the Salarno award and so it's not like he's not doing a good job. If it isn't grandfathered, and he is midway through his tenure track and needs a 20% minimum that is makes him stay up at night.

Ron Matson said that maybe what you're already doing is 20%. Can you tell me what quantifies 10%

Senator Jeff Yunek said the load in which he is being assessed is 10%.

Ron Matson said that he should not have to guess what that is, and it should be clear to you and other faculty exactly what that is.

Senator Jeff Yunek explained that in his Department many people are on research loads below 20% and changing this would require a reduction of teaching and additional lines. He very much wants to be on 60/30/10 personally but as the School of Music we have not yet assessed and seen the full repercussions of implementing this change. We need to slow down the process in order to take stock.

Senator James Gambrell said that people in his department have expressed concerns about the language of “negotiated with chair” because there are equity problems in these kinds of negotiations that disadvantage faculty according to their gender and race. He asked what equity processes are in place if faculty disagree with the Chair’s allocation of workload?

Ron Matson said that this is already in there and it is the Dean. We hope this makes it clearer.

Senator Steve Collins said he thought it would be beneficial if a discrete appeals process were added. If a faculty member objects, then they could take it to a faculty committee in their college for review.

Ron Matson said it was something we can talk about, but his initial reaction is that this could have some problems in terms of timing.

Senator Justin Pettigrew said that the reference to 3 years of annual reviews is new language to him and wondered why it is 3 years if we are still working on a 5-year P&T process?

Ron Matson invited Noah or Allan, whoever proposed it, to speak up but that he understood it as a rolling term.

Senator Noah McLaughlin said we could certainly change it to five.

Ron Matson asked what would happen to faculty in their third or fourth year?

Senator Todd Harper said that it was his understanding is that Coles has five years and that his constituents support five years.

Senator Laurie Tis said that the only three-year review period we have is pre-tenure. Everything after that including promotion to Full and PTR is five years.

Senator Steve Collins said it was unlikely faculty in their first five years would be changing from a 60/30/10 in most cases.

Senator Doug Moodie moved to change the language to “five years of annual reviews”. **Seconded. Passed unanimously**

Senator Daniel Rogers said that he thought the language change improves things but that it would be beneficial if there was a statement to say, “faculty meeting and exceeding expectations would not be required to change to a different workload model.” **He moved to add a last sentence: “Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model.”**
Seconded.

Discussion:

Senator Marielle Myers said that this came up during the FSEC meeting and asked doesn't it say somewhere else in the Faculty Handbook that the Chairs still have the power to put needs first. She clarified that she agrees but wanted to provide more context. She said another concern that had been raised was the scenario of taking one for the team and picking up a heavier teaching load to help your Department but making sure that you can't be stuck on that greater load forever, again relating to the cultural and gender issues that James raised.

Senator Humayun Zafar asked why there is a worry that you can be forced to switch tracks? He said that in Coles, nobody can force you unless you are underperforming. But otherwise it's up to you. We are in Coles and we don't take one for the team. If you meet or exceed the Chair can't force you to teach more classes.

Senator Laurie Tis replied that maybe in Coles you can't be forced to take one for the team but many of us have been forced to do so for 12 years. Going to 60/30/10 is going to be quite a challenge. Meeting the needs of Department and our students and getting an individual to anything resembling 20-30%

research load is completely unrealistic. We don't have enough faculty lines or enough money.

Senator Marielle Myers said there are two questions, first, can you be forced? And second, if you are forced for one year, how do you get back? With the current rotation of Chairs and Deans who knows what can happen.

Senate President Jenn Purcell said that if the overloads or taking one for the team consistently falls on certain lines then that's a liability for the University and we are trying to be thoughtful and provide recommendations for language to help safeguard this.

Ron Matson said that this would all be documented in your FPA and ARD.

Senator Marielle Myers asked what happens when people have done this for 12 years. What is in place to protect faculty?

Ron Matson said he can't speak to that specific example, but this is a scenario where the Chair would make the case for additional faculty lines.

Senator Heather Pincock said that Departments argue for faculty lines unsuccessfully all the time.

Ron Matson said he respectfully disagrees because all the faculty lines are always distributed. Whether there is enough or not that is a separate issue. The Colleges have been given faculty lines.

FSEC Member Ken White interjected with a point of order, there is a motion on the floor.

Senator Heather Pincock restated the motion to add a last sentence: "Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model."

Senator David Stolberg said that the language in blue seems to already address these concerns.

Senator Matthew Wilson said to make other faculty feel better about the overloads, in his department they just increase class sizes without telling us instead.

Senator Jeff Yunek said that the new blue doesn't get rid of a 20% specter or clarify if he would be allowed to go on an 80/10/10 and still be tenured and promoted.

Senator Noah McLaughlin asked if it was permitted to put this amendment in the Handbook at all.

Senator Heather Pincock shared two comments. First going back to Jeff's comment, she shared that she had recently learned that the 80/10/10 load is the way the Music Department delivers one on one music lessons and that this is quite essential to the teaching model in this department. It may be unfamiliar to many of us but the 20% research minimum creates a massive problem in this department. Second in response to Noah's question, she said that the Faculty Senate is a deliberative body, we provide input to our leadership about policy changes and what we feel is in our interest and what we feel represents our concerns so she was not sure that we should engage a discussion about what we are permitted to do, we can certainly get input about what voting for a change like this would mean, and hear that as we weigh the issue, but she suggested that we don't need to ask permission to vote on an amendment that we think would benefit us.

Question called. Approved.

Vote on the motion to add a last sentence: "Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model."

34 in favor.

1 opposed.

The motion passed.

Senator Todd Harper moved to add the following sentence "To ensure equitable and fair decision-making, Colleges will develop processes for faculty to appeal decisions of the Chair and Dean."

Collins Second.

Discussion:

Pete Rorabaugh asked if there should be something added about a timeline about development of those processes.

Senate President Jenn Purcell said that the best place for this might not be in the Faculty Handbook. It might be a separate motion in the form of a recommendation to the Provost's Office.

The motion passed unanimously.

Senator Doug Moodie moved to approve the language as amended. Seconded.

Discussion:

Senator Heather Pincock—moved to go to Executive Session. Seconded. Passed unanimously.

The remainder of the meeting took place in Executive Session. The Senate voted unanimously to make the following resolution public:

In light of our discussion today, the Faculty Senate acknowledges that good progress has been made in collaboration with Academic Affairs on improving the proposed Workload Language in the Faculty Handbook. The Faculty Senate also recognizes that the concerns of some Colleges have not yet been incorporated and resolves to expand the ad-hoc subcommittee on Workload Language to include representation from each of the tenuring Colleges to report at next month's meeting on the status of their progress.



Policy Title	EU General Data Protection Regulation Compliance Policy
Issue Date	May 25, 2018
Effective Date	May 25, 2018
Last Updated	
Responsible Office	Legal Affairs, and Office of Chief Information Officer (CIO) and Vice President of Information Technology
Contact Information	Office of the CIO / Office of Cybersecurity Phone: 470-578-6620 Email: ocs@kennesaw.edu

1. Policy Purpose Statement

Kennesaw State University (KSU) has a lawful basis to responsibly collect, process, use, and/or maintain the confidential personal data of its students, employees, applicants, research subjects, and others involved in its educational, research, and community programs. The European Union General Data Protection Regulation (EU GDPR) imposes obligations on entities, like Kennesaw State University, that collect or process confidential personal data about people in the European Union (EU). This policy describes Kennesaw State University's data protection strategy to comply with the EU GDPR.

2. Background

The EU GDPR came into force on May 25th, 2018. Among other things, the EU GDPR requires Kennesaw State University to: a) be transparent about the confidential personal data it collects or processes and the uses it makes of any confidential personal data; b) keep track of all uses and disclosures it makes of confidential personal data; and c) appropriately secure confidential personal data.

3. Scope

Any KSU department or individual collecting or processing confidential personal data of a covered individual, anyone located in the EU. The EU GDPR applies to the confidential personal data Kennesaw State University collects or processes about anyone located in the EU, regardless of whether they are a citizen or permanent resident of an EU country.

4. Exclusions or Exceptions

Kennesaw State University has a lawful basis to collect and process confidential personal data. Most of Kennesaw State University's collection and processing of confidential personal data will fall under the following categories.

- a) Processing is necessary for the purposes of the legitimate interests pursued by Kennesaw State University or by a contracted third party.

- b) Processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract.
- c) Processing is necessary for compliance with a legal obligation to which Kennesaw State University is subject.
- d) The data subject has given consent to the processing of that individual's confidential personal data for one or more specific purposes.

There will be some instances where the collection and processing of confidential personal data will be pursuant to other lawful bases.

5. Definitions and Acronyms

Collect or Process Data: Collection, storage, recording, organizing, structuring, adaptation or alteration, consultation, use, retrieval, disclosure by transmission/dissemination or otherwise making data available, alignment or combination, restriction, or erasure or destruction of confidential personal data, whether or not by automated means.

Consent: Consent of the data subject means any freely given, specific, informed and unambiguous indication of the data subject's wishes by which he or she, by a statement or by a clear affirmative action, signifies agreement to the processing of confidential personal data relating to him or her.

Under the EU GDPR:

- a) Consent must be a demonstrable, clear affirmative action;
- b) Consent can be withdrawn by the data subject at any time and must be as easy to withdraw consent as it is to give consent;
- c) Consent cannot be by silence, a pre-ticked box, or inaction;
- d) Consent should not be regarded as freely given if the data subject has no genuine or free choice, or is unable to refuse or withdraw consent without detriment;
- e) Request for consent must be presented clearly and in plain language; and
- f) Record regarding how and when consent was given must be maintained.

Controller: The natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purposes and means of the processing of confidential personal data.

Kennesaw State University Unit: A Kennesaw State University college, school, office, or department.

Identified or Identifiable Person: An identified or identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier, or to one or more factors specific to the physical, psychological, genetic, mental, economic, cultural, or social identity of that person. Examples of identifiers include, but are not limited to, name, photo, email address, identification number, such as KSU identification, KSU account (e.g., NetID), or physical address or other location data.

Lawful Basis: Processing of confidential personal data shall be lawful only if and to the extent that at least one of the following applies.

- a) The data subject has given consent to the processing of that individual's confidential personal data for one or more specific purposes;
- b) Processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract;

- c) Processing is necessary for compliance with a legal obligation to which the controller is subject;
- d) Processing is necessary in order to protect the vital interests of the data subject or of another natural person;
- e) Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller; and/or
- f) Processing is necessary for the purposes of the legitimate interests pursued by the controller or by contracted third party.

Legitimate Interest: Processing of confidential personal data is lawful if such processing is necessary for the legitimate business purposes of the data controller/processor, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of confidential personal data.

Processor: A natural or legal person, public authority, agency, or other body who processes personal data on behalf of the controller.

Confidential Personal Data: Special categories of information related to an identified or identifiable person that require consent by the data subject before collecting or processing are:

- a) Racial or ethnic origin;
- b) Political opinions;
- c) Religious or philosophical beliefs;
- d) Trade union membership;
- e) Genetic, biometric data for the purposes of uniquely identifying a natural person;
- f) Health data; and
- g) Data concerning a person's sex life or sexual orientation.

6. Policy

KSU will obtain consent before it collects or processes such confidential personal data. Data collected or processed by Kennesaw State University shall be:

- a) Processed lawfully, fairly, and in a transparent manner;
- b) Collected for specified, explicit, and legitimate purposes, and not further processed in a manner that is inconsistent with these purposes;
- c) Limited to what is necessary in relation to the purposes for which they are collected and processed;
- d) Accurate and kept up-to-date;
- e) Retained only as long as necessary in alignment with university retention and disposition standards; and
- f) Secured to industry best practices and standards.

7. Associated Policies/Regulations

- a. USG BOR Records Retention guidelines: All data at KSU shall be kept in compliance with the BOR policy.
- b. Kennesaw State University's Privacy Notice: KSU's Privacy Notice to data subjects must specify the lawful basis to collect or process confidential personal data. A link to the KSU Privacy Notice is available on the footer of all KSU websites.

8. Procedures associated with this policy

- a. Security of Confidential Personal Data: All confidential personal data collected or processed by any Kennesaw State University Unit under the scope of this policy must comply with the security controls, and systems and process required by the Kennesaw State University Data Security Policy
- b. Breach Notification: Any KSU Unit that suspects that a breach or disclosure of confidential personal data has occurred must immediately notify the KSU Office of Cybersecurity via a service ticket.

9. Forms associated with this policy

- a. EU GDPR Legitimate Interest Form
- b. EU GDPR Model Consent Form

10. Violations

Any individual wishing to make a complaint or exercise their rights under this policy may do so by submitting a Service Request with the Office of Cybersecurity.

11. Review Schedule

The Office of Cybersecurity and Legal Affairs will review the EU General Data Protection Regulation Compliance Policy annually.

DRAFT



Policy Title	Service and Emotional Support Animals on Campus 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	Students: Student Disability Services (SDS) Employees: Human Resources
Contact Information	Student Disability Services Phone: (470) 578-2666 Email: sds@kennesaw.edu Human Resources Phone: (470) 578-9174 Email: hr@kennesaw.edu

1. Policy Purpose Statement

Kennesaw State University (KSU) understands the benefit that Service and Emotional Support Animals provide to individuals with disabilities. In accordance with applicable state and federal law, Kennesaw State University seeks to facilitate the full participation and equal access of persons with documented disabilities who require the benefit of the work or support that such animals provide. As set forth below, this policy provides the specific protocols and guidelines for the use of Service and Emotional Support Animals at the University.

2. Background

The creation of this policy is in response to federal and state laws and the necessary compliance required of the university.

3. Scope (Who is Affected)

The Service and Emotional Support Animals on Campus Policy applies to all individuals on University property or property for the use of the University, including employees, affiliates, volunteers, students, business representatives, contractors, and visitors.

4. Exclusions or Exceptions

Under limited circumstances, other animals not covered by this policy may appear on campus. Their presence will be reviewed by University Events as part of the Event verification process when documentation is submitted for approval or as covered by other contractual relationships.

5. Definitions and Acronyms

Handler: Any person responsible for an animal or person with a disability who is the user or trainer of a Service or Assistance Animal.

Service Animal: The Americans with Disabilities Act defines a service animal as “any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.” (http://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#a35136). Pursuant to Georgia law, a person training or raising a service dog has the same rights to have the dog accompany them as would a disabled person using the dog for assistance, so long as the trainer is identified as an agent or employee of a school for service dogs (See: OCGA 30-4-2(2) & (3)).

Emotional Support Animal (Assistance Animal): Any animal that is specifically designated by a licensed healthcare provider as affording an individual with a disability an equal opportunity to use and enjoy a dwelling provided there is a nexus between the individual’s disability and the assistance the animal provides.

Emotional support animals are not pets. Their use is limited to University housing, and they are prohibited in other areas of the University (e.g., academic buildings, classrooms, libraries, student center), unless they also qualify as a service animal.

Pet: A “Pet” is an animal kept for ordinary use and companionship or present on campus under an Exception or Exclusion as referenced above in Section 3. A pet is not considered a Service or Emotional Support Animal. With the exception of fish who exist in a properly maintained aquarium that does not exceed 10 gallons, pets are not permitted in University housing, and are only allowed on University property if all of the following conditions are met: (1) the pet is leashed and/or under the control of a handler at all times; (2) the handler cleans up after the pet; (3) the pet is only taken to outdoor common areas that are not being used at the time for an event (unless pets are specifically authorized during the event) and that are not sports fields.

6. Policy

A. Access

All individuals on KSU property or property for the use of the University, including employees, affiliates, volunteers, students, business representatives, contractors, and visitors, are generally prohibited from bringing animals into any buildings or other controlled spaces on University property, unless otherwise noted. However, individuals with disabilities are allowed to bring Service or Emotional Support Animals onto University property subject to the provisions below.

1. Service Animals:

Individuals with disabilities are permitted to be accompanied by their Service Animal in all areas where their official activities take place and where members of the public, participants in services, programs, or activities, are allowed to go. However, there are specific locations and activities on University property where all animals are prohibited for safety and health reasons. These areas may include, but are not limited to:

- a. Research laboratories where the presence of the dog may negatively impact the outcome of the research or where certain chemicals may be harmful to the dog;
- b. Mechanical rooms/custodial closets, such as boiler rooms, electrical closets, elevator control rooms, technology control rooms, and similar spaces;
- c. Areas where protective clothing and gear is required; and
- d. Food preparation areas (except for food preparation areas in residence halls, to the extent the service animal is necessary for a resident to use the area).

Student Disability Services or Human Resources will coordinate with units that restrict access of service animals to a specific facility to provide appropriate notice to all members of the community and the public at large that those facilities are service-restricted areas.

2. Emotional Support Animals

Emotional Support Animals are permitted only in the Handler's on-campus assigned dwelling. Emotional Support Animals are not allowed in any other buildings on KSU property, nor are they allowed in other controlled spaces on campus. Emotional support animals may be walked in the same areas and manner as pets (see above).

B. Registration

Students or employees who wish to bring Service Animals onto KSU property, other than housing, need not request the University's permission to allow the presence of a Service Animal on University property but are requested to notify the University of the need for a Service Animal's presence in advance of coming to campus with the animal. The individual may be asked whether the animal is needed because of a disability, and what work or task the animal has been trained to perform.

Students that require the presence of a Service or Emotional Support Animal in their on-campus residence must obtain approval from Student Disability Services and the Department of Housing and Residence Life at least 30 days before moving into on-campus housing. Individuals intending to bring an Emotional Support Animal on campus will be required to provide documentation from a medical professional that the animal provides support that alleviates the identified symptoms or effects of the individual's disability. Registration forms for Emotional Support Animals can be found at SDS offices.

C. Criteria for Determining if the Presence of the Animal is a Reasonable Accommodation

1. Any request for an animal may be denied if granting the request would impose an undue financial and administrative burden on the University or fundamentally alter the nature of the University's operations. If a request is denied, the University will discuss alternative accommodations that would not impose such a burden or result in fundamental alteration.
2. KSU may consider the criteria below in determining whether the presence of the animal is

reasonable in the making of housing assignments for individuals with Emotional Support Animals.

- Whether the animal poses or has posed in the past a direct threat to the individual or others;
- Whether the animal causes or has caused excessive damage to housing beyond reasonable wear and tear;
- Whether the size of the animal is too large for available assigned housing space;
- Whether the animal's presence would force another individual from that individual's housing (e.g., serious allergies);
- Whether the animal's presence otherwise violates individuals' right to peace and quiet enjoyment; and
- Whether the animal is housebroken or is unable to live with others in a reasonable manner.

D. Responsibility

KSU is not responsible for the care or supervision of any service or assistance animal. The failure of a Handler to adhere to the provision of this policy may result in the Handler's being required to remove their animal.

1. Unattended Animals

Animals may not be left unattended at any time on University property, except for Service or Emotional Support Animals left in the Handler's assigned University residence by the Handler. The animal may only be left unattended for reasonable periods of time and not neglected, whereby the animal's health may be impacted, as determined by the residence director. An Assistance or Service Animal left for longer than a reasonable period of time may be impounded by the University police. A Handler who leaves his or her Assistance or Service Animal unattended for longer than a reasonable period of time will receive one warning, and if the behavior occurs a second time, the Handler will be required to remove the animal from campus and prohibited from bringing the animal back onto University property.

Animals may not be tied or tethered to any University property, including but not limited to buildings, railings, bike racks, fire hydrants, fences, sign posts, benches, and trees, and may not be allowed to run loose anywhere on campus.

2. Disruption

Animals must not be allowed to disrupt or interfere with University activities, including but not limited to the communal living in the University's residences, teaching, research, service, or administrative activities. If the animal is unruly or disruptive, or if the Handler fails to maintain control of the animal, the Handler must regain control immediately or remove the animal from the University property. If the improper behavior continues or happens more than once, the Handler may be prohibited from bringing the animal onto University property, in the determination of the Chief of Police, the Dean of Students (for students), the Assistant Vice President of Campus Services (for on-campus residents), or the Assistant Vice President of Human Resources (for employees). In the event an animal is banned, the University will engage as needed in a good faith process with the individual to identify other accommodations that will effectively allow the individual to participate in the program, service, or activity.

3. Health and Safety

KSU may remove any animal that it deems to be a risk to the health and safety of community members. This includes, but is not limited to, any animal that has injured or threatened to injure any individual or other animal.

4. Laws and Policies

The Handler must abide by current city, county, and state ordinances, laws, and regulations pertaining to licensing, vaccination, and other requirements for animals. It is the Handler's responsibility to know and understand these ordinances, laws, and regulations. The University has the right to require documentation of compliance with such ordinances, laws, and regulations, which may include a vaccination certificate. The University reserves the right to request documentation showing that the animal has been licensed. Additionally, the owner must abide by all equally applicable residential policies, such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.

Animals in University housing must have an annual clean bill of health from a licensed veterinarian. Documentation must be filed on an annual basis with Student Disability Services, and can be a vaccination certificate for the animal or a veterinarian's statement regarding the animal's health. The University has authority to direct that the animal receives veterinary attention.

5. Control

A Service Animal shall be under the control of its Handler. A Service Animal shall have a harness, leash, or other tether, unless either the Handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the Service Animal's safe, effective performance of work or tasks, in which case the Service Animal must be otherwise under the Handler's control (e.g., voice control, signals, or other effective means).

The Handler is financially responsible for the actions of that individual's animal, including bodily injury or property damage. The Handler's responsibility covers, but is not limited to, replacement of furniture, carpet, window, wall covering, and the like. The owner is expected to cover these costs at the time of repair and/or move-out.

6. Cleanliness

All animals, except those exclusively confined to cages, shall be housebroken. Any animal that is not housebroken may be excluded from KSU facilities. In the event of an isolated incident, the Handler is responsible for immediately cleaning up and disposing of bodily fluids or solid wastes whether indoors or outdoors.

The Handler is responsible for cleaning up all liquid and solid dog waste unless the Handler is physically unable to perform the cleanup. The Handler should have appropriate cleanup materials and disposal bags available at all times. Used cleanup materials should be disposed of by tying securely in a plastic bag and depositing in an outdoor waste container.

Any Handler who is physically unable to perform the necessary cleanup must make satisfactory arrangements for a third party to perform all actions required by this paragraph. It is the responsibility of the Handler to make such arrangements, and all costs

for additional cleanup or repairs will be the responsibility of the Handler.

The Handler's residence may be inspected for fleas, ticks, or other pests as needed. KSU staff will schedule the inspection. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a University approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.

7. Treatment

Any evidence of mistreatment, abuse, neglect, or leaving the animal unattended for unreasonably long periods of time may result in immediate removal of the animal as well as discipline for the responsible individual pursuant to the University Student Code of Conduct and any housing-related sanctions.

E. Appeals

Any Handler dissatisfied with a decision concerning an animal may appeal through the University's established grievance procedures.

7. Associated Policy(ies)/Regulations

- a. Americans with Disabilities Act (<https://www.ada.gov/pubs/adastatute08.htm>)
- b. Fair Housing Act (<https://www.justice.gov/crt/fair-housing-act-2>)
- c. Section 504 of the Rehabilitation Act of 1973
(<https://www.dol.gov/oasam/reg/statutes/sec504.htm>)
- d. Georgia Code Section 30-4-2 (<http://www.lexisnexis.com/hottopics/gacode/Default.asp>)

8. Procedures associated with this policy

- a. Student Disability Services (<https://sds.kennesaw.edu/service-dogs.php>)

9. Forms associated with this policy

- a. Intake Form and Documentation Guidelines maintained by Student Disability Services
(<https://sds.kennesaw.edu/service-dogs.php>)

10. Violations

Students in violation of this policy may be referred to the Department of Student Conduct and Academic Integrity. Faculty or staff members in violation of this policy may be referred to Human Resources.

If a Service or Assistance animal is banned from university property, the individual with a disability will have the right to engage in an interactive process to determine if effective participation can occur with other appropriate accommodations.

Any animal found unattended in or on any university property (other than Emotional Support or Service animal in a Handler's residence left for a reasonable period of time) may be impounded. Handlers of impounded animals will be held responsible for payment of any impound and/or license fees required to secure the release of their animals.

Any Handler whose animal causes damage to property may be charged for replacement and repair of university or other individuals' assets, including grounds, personal property and improvements. Any members of the university community who interfere with a Service animal or the duties it performs, or with an Assistance animal, may face sanctions under appropriate misconduct charges.

11. Review Schedule

Division of Legal Affairs will review the Service and Emotional Support Animals on Campus Policy annually.

Existing University Handbook Language (pages 45 and 46)

Information Technology Advisory Committee, ITAC (permanent) – assigned to the Faculty Senate and advisory to the Faculty Senate and the Vice President for Operations

- a. Purpose: The purpose of the ITAC Committee is to advise the chief information officer on planning and policy issues concerning use of information technology, increase/facilitate communication between the CIO and IT users, and provide support for the teaching mission at KSU through appropriate use of technology to improve learning. All members of the faculty, staff, students, and administration of KSU who have an interest in information technology are invited to join one of the three subcommittees (i.e., Academic Subcommittee, Administrative Subcommittee, and Student Subcommittee). The three subcommittees will meet four times a year, twice during fall semester, and twice during spring semester.
- b. Membership of the Executive Committee:
 1. TF 10: one representative from each degree-granting college, with IT background/interest;
 2. CETL Fellow;
 3. AD/SF 4: one administrator or staff member elected from each of the following units: business and finance, student affairs, advancement and development, and academic affairs;
 4. SD 4: four students elected by the Student Government Association.
 5. Ex officio (nonvoting):
 - i. CIO;
 - ii. any other members of University Information Technology Services
- c. Meetings: The executive committee of ITAC will meet monthly from August through May (with the exception of December).
- d. Term: 2 years

Proposed University Handbook Language (changes highlighted in yellow)

Information Technology Advisory Committee, ITAC (permanent) – assigned to the Faculty Senate and advisory to the Faculty Senate ~~and the Vice President for Operations~~

- a. Purpose: The purpose of the ITAC Committee is to: 1) facilitate dialogue between the Office of the CIO, the Faculty Senate, the colleges and the operational units of the University, 2) provide a forum for students, faculty and staff to make recommendations concerning access and use of information technology, and 3) provide feedback about new applications, operating system upgrades, instructional technologies and respective deployments. ITAC shall appoint working committees and subcommittees as needed to advance the work of ITAC.
- b. Membership of the Full Committee:
 1. Membership shall include
 - i. TF: one representative from each college, with IT background/interest;

- ii. AD/SF: one administrator or staff member with IT background/interest will be appointed for each operational unit including Academic Affairs, Student Enrollment/Registrar, University Development, Center for Excellence in Teaching and Learning, Student Affairs, Distance Learning Center, and Office of the Chief Business Officer;
 - iii. SD: four undergraduate students selected by the Student Government Association and two graduate students selected by the Graduate Student Association;
 - iv. Ex officio (nonvoting):
 - i. CIO;
 - ii. any other members of University Information Technology Services.
 - 2. Meetings: The full committee of ITAC will meet at least twice per semester during the academic year (August through May).
 - 3. Term: 2 years
- c. Membership of the Executive Committee:
 - 1. Membership shall include
 - i. Chair
 - ii. Vice-Chair
 - iii. Secretary
 - iv. Ex officio (nonvoting) = CIO;
 - 2. Meetings: The executive committee of ITAC will meet monthly from August through May (with the exception of December).
 - 3. Term: 1 year, renewable up to 3 consecutive terms

INFORMATION TECHNOLOGY ADVISORY COMMITTEE (ITAC) By-Laws

January 2019

Information Technology Advisory Committee

A. Purpose:

The ITAC is a University standing advisory committee. As such, the committee:

1. Facilitates dialogue between the Office of the CIO, the Faculty Senate, the colleges and the operational units of the University.
2. Provides a forum for students, faculty and staff to make recommendations concerning access and use of information technology.
3. Provides feedback about new applications, operating system upgrades, instructional technologies and respective deployments.

B. Membership:

1. Voting Members:
 - a. Teaching Faculty: One representative from each college, with the selection method determined by the Dean of the college. The member shall have a background or interest in IT.
 - b. Administrative Staff: One administrator or staff member with IT background or interest will be appointed for the operational units of Fiscal Affairs; Curriculum; Enrollment Services; Center for Excellence in Teaching and Learning; Technology Enhanced Learning; Museums, Archives and Rare Books; Academic Advising; Global Affairs; University Development; and Office of the Chief Business Officer.
 - c. Undergraduate Students: Four undergraduate students with an interest in IT, selected by the SGA. Two student representatives shall be from the Kennesaw campus and two students shall be from the Marietta campus.
 - d. Graduate Students: Two graduate students with an interest in IT, selected by the GSA. One graduate student representative shall be from the Kennesaw campus and one graduate student shall be from the Marietta campus.

Voting Members of the ITAC shall serve staggered terms, so that approximately one-half of the membership is selected each year. Undergraduate and Graduate Student members shall serve one-year terms. If a Voting Member is unable to attend a meeting, either in person or by video conference, the Voting Member shall appoint a proxy from their area to represent them and vote in their place.

2. Ex Officio Membership: The Chief Information Officer (CIO), University Information Technology Services (UITS) Executive Leadership and any other administrators who provide technology support to the university. These individuals are nonvoting members.

C. Elections and Duties of Officers:

1. Election of Officers
 - a. The Chair
 - i. Shall be elected from the voting membership of the committee at the first last meeting in the fall spring.
 - ii. Shall serve a one-year term and may not serve more than three consecutive terms
 - b. The Vice Chair
 - i. Shall be elected from the voting membership of the committee at the

~~first last meeting in the fall spring~~ or at the meeting following the promotion of the current vice chair to chair.

- ii. Shall serve a one-year term or the remainder of a term and may not serve more than **three** consecutive terms.
 - c. Recording Secretary
 - i. Shall be determined by the committee at the first meeting in the fall and does not need to be a Voting Member. This position can be filled by ~~either be elected, appointed, or another process selected by the Chair may be used to fill this position~~ election or appointment by the Chair.
2. Duties of Officers
- a. The Chair
 - i. Shall call and preside at all meetings.
 - ii. Shall request items for the agenda from ITAC members and shall draw up and circulate an agenda at least 2 days in advance of each monthly or special meeting.
 - iii. May participate in debate as any other member but should not do so while presiding over the meeting.
 - iv. May vote as any other member of the committee when the voting is by ballot. In all other cases the presiding officer can (but is not obligated to) vote whenever his/her vote will affect the result-that is, s/he can vote either to break or to cause a tie; or in a case where a two-thirds vote is required, s/he can vote either to cause or to block the attainment of the necessary two thirds.
 - b. The Vice Chair
 - i. Shall call and preside at all meetings in the absence of the Chair, and assume all responsibilities of the Chair as detailed in Section C.2.a upon absence or resignation of the chair.
 - ~~ii. Shall draw up and circulate an agenda at least 5 days in advance of each monthly or special meeting in the absence of the Chair.~~
 - ~~iii. May participate in debate as any other member but should not do so while presiding over the meeting~~
 - ~~iv. When not presiding over the meeting, may vote as any other member. When presiding, may vote as any other member of the committee when the voting is by ballot. In all other cases the presiding officer can (but is not obligated to) vote whenever his vote will affect the result that is, he can vote either to break or to cause a tie; or in a case where a two-thirds vote is required, he can vote either to cause or to block the attainment of the necessary two thirds.~~
 - v. Will replace the chair and assume all responsibilities of the chair upon the resignation of the current chair.
 - c. Recording Secretary
 - i. Will record the minutes of each meeting.
 - ii. Will distribute the minutes to each member of ITAC for review and approval by voting members.
 - iii. Will post the agenda and approved minutes of each ITAC meeting to a common forum.

D. Operations:

1. Meetings

~~In January of 2015, KSU formally consolidated with SPSU. With regard to IT operations, updating of software and hardware, etc. on both campuses, UITS is currently operating under a two year critical path as established through the consolidation process and approved by the Consolidation Implementation Committee (CIC). During this two year time frame, the~~

a. The Executive Committee of ITAC, consisting of the officers, will meet monthly from August through May (with the exception of December).

- i. The schedule for the remaining three meetings during that academic year shall be set at the first meeting.
- ii. Additional meetings may be called as needed and shall follow the same procedures for notice and agenda as regular meetings.

b. The full ITAC will meet at least twice per semester during the academic year (August through May).

c. The Office of the CIO will make available the option to attend and participate in the ITAC meetings via an online conferencing program. Information and instructions will be sent from the Office of the CIO prior to each meeting. Voting members shall notify the Chairperson, Vice Chairperson, and Secretary of their intent to attend the meeting by an online conferencing program.

- i. All floor procedures will follow Robert's Rules of Order, in its latest edition, and it shall be considered authoritative for all questions of parliamentary procedure.

2. Minutes

- a. The minutes of the ITAC meetings shall be distributed, ~~via email~~, to all committee members for comment and correction.
- b. The committee members shall convey ~~all committee members~~ their comments and corrections within 5 business days.
- c. The Recording Secretary shall distribute, ~~via email~~, the final copy of the minutes for approval by the Voting Members. The Voting Members shall indicate their approval within 5 business days.
- d. The Recording Secretary shall post a copy of the final minutes to the KSU ITAC site and provide a copy to the KSU Archives.

3. Working Committees and Subcommittees

- a. The ITAC shall appoint working committees and subcommittees as needed to advance the work of ITAC.
- b. Membership of these committees and subcommittees can include any members of the ITAC and any members of the KSU community who have an interest in the outcome and choose to be a part of the committee's work.
- c. A status report or minutes from any subcommittee meeting must be presented to the full ITAC committee at each of its meetings.

4. Reviewing and Amending ITAC Bylaws

- a. ~~Changes to the bylaws must be approved by a 2/3rds vote of the voting members.~~

- a. In the fall of academic year 2022-2023, these Bylaws shall be reviewed, re-evaluated, and if necessary revised to meet the needs of the Committee and University.
- b. Proposed changes to the Bylaws must be approved by a two-thirds vote of the voting members.
- c. Proposed changes will be submitted to the Faculty Senate for their discussion and approval.

Kennesaw State University Student Technology Fee

DRAFT June 21, 2018

Record of Modifications

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1 Purpose of the Student Technology Fee Advisory Committee

The Student Technology Fee Advisory Committee (STFAC) is responsible for recommendations pertaining to the Student Technology Fee expenditures and other relevant student technology issues. The Student Government Association, Faculty Senate and the Chairs and Directors Assembly endorsed the addition of the Student Technology Fee Advisory Committee in 2018.

2 Overview

The chair of the committee submits recommendations to the Chief Information Officer and/or Provost to ensure funds are allocated appropriately. The focus shall be on university-wide benefits for all students, not proportional allocation by unit or interests areas. Initiatives funded by the student technology fees should reflect the areas of need and priorities identified in the overall university technology strategic plan. Technology Fee revenues may be used for any purpose within University System of Georgia Technology Fee Policies that provide direct benefits to students.

The Student Technology Fee Advisory Committee adheres to the principles set forth by the Board of Regents Technology Fee Guidelines and is as follows:

- Technology fee revenues should be used primarily for the direct benefit of the students to assist them in meeting the educational objectives of their academic programs.
- Technology fee revenue should be used to assure that there are sufficient campus licenses for primary productivity tools such as those found in the Microsoft Office product suites for the discipline-specific software.
- Technology fee revenues should be used for the hardware and network-related expenditures that include support of the classroom and computer labs used by students for their academic endeavors and discipline-related activities.
- Technology fee revenues may be used for training of students.
- Technology fee revenues may be used to leverage other funds where appropriate.
- Technology fee revenues may be used – with caution – for new staffing that is either temporary or ongoing and that provides direct benefits to student.

Lower priority uses of technology fee revenues include development of software packages, acquisition of one-of-a-kind software or hardware products for faculty use in student training.

In almost no cases should technology fee revenues be used for administrative software or software implementation (such as BANNER), administrative hardware, research equipment, non-networkable specialized scientific equipment, space renovation, or other items or activities that do not have a direct and immediate impact upon students instructional objectives.

In addition to hardware, software and support concerns, policies and procedures are of utmost importance in creating a sound, reliable and secure technology environment. The committee will function

to bring concerns and suggestions forward, propose policy and/or procedure items and provide guidance on technology topics that influence the student body.

3 The Committee

3.1 INTRODUCTION

The committee will be responsible for recommendations pertaining to the Student Technology Fee and other relevant student technology issues. Per University System of Georgia policy, membership shall include a minimum of 50% student representation. Initiatives funded by the student technology fees should reflect the areas of need and priorities identified in the overall university technology strategic plan. Periodic review of the technology fee expenditures should be performed at the executive level of the university to ensure that, over time, funds are allocated in the most appropriate areas. The focus shall be on university-wide benefits for all students, not proportional allocation by unit or interests areas. Technology Fee revenues may be used for any purpose within University System of Georgia Technology Fee Policies that provide direct benefits to students.

Committee Composition

3.1.1 MEMBERSHIP

Whenever possible members shall serve two year staggered terms to ensure continuity in membership. Students may serve additional terms.

3.1.2 STUDENT MEMBERS

Nominations for student members will be requested from the Student Government Association, any established technology advisory group, a member of the STFAC and the President. Nominations for membership may either come from the process listed above or may be nominated through an open call for nominations. Nominated student members will be submitted to the SGA, who will select four student members from those students who have obtained a recommendation. A single member may represent more than one constituency as long as the student representation does not fall below 50%.

3.1.3 FACULTY MEMBERS

Nominations for three faculty members will be requested from the Faculty Senate. The faculty members of the STFAC shall be the current faculty members at KSU. Nominations for one Chair or Director representative will be requested from the Chairs and Directors Assembly.

COMMITTEE MEMBER REMOVAL

Any committee member, with the exception of ex-officio members, may be removed from this committee for violation of these policies, Kennesaw State University (KSU) Student Code of Conduct, University Honor Code, Board of Regent's Policy or failure to attend two consecutive meetings without prior written notice. Any member of the Student Technology Fee Advisory Committee may initiate the removal process. To present the case of removal, the Advisory Committee shall move into a Special Session under Robert's Rules of Order with the committee chair to preside over the Special Session. If the chair is under review for removal, the advisory committee will elect a temporary chair to preside over the meeting. The CIO will present the case for removal to the committee. A two thirds (2/3) vote shall remove the member of the Student Technology Fee Advisory Committee.

Any member of the Student Technology Fee Advisory Committee placed under review for removal shall have the following rights:

- A letter containing the Case of Removal and Special Session date of the removal hearings one week prior to the hearings.
- The right to resign before the removal trial begins.
- The right to witnesses on his/her behalf and cross-examine witnesses.
- The right to counsel who must be a member in good standing of the Student Technology Fee Advisory Committee.
- The right to remain silent with no guilt implied by said silence.

3.1.4 COMMITTEE CHAIR

Every other year, committee members will elect a committee chair at the last meeting of the academic year. The chair will serve a two-year term. In the event that the chair resigns before the end of their term, the committee will elect a replacement from the membership to complete the term. The chair is responsible for establishing the meeting agenda. The chair has the authority to establish subcommittees or working groups to complete projects. The chair may serve additional terms.

3.1.5 CHIEF INFORMATION OFFICER (CIO)

The committee shall make recommendations to the Chief Information Officer for review and implementation. The CIO shall facilitate the meetings of the committee and arrange for administrative support for all committee activities. The CIO shall be an ex-officio member of the committee.

3.1.6 STUDENT GOVERNMENT ASSOCIATION (SGA) PRESIDENT

The STFAC should work closely with the Student Government Association (SGA) to establish policy recommendations. The SGA President shall be an ex-officio member of the committee. The CIO will provide periodic updates to the SGA and will seek input from the SGA President on matters that pertain to the student body.

3.2 STUDENT TECHNOLOGY FEE STRUCTURE

3.2.1 OVERVIEW

The Student Technology Fee shall be a mandatory fee and charged each semester to all KSU students. The Student Technology Fee is a component of the overall KSU Budget Request.

3.2.2 ANNUAL FEE REQUEST

During the Fall semester, the CIO will bring a fee request to STFAC. After evaluation of the proposal, the STFAC may recommend the fee request. The CIO will present the STF request to the Budget Office for the KSU Mandatory Fee Committee. The CIO attends the Mandatory Fee Committee meetings. If approved, the fee will be submitted in the KSU Budget Request to the University System of Georgia. If an increase is approved by the USG, the fee will go into effect fall semester of the next fiscal year.

Budget & Expenditures

3.2.3 BUDGETING PROCEDURES

During the spring semester, the CIO shall determine, in consultation with the Budget Office, the estimated revenue to be generated by the technology fee in the next fiscal year. A budget equal to 95% of the amount shall be allocated for purchases and activities from the proposed initiative for the following year. Expenditures shall begin after July 1 in anticipation of the fall semester. After final enrollment statistics for the spring semester are available, the revised budget figure shall be used for purchasing. The Student Technology Fee is exempt from Fiscal Year restrictions. Any funds remaining at the end of the fiscal year shall be rolled to the following year. When funds are carried over, the committee will recommend the funds for a major initiative or proposed project.

Meeting Term	Tasks
Fall	Welcome New Members Review previous fiscal year budget Review current fiscal year budget and three year projection Review request process Establish goals and meeting calendar Discuss Fee Request (in consultation with CIO)
Early Spring	Send out call for committee member nominations Proposal review
Late Spring	Review next fiscal year budget (prepared by CIO) and make recommendations Finalize committee membership for following year
	Additional meetings can be called on an as needed basis

3.2.4 BUDGET REPORTS

The CIO shall present a budget report detailing expenditures and progress on budget goals in all scheduled meetings.

3.2.5 PURCHASING AND EXPENDITURE PROCEDURES

All expenditures shall follow current KSU, USG and State of Georgia purchasing policies and guidelines.

3.2.6 ALLOCATION PRIORITIES

Technology fee proposals and funded projects should plan for long-term maintenance of hardware and software acquisitions. That is, any proposal that provides for purchase of hardware or software should include consideration of or provisions for ongoing support in the form of staff, ongoing maintenance contracts and/or supplies.

3.2.6.1 Line Item Budgeting

Some budgetary items are placed on the annual budget as a line item. This means that every year an allocated portion of the budget is set aside for that item. An item can be added to the line item budget through a proposal process. Procedures for soliciting proposals shall be established by the committee.

3.2.6.2 Special Funding Request

The committee may consider special requests for funding and recommend such requests to the CIO. Requests should follow the Board of Regents Technology Fee Guidelines.

Priority will be given to requests that:

- Directly benefit students
- Assist students in meeting their educational objectives
- Benefit broad groups of students or the entire student population instead of specific students or groups of students
- Combine funding with funding from other sources

The Special Funding Request form and instructions may be found on the website: stf.kennesaw.edu. Requests must be submitted to the Chair and CIO prior to committee review.

3.2.7 ELECTRONIC VOTING

In circumstances when student membership falls below 50% or if the committee feels they need additional student input on a motion, the motion may be amended to allow for an electronic vote of the full committee. The process of an electronic vote requires an email to be sent to all members of the committee. The email must contain the full motion, any documentation, recap of committee discussion and a deadline to cast their vote. After the deadline, all votes are tallied and presented to the chairs. Documentation of the votes is maintained in the archives.

3.2.8 AUDIT

Technology fees and their uses must be accounted for separately from other technology revenues and expenditures. Documentation of technology fee revenues, allocation decisions made by the committee, purchasing documents, and documents showing the transfer of equipment in those cases where equipment has been reallocated must be maintained to provide a clear history of technology fee expenditures and allocations. The Office of the CIO will be responsible for providing the required documentation and archives.

Advisory Function

The STFAC shall act in an advisory role to the CIO for technology concerns relevant to students. Any member of the committee or the SGA may submit a request to the CIO or committee chair to present items for consideration by the committee. Any recommendations for campus policy will be submitted to either the SGA or the Chief Information Officer for consideration. Recommendations endorsed by the CIO will be reviewed with the STFAC and SGA. Approved policy recommendations will be forwarded by the CIO to the appropriate University Senate committee for consideration.

4 Amendment to Procedures

An amendment to these procedures may be proposed by any STFAC member. Proposed amendments from non-committee members should be submitted to the chair or CIO.

The proposed amendment must be distributed to all members two weeks before a regularly scheduled meeting. After this time, a vote of the STFAC will determine to pass or not pass the proposed amendment. The proposed amendment must be approved by a two-thirds (2/3) vote of the STFAC in order to have the amendment enacted.



The CEC is assigned to the Faculty Senate and advisory to the Executive Director for Community Engagement

Kennesaw State University Community Engagement Committee (CEC)

Purpose: The purpose of this committee is:

- to identify ways in which Kennesaw State University (KSU) may work collaboratively to build and sustain university-community partnerships that strengthen teaching, service, research and creative activities connected with the University
- to advocate for and assist with identifying resources to build KSU's capacity for supporting outreach and engagement initiatives
- to serve as a think-tank for the Executive Director for Community Engagement and provide recommendations on policies and practices that impact the connection between KSU and the larger community.
- to support and provide guidance for others at KSU seeking to develop and/or manage relationships with the larger community that support the learning experience.

Membership: One teaching faculty from each degree-granting college

Meetings: At least once a semester

Term: 2 years

Approved Senate, 11/29/18
Approved CDA, 12/5/18
Approved Deans, 12/13/18

Graduate Policies and Curriculum Committee, GPCC (permanent) – assigned to the Faculty Senate and advisory to the Dean of the Graduate College.

- a. Purpose: The GPCC receives graduate course and program proposals from colleges and departments and ensures their compliance with University policies and goals for graduate education. This committee also approves changes in post-baccalaureate curriculum, including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee recommends or reviews changes in graduate policies and procedures, and monitors assessment of graduate programs. Its recommendations will be directed to the Dean of The Graduate College, the Provost/VPAA, and the President for their action, and to the Executive Committee of the Faculty Senate for its use in monitoring the activities of this committee. The committee also makes recommendations regarding the curriculum development and review process to the Faculty Senate.
- b. Membership:
 - 1. Voting:
 - i. TF 18: two members of the Graduate Faculty (Full or Provisional status) within each college housing a graduate program. No more than one member from the Graduate Faculty within a college may be a graduate program director or coordinator.
 - 2. Ex-officio (non-voting):
 - i. All graduate program directors or coordinators;
 - ii. The Associate and Assistant Deans of The Graduate College;
 - iii. The Office of Graduate Admissions;
 - iv. A representative from Academic Publications;
 - v. A representative from the Office of Institutional Effectiveness;
 - vi. Executive Director of Technology Enhanced Learning;
 - vii. An elected librarian;
 - viii. AD 3: the Dean of Graduate College;
 - ix. The Registrar or his/her appointed designee;
 - x. SD 1: one graduate student elected by the Graduate Student Association;
 - xi. Two faculty from any academic college without a graduate program.
- c. Term: 3 years

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Undergraduate Policies and Curriculum Committee (UPCC) – assigned to the Faculty Senate and advisory to the Faculty Senate and the Provost/VPAA

- a. Purpose: This committee evaluates proposed changes to the undergraduate curriculum for consistency with university policies and goals and forwards approved proposals to the Provost. This body provides periodic reports of its actions to the Faculty Senate Executive Committee. As needed, this body makes policy recommendations to the Faculty Senate regarding the undergraduate curriculum development and review process.
- b. Membership:
 - 1. TF 22; two elected from each degree granting college, one from Honors College, and one elected from the General Education Council;
 - 2. AD 3 a member of the Provost/VPAA office, a librarian, registrar;

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Approved Senate, 11/29/18
Approved CDA, 12/5/18
Approved Deans, 12/13/18

3. A representative from the Office of Institutional Effectiveness;

4. Executive Director of Technology Enhanced Learning

5. SD 2: two undergraduate students appointed by the President of Student Government in consultation with the Vice President for Student Affairs.

c. Term: 3 years

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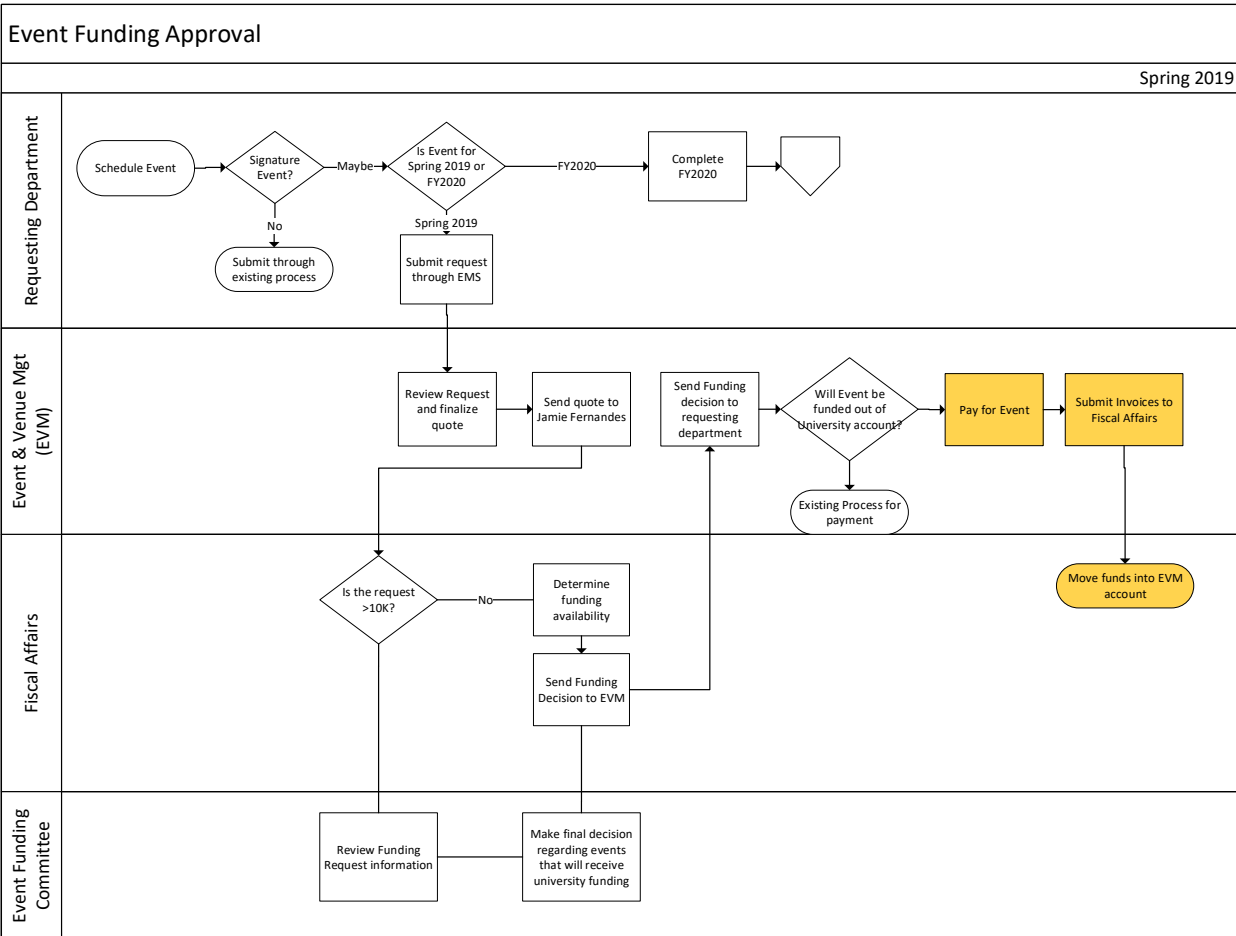
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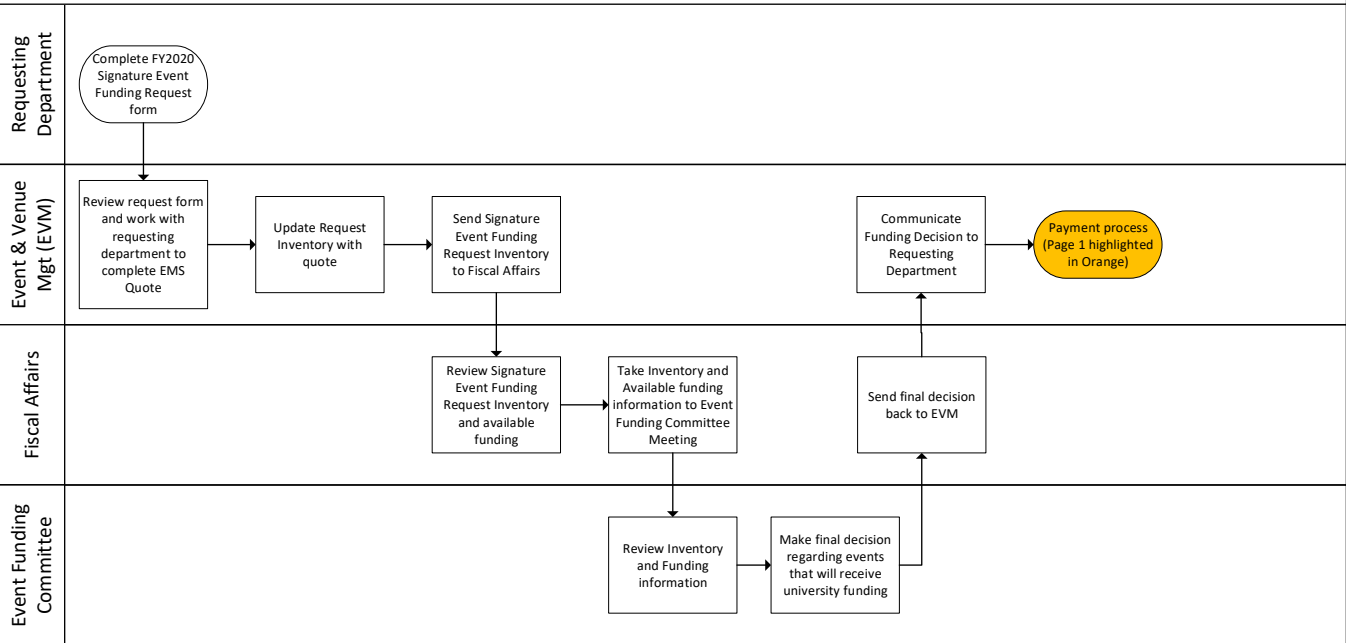
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Timeline		
February	March	April
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Release Procedures and Request form to Campus</p> </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Requests for Spring 19 and FY2020 submitted by March 22nd</p> </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Committee meets to review requests. Decisions released.</p> </div>



Event Funding Approval

FY2020



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 revisions

Faculty Senate amendments passed on Feb. 11

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 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.

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 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 course load Teaching	80
S/CA	10
Service.....	10
Total	100

Teaching – Scholarship/Creative Activity Balance*

3-3 course load Teaching	60
S/CA	30

Service..... 10
Total..... 100

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

Teaching – Service Balance

3-3 courseload Teaching60
S/CA 10
Service.....30
Total 100

Teaching – Scholarship - Service Balance

3-3 courseload Teaching60
S/CA 20
Service.....20
Total 100

Scholarship/Creativity Activity Emphasis

2-2 courseload Teaching40
S/CA 50
Service.....10
Total 100

Administration Emphasis

Service..... 70

S/CA 10

Teaching..... 20

Total..... 100

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 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](#)).

Faculty Senate Statement on Diversity and Inclusion

In light of the recent social media attacks directed at students of color and non-Christian students at Kennesaw State University, the Faculty Senate has heard from concerned faculty, staff, and students. We will discuss the University's response and consider options for a response from Faculty Senate. FSEC members are working to develop a resolution for presentation and welcome input from Senators and their constituents on statements and proposed actions in response to these events.

Benefits of Using Qualified Staff as Part-Time Instructors

1. According to Academic Affairs, 90 staff members taught 327 courses at KSU between Fall 2017 and Spring 2019.
2. Since Kennesaw State University staff members are full-time members of the KSU community and therefore have a vested interest in the success of students and the campus community as a whole, much the same way that full-time faculty do.
3. Many Kennesaw State University staff members are professionals in the field in which they teach and have specific skillsets that the job force demands. The experience that those active full-time professionals bring to the classroom is invaluable. For example, we have:
 - a. An Assistant Dean considered a staff member teaching graduate-level leadership and ethics courses
 - b. An instructional videographer teaching an instructional video course that had not been taught for ten years due to lack of faculty with the skillset needed to teach the course
 - c. A communications professional teaching communication and media courses
 - d. An instructional designer teaching technical communication and instructional design courses
 - e. A recruiter for the political science graduate program teaching political science courses
 - f. An information technology professional teaching information technology courses
4. Kennesaw State University staff members are great advocates and often mentors to part-time faculty due to active every-day use of KSU systems (i.e. D2L and Owl Express).
5. Kennesaw State University staff members often go above and beyond the usual call of a part-time faculty member. For example, we have:
 - a. A staff member who designed the online master course for *TCOM 2010: Technical Writing*, a course required of many STEM majors as well as the two department majors. That staff member not only teaches the course now, but also mentors and aids other full and part-time faculty teaching the master course. The staff member also helped write the textbook for the course.
 - b. A staff member who resurrected a dormant KSU course, *TCOM 4050: Instructional Video for Technical Communicators*. This course is an essential part of the Technical Training and Assistance Track in the Technical Communication major. Since no textbook existed for the course, the staff member poured 25 years of instructional design experience into self-made content for the new hybrid course curriculum.
6. Kennesaw State University staff teachers have great student evaluations and have been nominated for Outstanding Part-Time Teaching Awards:
 - a. KSU Foundation 2017 Outstanding Part-Time Teaching Award for the College of Humanities and Social Sciences: Mandy McGrew
 - b. School of Communication and Media 2019 Outstanding Part-Time Teaching Award: Nicole Connelly
7. Kennesaw State University staff members are in a unique position as part-time instructors since they can be more available to their students.
8. Kennesaw State University staff are often used as “back-up” for last minute course additions or emergency course re-assignments because their full-time status makes them more able to take on an additional course than the average part-time faculty member.

Kennesaw State University Staff Senate

Officers: Michael Fellows, David Tatu, Kevin Williams

Ad Hoc Committee: Tiffani Reardon, David Tatu

Non-voting: Nicole Connelly

Topic: Staff Teaching Policy Revision Request

Resolution requesting a revision of Kennesaw State University's staff teaching policy, currently set to go into effect fall 2019, with input from Staff Senate's officers and ad hoc committee.

WHEREAS, According to Academic Affairs, 90 staff members at Kennesaw State University have taught 327 course sections in varying departments from Fall 2017 to Spring 2019;

WHEREAS, Kennesaw State University's Interim Provost, Ron Matson, and Director of Human Resources, Karen McDonnell, signed and announced a new policy on November 2, 2018 stating that as of fall semester 2019, full-time staff at Kennesaw State University can no longer receive additional compensation or "overload" for teaching credit-bearing courses at Kennesaw State University;

WHEREAS, Staff have been informed on multiple occasions that they may still teach and receive compensation at other University System of Georgia institutions, granted it does not cause a conflict of interest, and staff at other University System of Georgia institutions may still teach at Kennesaw State University and receive additional compensation;

WHEREAS, Staff have been told that they may continue to teach with compensation for the Kennesaw State University College of Continuing and Professional Education, granted it does not cause a conflict of commitment to the standard 40-hour work week;

WHEREAS, Staff have been told that they may teach at Kennesaw State University for no additional compensation when included as part of their full-time workload, but staff have also been told that current staff members may not adjust current job descriptions or salaries to include teaching as part of their full-time workload;

WHEREAS, Staff do not sign exclusive contracts with their full-time positions and are compensated for a standard 40-hour work week and are therefore not committing a conflict of interest or conflict of commitment by earning additional compensation for work done outside of the standard 40-hour work week;

WHEREAS, Academic departments are expected to schedule full-time faculty for their full workload before scheduling part-time faculty, including staff teachers, and therefore allowing staff to teach does not affect a full-time faculty member's workload;

WHEREAS, Faculty are eligible to earn additional compensation in the off-contract summer months for teaching and non-teaching work, and faculty are eligible to earn additional compensation for work on University System of Georgia grants and for building a new online course;

WHEREAS, Staff teaching at Kennesaw State University brings benefits to students and the university as a whole including, but not limited to, those stated on the attached benefits sheet;

The Staff Senate supports the following:

RESOLVE, that Kennesaw State University revise the staff teaching policy such that staff may be scheduled and paid additional compensation for teaching when the following conditions are met;

1. All full-time faculty in an academic department are scheduled for their workloads before scheduling staff;
2. All scheduled staff meet Southern Association of Colleges and Schools requirements to teach the courses scheduled;
3. Staff are scheduled only for courses outside their standard 40-hour work week, in consultation with their supervisor;
4. Staff are scheduled no more than two courses per academic semester.

RESOLVE, that the Staff Senate requests a meeting with Kennesaw State University's President, Dr. Pam Whitten, and Provost, Dr. Kathy Schwaig, the Staff Senate executive committee, and the Staff Senate staff teaching ad hoc committee to further discuss the staff teaching policy.

Resolution approved by 2018-2019 Kennesaw State University Staff Senate on **WEEKDAY, MONTH DAY, YEAR.**

Michael Fellows, President

David Tatu, President-Elect

Kevin Williams, Treasurer

Tiffani Reardon, Ad Hoc Committee Chair

Guide for Non-Credit Activities

Non-credit activities should focus on offering innovative programs that educate participants, create interesting assignments for faculty and staff, and generate financial resources for our academic units. The hope is to build programs that both utilize and enhance KSU's reputation as a forward-thinking educational innovator and a great partner to Georgia's people, institutions, and companies.

Faculty

- Non-credit activities follow the policies governing outside consulting. Be aware you will not receive credit on your annual review for time spent on these assignments. Only accept non-credit assignments if your recent annual reviews qualify your performance relative to in-load teaching, research, and service assignments as meeting, and preferably exceeding, expectations, and your faculty performance agreement clearly articulates satisfactory contributions to your department in the current year. Further, engaging in any outside work, such as teaching in non-credit programs, may divert your attention from the research, teaching, and service that is the foundation of a successful academic career, so carefully consider the long-term ramifications of allocating time to these activities.
- Prior approval using Notice of Intent form is absolutely required. You will not get paid if the form is not signed by your chair and your dean before your non-credit teaching assignment. The Notice of Intent form must be submitted along with every program assignment, and at least the beginning of every term for ongoing programs.

Program Directors

For purposes of this document, we define program directors as any person who has compensated administrative responsibilities for a program, center, or institute. Compensation, in this case, may come in the form of either money, such as stipends or summer support, or releases from teaching, research, or service responsibilities.

- **Projections:** At the beginning of each fall, spring, and summer term, program directors should make their dean aware of prospective non-credit activities. The notices should include short program descriptions, high-level projections of enrollments, revenues, expenses, and hoped-for residuals, and lists of faculty and staff members who are likely to teach in the programs.
- **Budgets.** Program directors are responsible for the financial performance of their programs. As such, they must construct a projected budget prior to running a non-credit program and provide a financial report after the program is complete, both subject to review and approval by their deans and department chairs.
- **Conflict of Interest & Compensation.** With respect non-credit activities, program directors might face competing financial demands among their units, their colleges, and their own compensation. To eliminate any indication of self-dealing, program directors should abide by the following policies:

- Program directors should consider all curricular, marketing, and management tasks associated with non-credit activities to be subsumed within their administrative appointment. No additional compensation can come from program development efforts.
- Program directors should make every effort to distribute non-credit teaching assignments to other faculty members.
- **Administrative Assistance.** Administrative assistants, student workers, paid interns, and other staff may be utilized to help with program management within their normal working hours. However, approximations of the cost of their time must be included in the program's budget.

Deans/Chairs

- **Faculty Assignments.** Please treat the Notice of Intent form for non-credit teaching assignments seriously. Sign the form only after ensuring 1) the requester's Faculty Performance Agreement for the current year meets the department's needs, and 2) the requestor has satisfactorily met expectations in the recent annual reviews, and 3) the requestor's overall academic career development allows for diverting attentions to non-credit activities. Approving non-credit teaching activities for faculty who are not appropriately delivering on their teaching, research, and service commitments may impact the credibility of your future requests for additional faculty lines or increased operating budgets.
- **Budgets.** One purpose of non-credit activities is to generate financial resources for academic units. Please review the budgets for non-credit programs with their directors to ensure a proper balance between revenues, expenditures, and projected contributions back to the college, department, and program/center/institute. A sample budget is attached.
- **Compensation.** Please carefully review compensation schedules for each non-credit program. You should scrutinize the total percentage of the budget allocated to compensation, the per-contact hour rate for faculty members, and, in particular, any compensation for the director and other administrators of a program. Compensation levels should be justifiable both in terms of the program's revenues as well as to external, subjective assessments of reasonableness.
- **Outside Work Restrictions.** Compensated non-credit teaching assignments are considered akin to consulting activities. As such, they are subject to restrictions on outside work. Please ensure the cumulative hours of all outside work spent by faculty teaching in non-credit programs do not exceed USG limits (currently eight hours per week) when they are under contract, and that the assignments do not violate KSU's Conflict of Commitment or Conflict of Interest policies.
- **Summer Limits.** Paid non-credit activities do count towards the limit of 33.3% of the nine-month contracted salary.
- **Reporting:** At the end of each term, deans should submit a report to the Provost's Office describing the college's non-credit programs, financial results, and faculty participation.

Budget Template for Non-Credit Activities

Non-credit activities have the intention of delivering innovative professional education to students and community participants, allowing faculty to offer novel programs based on their professional interests, as well as generating financial resources for Kennesaw State and its academic units. This budget template encourages a market-focused attitude toward program development and business-focused attention to allocation of dollars.

This template is for illustration purposes only. The results of any individual program may vary based on its maturity, industry, or strategic purpose.

Revenues

Anticipated Enrollment

Base your budget on the at about the first quartile in the range between the minimum number of enrollees required to make the program run and the maximum number that can effectively fit into the program. (Ex: if 10 min and 30 max, use 15 for budgeting)

Program Fee

The program fee should be based on market rates for similar programs in Atlanta.

Available Funds

Expenses

Consumables (Target: 0%-10%)

Allocations for copies, reading materials, giveaways, space, catering, parking, and other items utilized concurrently with the program. These expenses vary with the number of enrollees.

Faculty Compensation (Target: 5%-35%)

Per-hour compensation based on market rates for faculty who deliver the programs. *These expenses vary with the duration of the program.*

Program Administration (Target: 15%-35%)

Allocations for financial management, registration, diplomas and transcripts, CEU processing, credit card fees, scheduling, customer inquiries, administrative support, payroll processing and other items

EXAMPLE

20 People

\$500

\$10,000

\$500

\$2,000

\$2,000

required to manage and promote the program. *These expenses vary with the complexity of the program.*

Marketing (Target: 5%-30%) \$2,000

Web sites, designing/printing/mailing brochures or flyers, social media. *These expenses vary with the maturity of the program.*

Other (Target: 0%-10%) \$500

Allocations for any other expenses.

Total Expenses (Target: less than 80% of Available Funds) \$7,000

Residuals \$3,000

All residuals should be distributed back to the college, department, and program (allocated at the discretion of the dean) in support of the unit's academic mission.

Administration of Non-Credit Activities

Center Directors & Program Managers

Broadly, there are two types of programs:

- Periodic: These programs have specific start and end dates, even if the program is repeated.
- Ongoing: These programs are available to participants on an ongoing basis, allowing them to start and complete the program on flexible schedules. (Some of these programs may be based on intellectual property, such as MOOCs, which means their finances will be managed through KSURSF.)

Periodic Programs

Note: These instructions apply to each iteration of a program.

Prior to launching the program, or at the beginning of an annual cycle:

1. Create a general program description, to be submitted to the dean, including a (template is provided below):
 - a. Brief description of the program.
 - b. Projected budget.
 - c. Projected marketing plan.
 - d. Projected teaching assignments (especially faculty and staff).
2. Submit "Notice of Intent" forms for every faculty and staff member who will be paid to teach in the program. Copies of each signed Notice of Intent form should be sent to and retained by the faculty member, the program manager, and the CPE Dean's Office.
3. Contact your CCPE representative to arrange registration, financial management, and marketing initiatives.
4. Arrange logistics, such as classroom space, catering, and document/supply distribution.

During the program:

1. Keep a record of all expenditures.
2. Build a database of participants.
3. Update records upon changes in faculty assignments.
4. As a faculty member completes his/her teaching assignments, submit a Request for Compensation. Attach a copy of the signed Notice of Intent form to these requests.

After the program, or at the end of the annual cycle:

1. Create a record of participants and any earned CEUs.
2. Close out the program, to be submitted to the dean (at least annually), including:

- a. Reflections on the performance of the program.
- b. A financial report, in a form similar to that of the budget. Provide insights into any significant variances between initial budgets and realized results.
- c. Projected changes in future iterations of the program.

[This template can be used as a starting point for both the pre-term description of proposed programs and post-term review of completed programs.]

Center Director/Program Manager Report on Non-Credit Activities

[Spring/Summer/Fall, 201X]

We will offer the following non-credit programs this term:

- Program 1: (description, duration, leader, CEUs)
- Program 2: (same)
- Program 3: (same)
- Programn : (same)

The following faculty members will teach in these programs. Each of these faculty members have: 1) completed the “Notice of Intent” form for non-credit activities, 2) met or exceeded expectations on their recent annual reviews, and 3) either do not face any conflicts of commitment, based on KSU and BOR policies, or have disclosed and resolved them to our satisfaction.

- Faculty Member 1: (program(s), role, hours, total compensation)
- Faculty Member 2: (same)
- Faculty Member 3: (same)
- Faculty Member....n: (same)

(If the person leading the non-credit activity is also teaching it in, please ensure that no conflicts of (financial or professional) interest exist.)

We expect the following financial results:

- Total participants:
- Total revenues:
- Total expenses, including compensation to faculty:
- Total residuals:

Administration of Non-Credit Activities

Deans and Chairs

Prior to the Fall, Spring, and Summer Terms:

1. Request general program descriptions from directors and managers who will run non-credit programs in the relevant term. (You may make these requests once per year for ongoing programs.)
 - a. Review the budget, especially ensuring that program revenues at least will cover all program expenses.
 - b. Check the program schedules across all programs for potential conflicts or synergies.
2. Process for “Notice of Intent” forms for every faculty and staff member who will be paid to teach in the program. Sign the forms only if the employees:
 - a. Met or exceeded expectations in most recent annual review, unless there are justifiable reasons for the below average review and the faculty or staff member has outstanding knowledge and ability in the particular area that is a part of the program.
 - b. Are highly likely to pass career milestones, such as tenure and promotion decisions and post-tenure reviews.
 - c. Will not conflict with USG and KSU policies regarding Compensated Outside Activities, Conflicts of Interest and Conflicts of Commitment.
 - d. Do not have conflicts of commitment with FPA-based work assignments.

During the annual cycle:

1. Check in with directors/managers.

At the end of the Fall, Spring, and Summer Terms:

1. Review non-credit program performance, including (a template is provided below):
 - a. Records of CEUs earned.
 - b. The financial results of each program, including examination of variances between budgeted and actual numbers.
 - c. Total compensation paid to faculty members.
2. Discuss projected changes in future iterations of each program with directors and managers.
3. Submit a brief review of your unit’s non-credit activities, including their financial performance, to the Provost’s Office.

[Template]

Dean's Report on Non-Credit Activities

[Spring/Summer/Fall, 20XX]

The College of _____ offered the following non-credit programs this past term:

- Program 1: (description, duration, CEUs)
- Program 2: (same)
- Program 3: (same)
- Programn : (same)

The following faculty members taught in these programs. Each of these faculty members have: 1) completed the "Notice of Intent" form for non-credit activities, 2) met or exceeded expectations on their recent annual reviews, unless there are justifiable reasons for the below average review and the faculty or staff member has outstanding knowledge and ability in the particular area that is a part of the program, and 3) either do not face any conflicts of interest or commitment, based on KSU and BOR policies, or have disclosed and resolved them to our satisfaction:

- Faculty Member 1: (program(s), role, hours, total compensation)
- Faculty Member 2: (same)
- Faculty Member 3: (same)
- Faculty Member....n: (same)

We realized the following financial results:

- Total revenues:
- Total expenses, including compensation to faculty:
- Total residuals: