



November/December 2018 Faculty Senate Meeting Agenda

Combined Meeting for Curriculum Process Review Updates: Monday, Dec 3rd 11am-12pm

Faculty Senate Meeting: Monday, Dec 3rd 12:30-1:45pm

Both meetings in KSU Center Room 300

I. Call to Order

1. Welcome – Dr. Jennifer Purcell
2. President’s Update – President Pamela Whitten
3. Provost’s Update – Interim Provost Ron Matson

II. Approval of the Agenda

III. Approval of Minutes

IV. Reports

V. Old Business

- A. Faculty Salary Studies – Dr. Jennifer Purcell

VI. New Business

- A. Elections
 1. Vice-President/President-Elect
- B. Elsevier Subscription – Dr. David Evans
- C. Curriculum Process Review Recommendations – Dr. Pamela Cole
- D. Faculty Performance Agreements (FPA) – Dr. Sheila Smith McKoy
- E. Distance Learning Updates & Proposed Online Course Rubric – Dr. Tammy Powell
- F. Proposed CAR Resolution – Dr. Marianne Holdzkom

VII. Informational Items

- G. Standing Committee Bylaw Revisions
- H. NCUR Updates – Office of Undergraduate Research
- I. SACSCOC Reaffirmation Site Visit Update
- J. Office of Research Open House – December 10th 3-4:30pm in the Marietta Campus Student Center (A-200)
- K. Spring 2019 Faculty Senate Meeting Schedule (Marietta Campus, Ballroom A-B)
- L. KSU Compensation Policy

VIII. Announcements

IX. Adjournment



October 2018 Faculty Senate Meeting Minutes

Attendance		
October 29, 2018		
Role	Name	
LIAISONS		
Staff Council	Angela Beam	Y
Student Government Association		
Part-Time Faculty Council	Joanne Lee	Y
Chairs and Directors Assembly	Robbie Lieberman	
Deans Council		
EX-OFFICIO		
President	Pamela Whitten	Y
Provost and VP for Academic Affairs	Linda Noble	Y
Senior Associate VP for Academic Affairs	Ron Matson	Y
Associate VP for Academic Affairs	Val Whittlesey	
SENATORS		
Faculty Senate President	Jennifer Purcell	Y
College of the Arts		
Art and Design, School of	Craig Brasco	Y
Dance	McCree (David) O'Kelley	Y
Music, School of	Jana Young	
Theatre and Performance Studies	Jim Davis	Y
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	Y
Software Engineering	Allan Fowler	
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	Y
Elementary and Early Childhood Education	Marrielle Myers	Y
Inclusive Education	Joya Carter-Hicks	Y
Instructional Technology	Anissa Vega	Y
Secondary and Middle Grades Education	Bryan Gillis	Y
WellStar College of Health and Human Services		
Exercise Science and Sport Management	Laurie Tis	Y
Health Promotion and Physical Education	Peter St. Pierre (Kandice Porter- proxy)	Y
Social Work and Human Services	Rene McClatchey	Y
Nursing, WellStar School of	Mary Beth Maguire	Y
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	Jeanne Bohannon	Y
Foreign Languages	Noah McLaughlin	Y
Geography and Anthropology	Paul McDaniel	Y
History and Philosophy	Marianne Holdzkom	Y
Interdisciplinary Studies	May Gao (Seneca Vaught-proxy)	Y
Government & International Affairs, School of	Steve Collins	Y
Psychological Science	Daniel Rogers	Y
Sociology and Criminal Justice	Brian Starks for Darina Lepadatu (Fall)	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	Josip Derado (Sarah Holliday- proxy)	Y
Molecular and Cellular Biology	Jerald Hendrix (???- proxy)	Y

Physics	Russell Patrick	
Statistics and Analytical Sciences	Josip Derado (Sarah Holliday- proxy)	Y
Southern Polytechnic College of Engineering and Engineering Technology		
Civil and Construction Engineering	Matthew Wilson	Y
Computer Engineering	Scott Tippens	Y
Electrical Engineering	Walter Thain	Y
Engineering Technology	David Stolberg	Y
Mechanical Engineering	Simin Nasser for Mohammed S. Mayeed (Fall)	Y
Mechatronics Engineering	Ying Wang	
Systems and Industrial Engineering	Lin Li	Y
University College		
Culinary Sustainability and Hospitality, Michael A. Leven School of	Jonathan Brown	
First-Year and Transition Studies	Richard Mosholder	
Leadership and Integrative Studies	Ginny Boss	Y
Honors College		
Horace W. Sturgis Library	Barbara Wood	Y
VISITORS		
Associate Vice President for Research	Jonathan McMurry	Y
Dean and Assistant Vice President of Library Services	David Evans	Y
Institutional Effectiveness, Director of Policy	Kevin Gwaltney	Y
Faculty Director of General Education	Kristina DuRocher	Y
Chief Institutional Auditor	Lesley Netter-Snowden	Y
English and Interdisciplinary Studies	Miriam Brown Spiers	Y
Library	Linda Golian-Lui	Y
DLC	Tammy Powell	Y
CHSS Deans' Office	Carmen Skaggs	Y
Chemistry & Biochemistry	Jonathon Lyon	Y
Library	Cheryl Stiles	Y
Museums, Archives and Rare Books	Amber Smith	Y
Museums, Archives and Rare Books	Mariel Fox	Y
CHSS Deans' Office	Marshal Chaifetz	Y

English	Erin Bahl	Y
Library	Bonnie Acton	Y
English	Leah Benedict	Y
Psychological Science	Chris Randall	Y
English Education	Stephen Goss	Y

Faculty Senate Meeting: Monday, Oct 29th 12:30-1:45pm KSU Center Room 300

I. Call to Order

The meeting was called to order by Senator Jennifer Purcell at 12:30pm.

1. Welcome – Dr. Jennifer Purcell

Dr. Purcell welcomed everyone to the meeting.

2. President’s Update – President Pamela Whitten

President Whitten: One of the things I appreciate at KSU is the value and emphasis placed on active progressive ideas related to fostering a campus respectful of diversity and inclusion. I’m very interested in how we might expand our current office of Diversity. You don’t have to limit your input to me today but what are the opportunities to increase or expand the kinds of things we do. Could I have some ideas or insights from you?

Senator JoAnne Lee commended the Office of Diversity and Inclusion for their great job working with Part-Time Faculty (noting a workshop this summer). She said the workshop uncovered many things that Part-Time faculty would like to be involved in and aware of and expressed her hope that they would be included in the Office’s future work.

Senator Joya Carter Hicks expressed her hope that University wide diversity initiatives continue such as the Diversity faculty fellowship as well as those focused on other areas (ex. sustainability, disability). She said she would like these to stay in the strategic plan of the Diversity Office.

Senator Ginny Boss said that her comment related to a later agenda item on workload and noted the hidden labor around campus supporting students and faculty of color. She suggested that there are ways we could recognize this hidden labor in ways that would benefit everyone on campus.

Senator Nic Cleborne said that he’d like to see more work on outreach to the community, especially in Cobb. He noted that KSU has had some nasty incidents with people off campus influencing how diversity is perceived and referenced the conversations under the Golden Dome last year. He noted that there are opportunities for town and gown conversations.

Jonathon McMurry (Visitor, Office of Research) noted that he runs a program for Masters students from underrepresented groups going on to biomedical PhDs, and that we lose a lot of students because they can’t afford the fees. He said that it would be very helpful to have a graduate student fee deferral program. He said he

believed that UGA had a similar program and that he would look into it and report back.

President Whitten closed by encouraging all to contact her by email or phone or in person to share thoughts and ideas on this topic.

3. Provost's Update – Interim Provost Linda Noble

Provost Noble announced that four national searches have been launched for Deans in the Colleges of Arts, CHSS, Engineering, and Continuing and Professional Education. Search committees have been formed and campus communication will be coming out soon identifying members of the committees. Search firms have been hired in each search and the committees are meeting soon to receive their charge. Search committees were formed typically with every department having a rep, the CFC chairs, a student rep, and a staff rep. Next Provost will be involved in the selection of Deans.

II. Approval of the Agenda

Motion to approve (Bohannon). Motion seconded (Collins). Approved unanimously.

III. Approval of Minutes

Motion to approve (Lee). Motion seconded (Brasco). Approved unanimously.

IV. Reports

Motion to disseminate reports electronically (Bohannon). Seconded. Approved unanimously.

V. Old Business

A. Intellectual Property (IP) Policy – Dr. Jonathan McMurry (Office of Research)

Dr. Jonathon McMurry reported that they collected feedback after the last Faculty Senate meeting and are now presenting the policy in final form. He noted the following changes to the revised policy from the last version presented.

- 1) Define on p. 6 that IP generated by students not under a grant or other university auspice is theirs.
- 2) Section B below, added a statement that the first \$5000 of net revenue on University assisted textbooks/course materials etc. go to creator prior to a split to recover KSURFs costs.

Senator Marianne Holdzkom asked about the \$5000 threshold that is included specifically for textbooks and course materials and said that her faculty are still wondering about royalties on historical monographs, articles etc. Without that threshold she's been asked to vote no and said she needs that clarification.

Dr. McMurry responded that those are not expressly included, and it would depend whether the work is University assisted or individual effort. A GRAship would make the work University assisted. If you have a specific case to make you can certainly talk to the Office of Research in advance to establish an understanding. Significant resources (those not available to the general public) would count as University assisted.

Senator Brian Starks asked why not broaden it to include other works?

Dr. McMurry responded that it comes down to whether or not you are you using public resources for private gain, that textbooks are a concession from the research office, and that they are not willing to expand the threshold category to include other kinds of University assisted work.

Senator Joanne Lee noted that many Part-Time Faculty create works in their regular jobs (ex. developing curriculum) and that KSU is their part-time jobs. How do you address this?

Dr. McMurry responded that this would seem to be individual effort and therefore belong to the creator.

Lee followed up to ask if PT Faculty are writing curriculum that go into D2L, who owns those?

Dr. McMurry responded that this is addressed in the policy. He said, "it is yours and the university has the right to freely use it".

Senator Brian Starks asked that since the contract is between faculty and book publishing house, and the Office of Research is not a party that that contract how would they insert themselves into that in a way that is consistent with contract law.

Prof. McMurry responded that if the work is University assisted (ex. a GRA) then faculty are obligated to disclose to the University through the Research Foundation and there would be agreements made and contracts written. He said that if you have the next best seller, write it on your own.

Senator Noah McLaughlin asked about any policy for open education resources or copyright free textbooks?

Prof. McMurry asked for clarification that this is a case of a faculty member writing something they want to give away and said in that case Office of Research would want that happen. There is the issue of the University does have an interest in the commercial value if they supported it. If you tell KSURF you want it to be open access they will likely approve that. He said he handles IP disclosures in the Office of Research—"we want to do what you want to do". He said there are rules that have to be observed and it's not allowed to take public resources for private gain.

Senator Daniel Rogers asked about the definition of significant University assisted saying it uses language of "Typical/Additional". He wanted to clarify, to the extent that departments already differ in what is typical with regard to those resources, then that threshold would differ by department?

Prof. McMurry said that this is right, that he is not a lawyer and that Legal affairs has worked on this language. He said that they have further defined typical resources in the document to include use of your office and your telephone. If you have a question come to them to ask. If you want to maintain ownership of your work come talk to us and we can work out a MOU to protect your individual effort.

Senator Doug Moodie asked if this would come as a policy through the Policy Process Committee and back through Senate for an approval vote.

Prof. Gwaltney (Chair of Policy Process Council) said that this presentation is part of the shared governance process and that if Senate wants to vote on this policy then now would be a good time to do that. He noted this version could also go to other bodies.

A motion was introduced to endorse the revised IP policy as presented today (Bohannon). Seconded (Tis).

The vote result was:

YES: 5

NO: 26

Therefore, the motion failed.

B. Conflict of Interest and Commitment

Senator Jenn Purcell explained that she spoke to Andrew Newton (Legal Affairs) who was not able to attend the meeting and relayed that there are now FAQs and Guidance documents on the COI website. She shared her understanding from Senators that timeliness of response to these requests is still a concern. She asked for questions, discussion or motions from the floor.

Senator Joanne Lee said that she filled out COI request after the last Senate meeting and did not engage in the activity (attending the SACCS visit as a committee member) because she did not receive approval in time.

Senator Marielle Myers said that we were told last Senate meeting that the Provost would be doing all approvals. She asked how this will work with a new Provost coming and inquired how faculty will meet workload expectations when we can't do service tasks due to not having received response.

Senator Purcell asked if the Provost or President would like to respond to these questions and concerns.

Provost Noble responded that she wanted to apologize saying she thought all approvals had gone out and learned today that they were still in her office. She said that the good news is that the new documents clarifies a lot of what doesn't need to come forward for approval and should streamline the process.

She said she thought this round of requests was a “good exercise”. She also noted that the new Provost won’t be approving these because it is impossible for one person to do so. She said the intention going forward is to push these down to the Deans and that these two things will improve timeliness.

Senator Purcell asked if those who have submitted requests for activities that the FAQs say do not need approval can go ahead and proceed with these activities.

Provost Noble said yes and that her office will get the approvals still in her office out in the next two days.

Senator Ginny Boss said that at the last Senate meeting the concern was raised about faculty being asked to disclose profit/money on COI and we were assured that we would not have to make these disclosures. She noted that some approvers in the process have been asking for disclosure of amount of compensation. How can that be addressed?

Senator Purcell suggested that a conversation with the Deans council would be in order to clarify that disclosure of compensation amount is not required. She asked for any additional questions, concerns, or motions from the floor. Hearing none she moved to the next agenda item.

C. Overload Approvals – Dr. Humayun Zafar

Senator Humayun Zafar noted that a faculty member in his department had a study abroad and was not paid his overload for an August class yet but that this should be taken care of soon. He went on to say that as a result of this issue, he has reviewed the BOR overload policy and that it clearly states overloads can be paid to cover teaching, research, and service (while we have been told it is only going to be used for teaching in cases of faculty illness). He further noted that the USG Affordable Learning initiative guidelines indicate that these funds can be used to pay faculty overloads (both documents were displayed). He stated that there appears to be a disconnect between how the BOR overload policy is being enforced on our campus and what the BOR policy says.

Provost Noble responded that both of these policies allow for institutional flexibility and that institutions have the freedom to allow certain things. She said we have reduced the consistent everyday use of overload pay here at KSU and that in accordance with the policy they should always be temporary and always for emergency purposes.

Senator Zafar responded that the policy does not mention emergencies.

Provost Noble stated that she is very familiar with the policy because she wrote the policy. The problem was not the policy but the practice that has been in place at KSU.

Senator Purcell said that one question that has surfaced looking at our budget constraints that we have at the institution, concerns when faculty are pursuing external funds that allow for overloads. Are these permitted? She said FSEC is hearing that the Office of Research is telling faculty that there will be no overloads paid from external grants. She noted that this is unfortunate because it is one way to incentivize that additional work.

Provost Noble responded that typically institutions don't bring in grants with overload pay. Typically, the faculty compensation is an indirect or summer pay or something else. It's not a traditional practice to write a grant to say that in addition to my salary from August-May I will get an overload as part of the grant. This is one of the challenges of managing workload.

Senator Sandra Pierquet asked for some examples of the misuse of overloads.

Provost Noble said it was a very common practice to pay overloads for faculty to chair committees, to redesign a website, to advise students etc. most of the activities we reviewed were part of normal workload.

Jonathon Lyon (Chemistry) said that he has worked at another USG institution 9 years and there it would be typical to balance these activities with a course release. Will this be possible going forward at KSU?

Provost Noble responded that this is what drives our need to discuss workload.

Senator Heather Pincock asked if the Faculty Senate could see the data that Provost Noble and Associate Provost Matson said they had reviewed regarding overloads.

Associate Provost Matson stated that he is working on a list of all the overloads reviewed in the study. He said he has a list of words used to justify the overloads going back 2 years and that he will be happy to distribute.

Provost Noble said that at the end of June (June 29) she signed 281 overload pay requests. When she called Provosts at other comparator institutions in the USG they had not signed more than 5 in the entire fiscal year.

Senator Heather Pincock responded that the prominence of overloads is not in dispute but that we have different theories about why that is and that it will probably come up in the workload discussion. She thanked Provost Noble and Associate Provost Matson for sharing the data.

Senator Humayun Zafar said that questions his departmental colleagues have noted that many administrators were drawn from his department and that as a result they don't have teaching faculty to cover their course demands. This has been done through overloads. He noted that hiring Part-Time faculty or Lecturers creates issues with accreditation and asked how this should be addressed.

Provost Noble reiterated that this is why faculty workload issues need to be addressed. She said that we never mandated that overload would never be paid. It's not a never. It's when it is justified and when you need it. She stressed the need for longer term solutions from a faculty resource perspective.

D. Faculty Salary Studies – Dr. Humayun Zafar

Senator Humayun Zafar stated that a draft report of the salary study from last spring has been completed but not distributed. The committee saw a presentation but never read the report.

A motion was introduced requesting that the Faculty Salary study draft version completed in May 2018 be released (Zafar). Seconded (Pincock).

YES: 34

NO: 0

The motion passed unanimously.

E. Elections

1. Parliamentarian
2. KSURF Faculty Representative
3. FSEC Past-President (Spring 2019)

Senator Jennifer Purcell explained that she has received nominations for each of the openings.

A motion was introduced to vote for these via Qualtrics.

The motion passed unanimously.

VI. New Business

F. Policy Process Council Updates – Dr. Kevin Gwaltney

Dr. Kevin Gwaltney (Chair of Policy Process Council) explained the purpose of the council and the shared governance process related to new policies. He reminded everyone that Senator Doug Moodie is the Faculty Senate representative to this council and introduced Stephen Gay to discuss the two policies before the Senate.

Stephen Gay- Executive Director, Office of Cybersecurity (UITS) and KSU's Chief Information Security Officer presented on both policies. He summarized them as follows:

1. Cellular, Wireless Communications Devices, and Services Policy
This is a repurposing of existing policy about devices. The policy has been updated to focus more on services because this is where the real costs are. The reason for this is the discovery of devices being paid for by the University that are in drawers and not being used. The policy outlines accountability and auditing on these devices (in line with USG requirements) and the criteria for determining needs. Tethering is added to the policy.
2. Technology Purchasing, Relocation, and Surplus Policy
The existing policy is fairly draconian, and it is really not UITS' job to restrict access to technology. The policy has been revised to empower faculty/staff to purchase the technology they need without approval in a secure way. The policy covers anything that doesn't raise security concerns (ex. monitors, printers, scanners, mouse, keyboard etc.). These items can now be purchased without IT approval.

A motion was introduced for the Faculty Senate to endorse these policies. Seconded.

YES: 25

NO: 1

The motion passed.

G. Faculty Workload Recommendations – Drs. Linda Noble and Ron Matson

Provost Noble said that they have been getting good feedback for moving forward. By way of big picture context, she explained that she had heard a lot on this campus about inequity, lack of transparency, and inconsistency across colleges re: workload. She explained that the Workload Working Group put

together these recommendations for implementation in the Colleges under the existing expectations. She emphasized that the recommendations are “not about raising your standards or changing your standards”. She said they require specifying quantity, quality, and timeline under existing P&T expectations. She said this would be determined by the disciplines within the respective Colleges. She next invited Associate Provost Ron Matson to talk about how the recommendations fit with existing policy.

Associate Provost Matson said that he had served on the working group and is now working on trying to incorporate the ideas in the recommendations into proposed revisions for the current Faculty Handbook. He stated that these revisions don't change anything but just clarifies things. Up until now, when chairs have asked what is the norm/base to determine course releases, he has told everyone 3/3 but that wasn't specified in the Handbook. This will codify that the norm we are setting is a 3/3 starting point. He noted that not everything is a 3/3 (because some courses are not 3 credits) but that this is the starting point. The Handbook also says “or equivalent”.

The recommendations refer to the Scholarship/Creative Activity (S/CA) norm being 30% with a minimum of 20%. In the current Faculty Handbook for teaching faculty (tenure/tenure track), it says “in order to get promoted and tenured you have to do scholarship” but it doesn't specify how that fits into workload. The proposed revisions will specify this with 30% being the base/norm and 20% being the minimum to give us some numbers by which we can all work around. For Service, the current Faculty Handbook already does specify 10%.

What these changes do is gives us % of workload, % of effort that serves as the norm. It gets adjusted based on the FPA. There is already a list of various tracks that show various combinations of potential workloads for teaching/service/scholarship. These are starting norms so that across the University we are all starting from the same place and it is more transparent and equitable for everyone. It still allows flexibility in the FPAs that we've always had.

Provost Noble explained that she had invited some of the Deans to speak about how this is working in their Colleges.

Prof. Steve Smalt (Director of the School of Accountancy, Coles College) stated that Dean Schwaig asked him to come and talk about how they developed this in Coles. He was on the first committee that undertook development of the workload tracks (about 25 years ago) and part of what drove it from a faculty perspective was a concern about transparency and what constituted a course release or a requirement for research publication or service/engagement to the profession. So, to start with it was a function of developing three tracks (teaching, research and balance track). Each category had workload percentages adjusted depending on the track. The committee decided what constituted a course release for research outputs. The Coles workload document has evolved over the past 25 years. For example, the

introduction of the DBA (now PhD) has necessitated changes (due to accreditation) to types and quality of research output and that they now have five tracks (Doctoral research track to teaching track). He explained that the annual FPA meeting is focused on selecting a track (based on the ARD) and that he has had faculty move in both directions this year and that this is done through a collaborative decision between the chair and faculty member. He said everyone up and down the continuum respects each other for what they are doing. He explained that it has allowed us to attract a great cadre of faculty into the School of Accountancy and develop an international reputation for doing R1 research despite being an R3 University.

Senator Nic Cleghorne asked what do these tracks looks like.

Prof. Smalt replied that they range from research faculty with A+ editorships on 1/2 teaching load to teaching faculty on 4/4 with balanced track on 3/3 and adjustments in each case for percentages to teaching and service.

Provost Noble asked that we hold questions and let each of the Deans speak first and next introduced Dean Preston.

Dean Jon Preston (College of Computing and Software Engineering) explained that prior to consolidation they did not have a flexible workload model. They adopted it at a Departmental level within the College 4 years ago and they range from 5/4 teaching emphasis to 2/2 on research emphasis and everything in between. He said this allows them to honor those who want to be more teaching focused and also honor those who want to be more research focused (publishing and bringing in grants) and use those grants to buy faculty down to a 2/2. They can invest in that and allows them to focus resources in different areas and have flexibility.

Interim Dean Kerwin Swint (College of Humanities and Social Science) said that his College has heard from him and that once everyone realized the recommendations weren't asking an increase in scholarly output that was good news. He explained that over the last year CHSS has been working to clarify expectation with P&T committees. Clarifying teaching load is in process. He explained that in their college years ago there was a more teaching focused track but that in recent years they got away from that and that a purely teaching track wasn't allowed and was actively discouraged. He explained that this barrier will be removed and it will free up those who want to be on a teaching track. He mentioned that in his old department there are people who want to do more teaching and less research and that this will allow them to do that. The recommendations will allow more flexibility and CHSS will be working towards a spectrum which includes a balanced track. He said that is where CHSS is heading and they will be working with their Departments to get there.

Provost Noble explained that in the long run they hope this will be beneficial to faculty and that this will allow expectations to be much clearer to new and current faculty. She said that as an old associate director at CETL, she appreciates the comments from the Deans that emphasized faculty contributions across the spectrum of research, teaching, and service—and that all are valuable. She said we need to come to terms with the mission of this institution and recognize that faculty experts can contribute to that in different ways and still be a valued part of this team.

Senator Anissa Vega said she appreciated the valuing of various tracks in the presentations but that the policy talks about “not performing”. She asked Provost Noble to speak to the idea of a punitive policy for faculty who do not perform every semester according to their workload agreement.

Provost Noble replied that she did not intend it to be punitive. It is intended to make it possible to make reassignments as needed. If, as a faculty member, I am not doing something in one area then my workload could be readjusted and that is the purpose of the policy.

Senator Anissa Vega responded that the policy reads as punitive.

Senator Jenn Purcell commented that she can now see the punitive language in the document that she did not on first read and said that if there is an opportunity she would go back and make more edits but that she hopes the intent of the document is received and that the language can be crafted as needed in each discipline. There is a redirection of workload assignments based on productivity and what you have in the pipeline. There are also stages in between. That is not clear in this document but in conversation that is part of the understanding. You are not automatically off the tenure track, there are stages such as if you want to teach more classes and have a lower S/CA load that is certainly an option.

Senator Anissa Vega asked was it not possible to revise the document so it's not so punitive. She noted that a Dean could interpret it to be very punitive and enforce it that way.

Provost Noble said that the CDA pointed out that the examples were not helpful and so they were removed. She said we can nuance this. She said that the important language is going to be in your College and Department expectations. She said we can nuance this however you want to so that it doesn't send the message that we didn't mean to send.

Senator Jenn Purcell said that her concern is that spending so much time revising this document would distract from turning to the work in our Department guidelines if anything needs to be changed there.

Provost Noble explained that all expectations have to be approved at the Provost office to make sure there aren't misinterpretations of the recommendations.

Senator Marielle Myers stated that this document has caused great stress and anguish for many people for many weeks and asked that there be recognition and understanding about the impact that the lack of clarity of language has had. She pointed out that it has taken up a lot of time and increased our service work as we have been trying to understand this. She said that the collective impact of this document along with COI, along with IP, along with everything else has been very negative for culture and climate on the campus.

Senator Bryan Gillis said he was very happy to hear what everybody said in their remarks which is basically that you go in for your ARD/FPA and decide on your track. He explained that the fervor in his department came from the example of 1 publication in a peer reviewed journal per year from Sam Houston University. He said that most comments came back as a result of the examples but that what is explained up here is exactly what they are doing now.

Provost Noble said that his Department's interpretation of the examples was commonly felt around the campus. She said there was no need to defend the examples, they were meant to illustrate how comparators specify their expectations. It was not meant to set the expectations. That being said these are our comparators. We need to come to some understanding in our Colleges and Departments for what those expectations are (quality, quantity, timeline). You are essentially operationally defining your expectations.

Senator Bryan Gillis sought to clarify if Departments get to make these decisions for themselves.

Provost Noble explained that she has recirculated a version with the examples removed and advised deleting the version of the document with the examples.

Senator Brian Starks said that what is being said up there sounds like the process of what we are going through. The initial document and follow up letter looks very different. As professionals we are required to have clarity in our work. He noted that the outside consulting group and what they did was missing so much and that he found all kinds of things that aren't mentioned at all in the report (ex. comparators have sabbaticals, some schools with 2/2 load etc.). He stated that a lot of important things were missing that caused a lot of consternation.

Senator Utam Kokil asked, for clarification sake, because it doesn't specify for tenure track when you have received a grant and increase your research and want to adjust workload from 30/60/10 if that is possible. He said he was told he can't move anything, is that true?

Provost Noble responded that this is what the Colleges and Departments need to be working on and specifying what the flexibility is, but the document doesn't attempt to answer the question specifically.

Senator Matthew Wilson explained that on the Marietta campus he is expected to teach 24 hours per year, 3 hours release, and receives no credit for 5 labs he teaches every year- they count as 1 hour with no TA, GRA. Most of his classes are at night and meetings first thing in the morning. He said in his College (Engineering and Engineering Tech) they have never changed, and it's still running like Southern Tech. He said 3/3 sounds like it will be easier for him. On top of this he is expected to put everything online with no compensation, plus committees he serves on, plus some minimal expectations in research. He asked if it helps or hurts him?

Provost Noble responded that the exercise in his College should help him because it becomes about how to prioritize in the three areas so faculty are clear about what they can do.

Senator Matthew Wilson went on to explain that during this transition, the consolidation has done nothing to help his College. It has resulted in nothing better for students or for himself personally. Things aren't getting better. He said they were told we would have more teaching emphasis. He said at Southern Poly he got 1.5 hours for each lab he taught now he gets 1 hour. He said he thinks the President and Provost will have to come down with a "hammer and nail" to his College to say these things do exist and that they need to be followed.

Provost Noble said this is part of why they want a University wide oversight of these guidelines- so that they can help get this much more transparent and inconsistent only where it needs to be inconsistent (due to disciplinary norms).

A motion was introduced to extend the meeting by 15 minutes. Seconded. The motion was approved.

Senator Steve Collins shared questions from his constituents in SGIA. He noted that from the comments Provost Noble and the Deans have made there seems to be a disconnect between the understanding of this document and what is expected from us. It is being interpreted as sacrosanct policy but I'm hearing today no these are general guidelines and that the determination will be made at the Department level, is this correct?

Provost Noble responded yes, within these parameters.

Senator Steve Collins noted we are hearing different tracks and different levels. For example, he said the document refers to a faculty member not engaged in robust scholarly being moved to a 5/4 teaching load, but we heard 4/4 today mentioned in another College so is 5/4 sacrosanct?

Provost Noble said this has to be discussed at the College level. This document provides parameters, so she doesn't believe you'll get expectations where research is less than 20% or service less than 10%. But for faculty engaging some but not a lot of research a 5/4 may not be appropriate perhaps in some cases a 4/4 may be appropriate. It's not very different from what current University models are trying to drive but it is not being implemented across Colleges consistently. There is also an accountability piece— there has to be a timeframe parameter of research productivity to justify a 2/2 load, for example. That doesn't mean teaching is punitive it just means you're unable to meet the research targets so maybe you've got to do more teaching. The accountability piece is part of the culture that needs to be talked about extensively because that's where the inconsistency and lack of fairness seems to be perceived.

Senator Steve Collins replied that it will be refreshing to most that there is greater flexibility than the document seems to suggest. With regard to the timeline, which seems to be very aggressive and perhaps not realistic given the sweeping changes and grand ramifications, he asked is it possible for the timeline to be extended at least until next fall to give the opportunity at the College and Department level for expectations, models and timelines for changing tracks to be developed?

Provost Noble responded that Departments and Colleges are not setting new expectations unless they choose to, and that this timeline needs to be followed to have clarity in place for next year. She said things can be modified as we go forward but there needs to be a focus on getting these in place for the setting of the workload for the 2019/2020 year. Some Colleges have to have more extensive conversations than others and she is cognizant of that.

Senator Craig Brasco asked whether class size population would be a workload consideration.

Provost Noble responded that the Workload group made the recommendation to have a teaching load policy with some sort of class size metric. The workload group made a recommendation to the University to think about that.

Senator Craig Brasco asked, on behalf of a constituent, if the recommendations will result in abandoning the Boyer model?

Provost Noble said that this allows for the Boyer model (Scholarship of Teaching and Learning is considered Scholarship) and that she does not believe it challenges this.

Senator Nic Cleghorne thanked Provost Noble for the helpful clarifications about the intent of the policy. He noted that many of his faculty colleagues come from R1s and that at these types of Universities there is a 3-year review for workload readjustment. This allows for the irregular stream of publishing (ex. no publications in one year, then four the next year). Is that something that we're amenable to?

Provost Noble said she agrees this is beneficial, the current policy allows for that, that CDA is bringing a proposal for that. That's part of the timeline specification that the disciplines need to work out for themselves.

Senator Nic Cleghorne noted that a small department means lots of service. He asked what is to prevent faculty from saying no to service and having negative consequences for the University?

Provost Noble responded that this needs to be part of the conversations because there is a heavy institutional service load at this campus and it may be time to take a look at what the priorities are about that service.

Senator Daniel Rogers asked that in cases where tracks or models don't currently exist, can those exist at the Department level or do they need to be uniform at the College?

Provost Noble said there is flexibility to determine this. The College has to be an umbrella but Departments can then define. Coles has a College level model that the Departments then define, and this could be a good model for others. Many have asked this fundamental question about who defines what where.

Senator Daniel Rogers asked if since introducing a track or model would be a change to the guidelines if the timeline to implementation would kick in the year of giving faculty an option to follow new or old guidelines.

Provost Noble replied that if implementation is going to drive a policy change then that's going to be a different timeline. She is hoping within the existing expectations you can get to specificity. If you decide you want to go to a track model and that's the answer to that then that might be a longer term because you've got to change whatever your P&T guidelines are.

Associate Provost Matson said that it has always been in the University handbook to allow tracks. If you go to faculty affairs, guideline and faculty workload, you can see what some other units do if you just want a model.

Senator Allan Fowler asked if individual faculty workload readjustments will require Provost approval for variation?

Provost Noble responded no. Individual workload changes won't be approved by the Provost they will be managed by Chair and Dean just like your FPAs are now.

Senator Heather Pincock clarified that the Provost office will be approving College wide expectations. Any individual change in workload would be negotiated with the Chair.

Provost Noble said this was correct and that the Provost's approval is for the College wide expectations only.

Senator Heather Pincock said she is still not clear because Provost Noble just said that if the changes are going to require guidelines changes then that would be on a different timeline but for a College like CHSS where we don't currently have a workload expectations document with tracks, I don't know how our College would provide what's being asked for in these recommendations without making revisions to our P&T Guideline documents and taking votes as a faculty in every Department on those revisions and then taking votes at the College level.

Provost Noble asked if CHSS currently has expectations in teaching, research, and service?

Senator Heather Pincock responded we have P&T Guidelines and they don't conform to what these recommendations say.

Provost Noble said that the CHSS Dean and the Provost can talk that out, but she assumes there are expectations that can be clarified.

Senator Heather Pincock asked what the process for approving those at the Department and the College level before they go to the Provost would be? Will that go through the CFCs and DFCs will that go through the P&T Committees?

Provost Noble said that the process is for the College to determine.

Dean Swint said they have up to now been going through the P&T committees.

Senator Heather Pincock responded that this is because they are revisions to the P&T guidelines documents.

Dean Swint said that a decision to go to a more defined teaching track wouldn't be in this go around. We can't have a full-blown teaching track

system in place according to this timeline. So that will take some more time to put in place.

Senator Jeanne Bohannon asked if there are two timelines? She said that in her Department they are going to have a very hard time to get all of this done in the timeline and asked if there is any play at all?

Dean Swint replied that what CHSS will try to get done by February 2019 is the flexibility for faculty to work with their Chair and their Dean on an optional flexibility with teaching and research. It doesn't necessarily mean a full-blown teaching track like Coles has by this February. By the next February that might be where it is.

VII. Adjournment

Approved.

A motion as introduced to adjourn the meeting (Lee). Seconded.

The meeting was adjourned at 2:00pm.

Elsevier Cancellation

Rationale:

Cost increase of over \$207,000 (about 255% above previous year) exceeds library system ability to pay. In essence KSU Libraries priced out of the market. Can find no justification to sustain the cost increases that can be expected over future years.

Process:

- Informed by Elsevier in June 2018 that cost would be increased by double digits
- Met with Elsevier after Labor Day. Informed that price was moving from anticipated \$82,000 to above \$280,000
- Have kept everyone in the loop (President, Provost, Dean’s Council, Library Advisory Committee, Senate Executive Committee)
- Elsevier requires 90 days written notice (October 1, 2018 for Cancellation Jan 1, 2019)

Budget:

- 83% of Library Operating Budget is spent on databases and subscription
- Total dollar spend on e-resources and support services is about \$ 1.8 million
- Total Library System Budget is 1/3 to ½ of other R3 peers (about \$6.7 Million)
- Library budget flat for over 25 years with inflation and cost increases of 6% on average have taken a toll

Six Year Usage Ranking

Journal Title	2017 Usage	Indexed Elsewhere	Alert Available	Gold or Green Open Access
Computers in Human Behavior	5456	Ebsco/Proquest	Yes	Yes
Personality & Individual Difference	2423	Ebsco	Yes	Yes
Computers & Education	1299	Ebsco	Yes	Yes
Children and Youth Services	1474	PsychInfo	Yes	Yes
Journal of Business Research	916	PsychInfo	Yes	Yes
Journal of Criminal Justice	1051	Ebsco	Yes	Yes
Teaching and Teacher Education	958	PsychInfo	Yes	Yes
Social Science & Medicine	994	Ebsco	Yes	Yes
Aggression and Violent Behavior	1196	PsychInfo/Proquest	Yes	Yes
Public Relations Review	730	Ebsco	Yes	Yes

Contingency Plan:

- Inter-library Loan (turn around 2.8 day); Re-print Desk, UnPay Wall, Rapid ILL (12 hour turn around), Copyright Clearance Center, 7-8 pre-print sites, post print sites
- Set aside \$10,000 for content behind paywall if needed

Pre-Prints:

[ArXiv](#) – Physics, Math, Computer Science, Qualitative Biology, Quantitative Finance, Statistics, Electrical Engineering, Economics

[BioRxiv](#)- Biology

[ChemRxiv](#)- Chemistry

[CiteSeerX](#)- Computer and Information Science

[Cogprints](#) – Psychology, Neuroscience, Linguistics, and Computer Science

[DOAJ](#)- Directory of Open Access Journals

[Inspire-HEP](#) – High Energy Physics

[PeerJ](#) – Journal of Life and Environmental Science (research & reviews in Biology, Life Sciences, Environmental Science, and Medicine) Open Access Publisher

PIOS

[Plos One](#)

[Plos Biology](#)

[Plos Medicine](#)

Plos Computational Biology

[Plos Genetics](#)

[Plos Neglected Tropical Diseases](#)

[Plos Pathogens](#)

[PubMed Central](#)- Biomedical and Life Sciences

SocArXiv- Social Sciences

From Elsevier:

- All **gold open access** articles are free for everyone to read. We can provide gold open access services because the article publishing charge (APC) that authors, their institutions or funding bodies pay, covers all expenses needed to support the publication process.
- **Green open access** is possible because subscribers pay all the expenses needed to support the publication process. This means authors do not need to pay any additional charges.

IF we need to cut something else to save Science Direct one method would be to cut databases from least expensive to most expensive cost to make up the \$207,000 difference. We would need to cut about 88 journal/database packages

Examples:

Journal Titles:

JAMA
Economist
Transgender Studies Qt

Indexing/Abstracting

Art Index
Avery Index to Architecture
Comm Abstracts
CJ Abstracts
Hispanic-American Periodicals Index

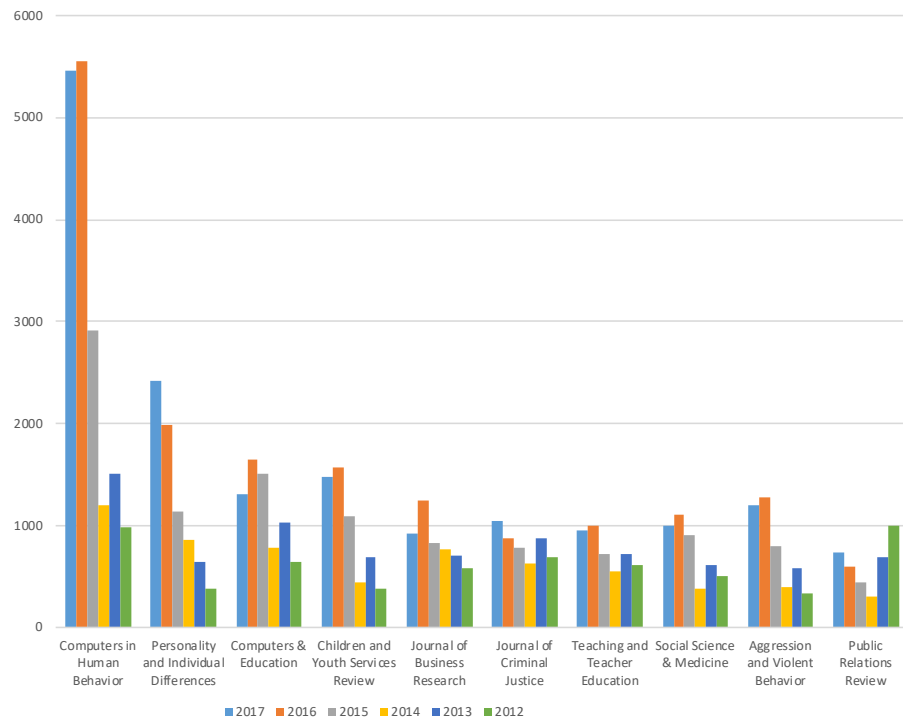
Reference Tools

Oxford African-American Studies
Oxford Islamic Studies
Oxford Language Dictionaries
Oxford Music Online

Journal Packages

AMS Math/SciNet
Cabel Business
Cabel Education
CINAL Plus with full text
ECULID Prime
JSTORE (Art & Sciences)
Music Online
SAGE Journals
SAGE Journal of Applied Social Sciences
Wiley Cochran Library

Top 10 Journal Usage



Curriculum Review Task Force Findings and Proposal November 2018

Committee Members: Danielle Buehrer, Pam Cole, Mike Dishman, Kevin Gwaltney, Scott Nowak, Jennifer A. Wade-Berg, Valerie Whittlesey

Statement of Problem:

- Curricular proposals are not given adequate attention at inception and are proceeding to the college and University review levels containing a significant number of procedural and substantive errors.
- Curriculum revision proposals are being offered at such a significant pace that it is difficult for college and University-level curriculum bodies, faculty administrators, and staff to meaningfully review proposals. For example, in Academic Year 2017, over 2500 pages of curriculum proposals were submitted to GPCC – with approximately 1500 pages submitted between November and February.
- Problems with proposals are not isolated incidents nor limited to a single college or department. In a review of all proposals submitted to the University level between October 2017 and March 2018, a majority of “new” or “revised” proposals approved by department and college level committees and faculty administrators contained one or more procedural errors.
- In some cases, significant amounts of time have been spent by departmental faculty developing proposals without predicate determinations whether those proposals were likely to create viable programs and whether the University could/would financially support those proposals.
- In some cases, complete degree proposals have proceeded through department creation, department committee, department administrator, college committee review, and dean in less than a month. Curriculum review demonstrated proposals being reviewed and approved by administrators within minutes after faculty committee review and approval, including proposals containing errors. This essentially deferred the work to the University committee and administration.
- Under University curriculum practice, curriculum proposals are expected to be “catalog ready” when transmitted to UPCC or GPCC. In a number of cases, proposals reviewed at the University level revealed numerous errors, including spelling, grammatical, and arithmetic errors.
- In one key example, a full degree proposal included a new course proposal. As required, this course proposal contained the proposed syllabus of the new course; however, the included syllabus had a different disciplinary prefix, number, and name than the course itself. If a reviewer clicked on the course proposal to see if a syllabus was attached, the error would have been immediately obvious, even without opening the syllabus. Despite this, the course and degree proposals were approved by three faculty committees and two faculty administrators, none of whom noted the error.
- Other courses and syllabi were approved and advanced to the University level lacking some – or all – of the University’s required elements for new courses.
- These errors created significant challenges for University committees, administrators, and administrative staff, creating bottlenecks and delaying timely publication of the University

catalogs. Despite repeated requests to committees not to advance proposals until they are catalog ready, deficient proposals continued to be approved and advanced.

- Programs have advanced changes evidencing a lack of strategic focus or thinking, with some programs proposing omnibus changes to the curriculum in the same program in sequential years, resulting in significant confusion to students, faculty, and staff.
- The University has attempted a number of incremental interventions to address challenges – including: (1) annual voluntary training for faculty wishing to make proposals, curriculum committee members and faculty administrators; (2) creation and publication of a rubric for evaluating proposals; (3) creation and publication of a “model” syllabus, containing University-required elements for syllabus submissions; (4) differentiating submission timelines to regulate flow of curriculum to the University level; (5) instituting “executive committees” of UPCC and GPCC to determine whether proposals are procedurally ready to advance to the University level; and (6) voluntary meetings with programs wishing to make proposals, delineating process requirements and supporting resources. While some of these have worked to a limited extent, challenges still continue.
- KSU has curricular change obligations beyond campus. Prior to 2018, faculty elected to “close” a number of programs. These ranged from University-level formal program closures to a constructive closure stemming from a department- or college-level declination to accept applicants for a multi-semester period. KSU has an obligation to report program closures to both the US Department of Education (financial aid) and SACSCOC. As a result of a lack of understanding of reporting and deactivation requirements, KSU did not report thirteen program closures.

Task: Develop a more streamlined curriculum review process that ensures: quality control, strategic decision-making and planning, efficient use of limited resources, alignment of the curriculum/programs with University goals and mission, reduction of bottlenecks, and facilitates student success.

Benchmark Institutions: Eastern Michigan University, Georgia Southern University, Georgia State University, Kent State University, Michigan State University, Oakland University, University of Georgia, University of Nebraska at Omaha, University of North Carolina at Charlotte.

Recommendation 1: Improve the Curriculum Review Process. The curriculum process flow (attached) demonstrates the proposed revised curriculum review process for KSU. This proposed workflow is designed to eliminate bottlenecks at University curriculum levels while ensuring quality control and strategic decision-making and planning throughout the curriculum process.

It does not benefit students to have curricular proposals approved that do not represent the very best and most deliberate efforts of the University’s faculty to provide students with as optimal an instructional experience as possible. Students are uniquely dependent upon the faculty’s expertise in developing and offering degrees and other programs that will provide them with the opportunity to achieve their best possible future, and offer their irreplaceable time and significant financial resources in that trust. It does not benefit the University nor its faculty for faculty members to develop proposals the University ultimately cannot or should not offer. The time spent by faculty

in developing curriculum proposals represents expenditure of significant University resources and intellectual capital. This cost is amplified when faculty committees and faculty administrators beyond the department level are asked to review proposals that are incomplete or insufficient, have not been fully vetted at the department level, unnecessarily duplicate other programs, are not supported by empirical evidence of need or demand, and/or do not advance University-wide strategic needs and goals. It is demoralizing to faculty to fully develop a proposal, advance it through the college process, ultimately learning it cannot be supported at the University level. It does not benefit the University for professional staff to continually respond at an artificially accelerated pace to curriculum changes, greatly contributing to the likelihood of an error or misstep adversely affecting students.

KSU's curriculum review policy depends upon faculty curriculum committees thoroughly and carefully vetting proposals for curricular content, quality, and effectiveness appropriate to their level of review (department, college, University). The policy also depends upon faculty administrators thoroughly and carefully vetting proposals for resourcing, support, and institutional alignment. The majority of curriculum "bottlenecks" occurred as a result of proposals containing numerous errors being transmitted to the college and University levels prior to being complete, resulting in review bodies having to address challenges that should have been caught at the departmental level. In reviewing these challenges, it appeared proposing faculty often lacked sufficient guidance to consider the effects of program proposals.

This revised model is designed for thorough and appropriate vetting of proposals at all curriculum levels, but particularly emphasizes the department level, with the expectation it will eliminate most errors prior to review at the college and University curriculum levels. It also ensures faculty developing course proposals have an appropriate understanding of the instructional and non-instructional costs associated with curriculum development and offering, ensures the majority of work on curriculum proposals occurs at the departmental level, and offers faculty expertise through a Curriculum Support Office when developing proposals. In implementation, it appears as follows:

1. Before a curriculum proposal is launched, instructional and administrative faculty should have a clear understanding of and agreement upon the costs and benefits of the proposal, and, if authorized, a general understanding the proposal is likely viable if it meets both the spirit and requirements of the curriculum review process.
2. Before program proposals are formally submitted for review in the workflow, departmental faculty proposing should have preliminary discussions with their department chair regarding the support and strategic costs and benefits of the proposal. If the chair believes the department can support and should support the proposal, the chair should discuss the proposal with the college dean. If the dean believes the college can support the proposal, she or he should discuss it with the Provost and other appropriate faculty administrators.
3. Discussions of new proposals must include an analysis of program needs and viability, budgeting constraints, and facility and equipment requirements. If a curriculum proposal

impacts other academic units, preliminary discussions should occur with appropriate faculty in the affected units, ensuring that there is no redundancy in course/program offerings with other departments or colleges and the University is maximizing instructional resources. Proposals cannot be built on faculty altruism and must include an examination of current faculty workload expectations, ensuring faculty can contribute to any new curriculum within their workload while serving current student needs. Programs should ensure their ability to offer new courses in a timely manner and not negatively impact students' progress towards degree completion.

4. To assist faculty in preparing for these discussions, the University will establish a Curriculum Support Office to assist faculty in identifying the requirements of the curriculum proposal process, such as the costs involved in offering a new course or program (discussed further below). The Curriculum Support Office will also assist in developing curriculum proposals, ensuring proposals are fully developed and approved at the departmental level before entering the curriculum review process. This includes reviewing curriculum proposals meet KSU, USG, and SACSCOC procedural expectations, include appropriate supporting materials (including evidence), all appropriate fields of the proposal forms are completed, proposals have been vetted and approved by the Registrar's Office and other relevant support units, and proposals contain no accounting, arithmetic, grammatical, spelling, or other errors.
5. The Curriculum Support Office will thoroughly review the proposal prior to it leaving the department level to ensure it is procedurally ready for the next steps in the curriculum review. If it is not, it will be returned to the department for revision until it is ready.
6. The Curriculum Support Office will work with departmental faculty, reviewing committees, administrators, and staff to appropriately regulate the flow of curriculum proposals, ensuring reviewing bodies and administrators have sufficient time to substantively review curriculum proposals, and professional staff have sufficient time to incorporate changes into the University's publications and processes.
7. All levels of review in the workflow prior to Presidential approval are recommendations. A proposal is not approved until the final level of review approves the proposal. A "no" recommendation at any level of review stops the proposal from moving to the next level of review. It is recommended that attempts to resolve issues with the proposal occur. If attempts are not successful, the curriculum proposal will not move forward.

Recommendation 2: Hire a Staff Administrator, Director of Curriculum Process, reporting to the Provost or Associate Provost. A Director of Curriculum Process will work closely with curriculum proposal originators throughout the curriculum review process to ensure that proposals follow KSU, USG/BOR, and SACSCOC policies and procedures. The Director of Curriculum Process will ensure coordination of affected units (such as Institutional Effectiveness, General Education, The Graduate College, Distance Learning, Financial Aid, and Registrar). This staff person will have a deep knowledge of KSU and USG/BOR policies and procedures and will also

work closely with staff in Institutional Effectiveness. This individual will report to the Provost or Associate Provost.

The Director of Curriculum Process will oversee the Curriculum Support Office. This office will work with both proposing and reviewing faculty members. In origination, the Curriculum Support Office will assist proposing faculty in identifying the appropriate process for program proposal or revision, and will assist them in identifying all components necessary for their specific proposal (see below). In order to expedite review at the college and University levels, the office will ensure proposals are fully complete before leaving the originating “department” level and ready for inclusion in the appropriate University catalogs. This will include reviewing curriculum proposals for KSU, USG, and SACSCOC procedural compliance, include appropriate supporting materials, all appropriate fields of the proposal forms are completed, have been vetted and approved by the Registrar’s Office and other support units, and checked proposals for accounting, arithmetic, grammatical, and spelling errors.

Recommendation 3: Provide Training in the Curriculum Proposal and Review Process. The Curriculum Support Office, in concert with the Provost or Associate Provost, should provide ongoing professional development and training for instructional faculty and faculty administrators on requirements of the University curriculum process.

Recommendation 4: Build Faculty Capacity and Expertise by Extending Tenure of UPCC and GPCC members. The UPCC and GPCC should include two teaching faculty members for each college housing academic departments. Each of these members should serve a three-year term, with one-third of the body standing for election annually. Allowing faculty to remain on the committee for an additional year ensures that experienced faculty are serving on these critical committees and offers continuity. The task force recommends the UPCC and GPCC offer a process to adopt moving from a two-year to a three-year term for members.

Recommendation 5: Expand Non-Voting Support to UPCC and GPCC. To expedite review of curriculum proposals and provide expertise for proposals related to online education, a representative from the Office of Distance Learning shall occupy a nonvoting seat on the UPCC and GPCC. This will eliminate the need to have distance learning as an independent review body for curricular proposals. To ensure compliance with SACSCOC requirements, a representative from Institutional Effectiveness shall occupy a non-voting seat on the UPCC and GPCC.

Recommendation 6: Streamline Curriculum Proposal Forms. After several years of experience with Curriculog, a number of improvements should be made to the system. These include needing to tailor processes to specific proposals, eliminating questions or requests for information unrelated to different types of proposals. Additionally, remaining items should be grouped into categories for ease of completion. A task force including current UPCC and GPCC Chairs and appropriate staff from the Curriculum Support Office should consider recommendations to improving the Curriculog System.

Recommendation 7: Investigate Possibility of an Expedited Process for Minimal Curricular Changes. One of the initial recommendations of the task force was an expedited process for non-substantive changes to curricular matters (e.g., course titles, prefix changes, course deactivations). However, the task force saw the creation of the Curriculum Support Office as potentially addressing these changes without a need to further fracture the curriculum process. Consequently, this recommendation was delayed. As the revised curriculum process is implemented in Spring 2019, the task force recommends monitoring whether CSO addresses this need or whether it should be considered among future recommendations for revision.

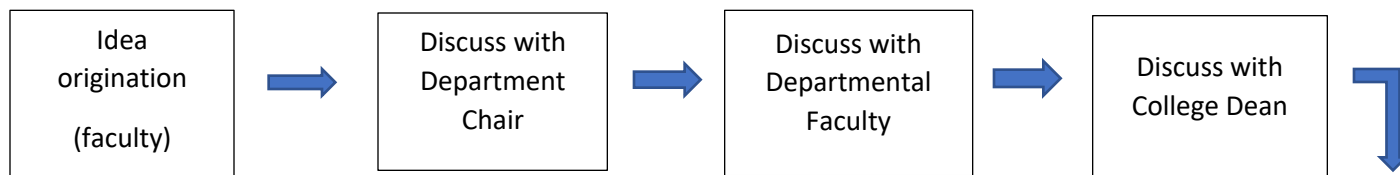
Recommendation 8: Design a Robust, Collaborative, and Transparent Academic Program Review Process. All existing programs should undergo academic program review every 5-7 years, ensuring viability, efficient use of resources, and alignment with department, college, and University mission. The process should, to the extent possible, incorporate “no surprises” metrics forecasting potential adverse results well in advance of the formalized review document.

Recommendation 9: Improve Functional Alignment and Communication (Academic Affairs and Registrar's Office). According to the American Association of Collegiate Registrars and Admissions Officers, Registrar’s offices typically are responsible for (not an exhaustive list):

- Scheduling and registering students for classes;
- Scheduling space and times for classes;
- Ensuring that students meet graduation requirements;
- Planning commencement ceremonies;
- Processing grades and preparing transcripts and diplomas for students;
- Producing data about students and classes;
- Maintaining the academic records of the institution; and
- Ensuring student data privacy requirements are met.

Many of these functions overlap with the curriculum process and make use of certain curriculum IT systems (i.e., Acalog, Degreeworks, Curriculog, and Banner). Although the Curriculum Support Office and the Registrar’s Office reside within the umbrella structure of the Office of the Provost, stronger communication is needed between these two offices given their overlapping functions.

Recommendation 10: Lift the Curriculum Moratorium Immediately Following Presidential Approval of these Revisions. Should these revisions be adopted by the Faculty Senate, Chairs & Directors Assembly, Council of Academic Deans, and meet the approval of the Provost’s and President’s Offices, the task force recommends the 2018 curriculum moratorium be lifted immediately. New curricular proposals will then advance through the new process.



Initial reviews should consider effects (e.g., deactivation) and/or viability (e.g., new or revised); if the department and college can support the proposal within existing resources; whether the department and college are meeting obligations in current programs; and if the proposal aligns with the department, college, and University strategic goals.

Discuss with Curriculum Support Office (CSO). CSO identifies process forward, affected units, and needed evidence.

Meet with programs, college, and faculty CSO identifies as potentially affected.

If the proposal has a resource cost, dean should discuss with University administration before advancing.

If CSO believes Department has evidence to fully complete proposal, CSO unlocks Curriculog.

Department enters proposal into Curriculog.

Department Curriculum Committee reviews.

Department Chair reviews.

After the chair/director review, the proposal should be complete, "catalog ready," and represent the best efforts of the department.

CSO reviews. If CSO believes proposal is ready to advance, it enters the review process at the College level. If not, it is returned to the department.

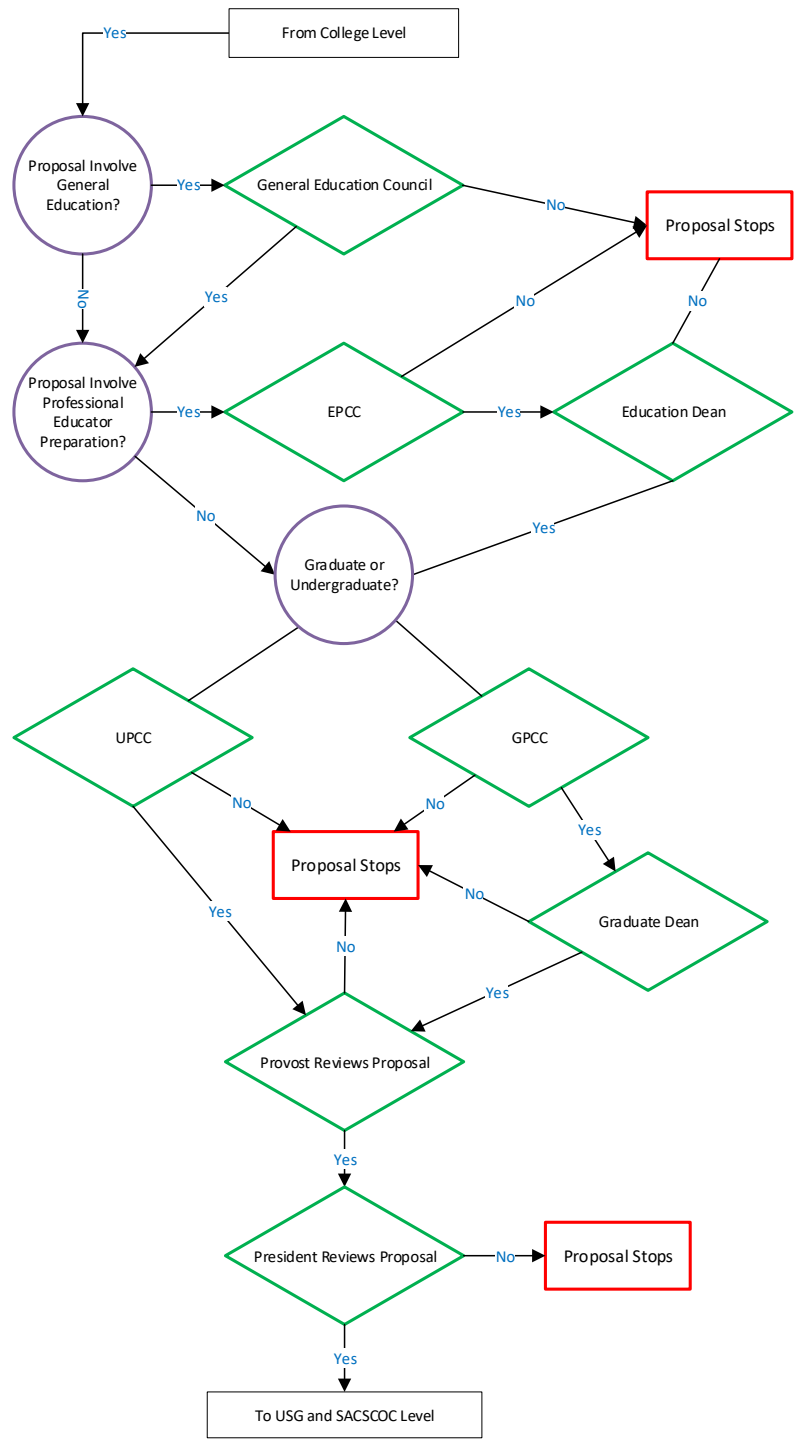
College Committee reviews.

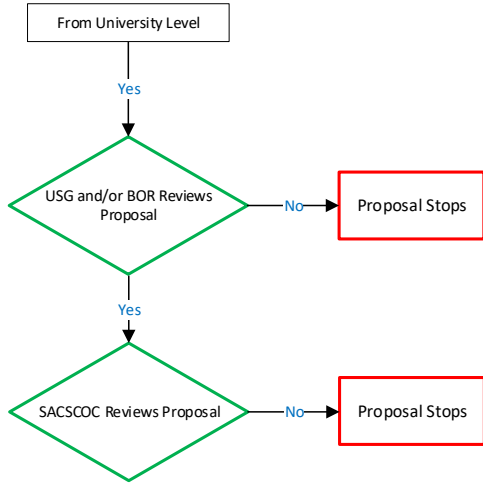
College Dean reviews.

If approved, proposal advances to University level.

Prepare prospectus for CSO

- Prospectus should include
1. Strategic goals of proposal and how they align with department, college, and university strategic goals;
 2. How goals cannot be met through existing KSU programs;
 3. Assessment and evidence of financial and academic viability. Include 5 year enrollment projection.
 4. Comparator programs within and beyond KSU;
 5. Assurances of non-duplication;
 6. Evidence of adequate instructional faculty and administrative faculty workload for program or address need for new resources;
 7. Evidence proposal will not increase non-instructional costs or address those costs;
 8. Any accreditation requirements;
 9. Summary of changes to existing program (if relevant);
 10. 1, 3, and 5 year impact of changes, if adopted.





Proposed FPA Changes Project Brief

Project Name: Changes to FPA process	Project Requestor: Sheila Smith McKoy and Mark Mitchell
Aligned Initiative: Chairs and Directors Top 10	Date: 10/12/18

Purpose:

This document has been produced to capture a “first cut” view of the scope for the proposed project. The Project Brief will provide information for Faculty Senate and Chairs and Directors Assembly review, as well as the basis for the Provost to decide to authorize the initiation of the project.

Background:

A sub-group of Chairs and Directors has been charged by President Whitten to develop and address “top 10” areas of concern. One of the issues that the sub-group raised was the timing of the ARD reviews; however, due to the timing of the fiscal year and the need to tie reviews to the merit raise process, there is little to be done to modify timing of the ARD reviews.

Through further discussion, a suggestion was made to alter the FPA process and timeline. Using the process in place at [NC State](#) as an example, the development of the FPA would occur within the first 2-3 months of a faculty members initial hire date and would outline the faculty member’s responsibilities and performance expectations in general terms. The document would then only be revisited at important dates, for example after promotion and tenure decisions, post-tenure review, and other times when there was a need to significantly modify a faculty member’s performance agreement. This change would reduce the workload on Chairs and Directors experienced during the annual performance evaluation cycle.

Scope, Exclusions, & Interfaces:

This project will:

- Develop operational procedures for a revised FPA development timeline
- Change the FPA document to allow for more generalized expectations
- Create and oversee a process to ensure all current faculty are placed on a revised FPA
- Ensure any related policies or handbooks are updated to reflect the revised process

This project will not alter Faculty workload standards; however, the team will need to ensure that the process communicates information that can be used in the ARD review to ensure standards are achieved.

Objectives:

- Simplify the ARD process by reducing the amount of documents updated on an annual basis.

Draft of KSU Rubric 11/26/2018

Federal Financial Aid

1. The course provides students with information and/or links directly to financial aid information, the registrar, the bursar, and tax-related information pertaining to financial aid. [We would create this piece for faculty to link to.]
2. The course includes opportunities for interaction: student-content, student-student, and/or student-instructor.
3. The course grading policy is clearly and explicitly stated in a way that informs the learners how they will be assessed throughout the term and how their final grades will be calculated. The grading information includes detailed, analytical rubrics for subjective assignments explicitly stating how each assignment and/or assessment will be assessed and including the weight of the grade (most often seen in a percentage). Due dates are made clear in the introductory course materials.
4. KSU's online or hybrid courses will include a gradebook embedded in an LMS where students can view all grades and help them understand how their assignments are evaluated. Feedback is required for student success; therefore, a plan for frequent, substantive, and timely feedback should be in place and followed through. Faculty and students are responsible for giving and receiving feedback. Feedback should be constant and could be instructor led and involve self-check quizzes or activities with immediate feedback through the LMS.

SACS

5. The course links to and describes helpful resources related to student success (tech support, required technology, directions for software usage, library, tutoring, advising, academic support). [We would create this piece for faculty to link to.]
6. KSU's online or hybrid courses link to and describe helpful resources related to student success and any privacy or accessibility statements pertaining to software used in the course. The course and its online activity make use of the university-verified learning management system, synchronous meeting tools, and exam monitoring tools for the purpose of verifying student identity. Materials, assessments, tools, and technology in the course are clearly aligned to the course and module learning objectives.
7. The course includes measurable course goals at the appropriate level of Bloom's Taxonomy for the course. Modules include measurable objectives that are in

alignment with course goals. And the module contents are in alignment with and support the module objectives.

8. KSU's online or hybrid courses align to the stated course learning objectives, module objectives and competencies of each course description. The courses include digital course content, assignments, and assessments that align with learning goals. Instructors have taken care to choose the appropriate technology. Instructors have organized materials in a way that creates an obvious path for the students by "chunking" content into sections. All content enables critical thinking skills and reflection
9. Course materials (textbooks, publisher packs, software, hardware) are available. In the case of multiple editions of resources, the edition required is either the latest OR the instructor has taken care to ensure that the required edition is available. The instructor has taken care to ensure that any resources a student is required to purchase are resources that are necessary for success in the course. Instructional activities and assessments are purposeful and align with the course learning objectives and goals.
10. Courses with resources totaling under \$40 have been listed as "Z-courses" with the registrar.
11. The course modality [online (95%, 100%); hybrid (33%, 50%, 66%); face to face] is made clear in the introductory materials. Clear expectations for each class session—whether online or face to face—are made clear in the course schedule, including dates, modality, and module/meeting objectives. For master hybrid courses, face to face meetings include notes, visible to the instructor only, regarding what activities/lesson topics would be appropriate for the f2f meetings.

ADA

12. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners. Alternate formats are provided for persons desiring or requiring alternatives to visual and audio content.

Additional Requirements

13. The course has a clear and consistent structure and navigation through the course and that structure and navigation is clearly stated and explained to the student online. Explanations may be provided via navigational videos in the introduction and within modules. Additional examples may include checklists or task lists within modules.

14. Course content is sequenced and structured in a manner that enables students to achieve the stated course and module-level learning objectives. Digital content is organized in a logical progression with consistency, distributed into chunks for a clear understanding to avoid frustration and is easy to access for all learners.
15. Faculty communication preferences and availability are made clear to the student. The course introductory materials provide information regarding how quickly emails will be answered and how soon students can expect feedback on assignments.
16. Student engagement and interaction activities promote achievement of learning objectives. Appropriate asynchronous and synchronous technologies are provided for students to ask questions and receive feedback from the instructor and/or students.
17. Whenever possible, course materials make explicit how the material being learned can be applied in the real world and in real work situations.

Proposed CAR Resolution

We the faculty of the Department of History and Philosophy have serious reservations about the aims and execution of the USG-mandated Comprehensive Administrative Review (CAR).

CAR's stated objectives are to "improve administration through creating efficiencies, streamlining processes and finding ways to be more effective with USG resources." We are concerned that such a broad mandate leaves no protections or rights for university staff, and we resolve to support the work of staff across all levels of the university. We believe, in particular, that staff should receive equitable compensation as determined by broader market analysis. We are also concerned that the CAR is being conducted by an outside consulting firm, Huron Consulting Group, Inc., which stands to profit from the very recommendations that it makes. This clear conflict of interest appears at a time when conflicts of interest have received increased public scrutiny and have resulted in revisions to USG policies. We are concerned that USG is not following the very rules regarding conflict of interest that it mandates to its campuses. We, therefore, believe that the Comprehensive Administrative Review is flawed in both conception and scope and should be halted and reassessed.

Committee Bylaw Revisions

As a reminder, standing committees assigned to the Faculty Senate are required to submit annual reports and any changes to the committee's bylaws for review and approval by the Senate. In order for the Handbook to reflect changes in composition or tasks, committee chairs are required to submit proposals in writing in accordance with deadlines established for the Faculty Senate meeting agenda. Please contact Dr. Jennifer Purcell with any questions.

NCUR Updates

1. **Deadline to submit NCUR abstracts: Dec. 4.**

Kennesaw State University will be hosting the National Conference on Undergraduate Research (NCUR) April 11-13, 2019, the largest of its kind in the country. This will be a great opportunity for KSU students to share their original research and creative activity as posters, oral presentations, performances and visual arts displays with a larger audience. They will also be able to network with other university students from across the U.S. who have similar research interests.

Notification of accepted abstracts to NCUR will be made in late January 2019. KSU students who are selected to present at NCUR will receive complimentary registration to the conference.

Information about the abstract deadlines and the login portal can be found online: <http://www.cur.org/ncur19>. Please note that KSU students must first create NCUR accounts before submitting their abstracts and should list Amy Buddie as the Office of Undergraduate Research Coordinator. Instructions for submitting an abstract can be found here: <https://bit.ly/2EWrwTh>. NCUR FAQs for the KSU community covering topics from submitting an abstract to parking during the conference can be found here: <https://bit.ly/2P46MqR>.

2. **Workshop for undergraduates on Nov. 9 for writing an effective NCUR abstract**

The Office of Undergraduate Research is hosting the next free workshop for KSU undergraduates interested in presenting at the National Conference on Undergraduate this Friday, Nov. 9. The workshop will be held at two locations: Kennesaw Campus: 11-noon, Kennesaw Hall 1302 or Marietta Campus: 2-3 pm, Building D (math) 250. Students choose one location and can sign up online at <http://bit.ly/2MOPWGq>.

3. **Posters on the Hill abstract deadline – Nov. 9**

KSU undergraduates have an opportunity to present their research and creative activity at a poster session on Capitol Hill in 2019 called Posters on the Hill. The actual date is announced closer to the event, depending on when members of Congress are available. This past spring KSU psychology major Olivia Lauzon presented her work at the D.C. event - the first time a KSU student was selected for Posters on the Hill. Abstracts are due by this Friday, Nov. 9. Guidelines, including submission requirements, can be found online at: <https://www.cur.org/what/events/students/poh/>. Questions: our@kennesaw.edu. Any KSU student (and faculty mentor) who is accepted to present will be fully funded (travel expenses) by the Office of Undergraduate Research.

4. Undergraduate Research Club mixer – Nov. 15

The Undergraduate Research Club will be hosting an undergraduate research mixer where faculty and staff can showcase their research for enthusiastic and motivated students who are looking for research opportunities. The mixer will be on Thursday, Nov. 15 from 5pm-7pm. The location is to be determined. Refreshments will be provided. Please contact urckennesaw@gmail.com if you are interested in attending and showcasing your research.

5. Poster printing now available for undergraduate research presentations

The Office of Undergraduate Research now has a plotter printer that will produce high quality, single page, 36 x 48 color posters. We make this printer available for use by all KSU undergraduate researchers at no charge who have been accepted to present at an upcoming conference. All posters are to be picked up in Kennesaw Hall, room 3424. For guidelines, including how to send in a request to have a poster printed for an undergraduate researcher, please visit:

<http://research.kennesaw.edu/our/students/undergraduate-research-poster-printing.php>.

Office of Research Open House on Dec. 10

The Office of Research will be hosting an Open House on Dec. 10 from 3:00-4:30 pm in the Joe Mack Wilson Student Center (A-200) on the Marietta Campus.

This is a great opportunity for you to meet the staff and learn about the services offered to KSU researchers in support of research, service and creative activity.

Light refreshments and snacks will be available.

We hope to see you there!

For more information about the Office of Research, visit <http://research.kennesaw.edu>.

Find us on Facebook: <https://www.facebook.com/KennesawResearch>

Follow us on Twitter: <https://twitter.com/ksuresearch>

Spring 2019 Faculty Senate Meeting Schedule

Monday at 12:30pm

Deadline for Agenda Items	FSEC	Faculty Senate
January 3*	January 7 KH 4427	January 14 Marietta Ballroom A&B
January 31*	February 4 KH 4427	February 11 Marietta Ballroom A&B
February 28*	March 4 KH 4427	March 11 Marietta Ballroom A&B
March 28*	April 1 KH 4427	April 8 Marietta Ballroom A&B
April 18**	April 22** KH 4427	April 29** TBD

*Email requested agenda items to jpurce10@kennesaw.edu no later than the stated deadline.

**These meetings and associated deadlines are tentative pending end of year business.



Policy Title	Compensation 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	Human Resources (HR)
Contact Information	Human Resources Phone: 470-578-6030 Email: hr@kennesaw.edu

1. Policy Purpose Statement

Kennesaw State University (KSU) is committed to maintaining salary levels that comply with all applicable laws and regulations, and are internally equitable. All employees will be compensated fairly regardless of race, color, religion, sex, sexual orientation, national origin, age, disability, veteran status, or marital status.

2. Background

The Kennesaw State University Compensation Policy is created to comply with the Federal and State laws, and University System of Georgia (USG) policies regarding compensation.

3. Scope (Who is Affected)

All regular and temporary staff, and student employees.

4. Exclusions or Exceptions

While some terms, definitions, and policies are common to all KSU employment categories, including faculty, this policy does not apply to faculty employment and compensation.

5. Definitions and Acronyms

A. Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers.

- **Non-Exempt** employees are those who are subject to the minimum wage and overtime pay provisions of the FLSA.
- **Exempt** employees are those who are not subject to FLSA minimum wage and overtime provisions.

B. Pay Ranges

- **Base pay** is the fixed compensation an employee receives at regular intervals.

- **Minimum pay** is the lowest point in the pay range indicating the lowest anyone in that job function can be paid for the same job.
- **Maximum pay** is the highest point in the pay range indicating the highest anyone in that job function can be paid for the same job.
- **Mid-point** is the exact middle of a pay range.

C. Pay Changes

- **Merit increases** are performance based raises.
- **Market adjustments** are increases to employee pay based on market movement.
- **Reclassifications** result when significant portions of an employee's job duties change permanently.

D. Employee Changes

- **Reorganization** involves a change in the operational structure of a department and the associated changes in the reporting lines of the positions within the department.
- **Promotion** is when an employee moves to another job in a higher career level and/or grade, which may or may not result in a change of pay.
- **Lateral transfer** occurs when an employee moves to another job in the same career level and/or grade, which may or may not result in a change in pay.
- **Demotion** occurs when an employee moves to a job in a lower career level and/or grade, which may or may not result in pay grade change.

E. The B-Cat system is based on general job categories that are linked to the Federal Integrated Postsecondary Education and Data System (IPEDS) job classifications.

6. Policy

Human Resources is responsible for creation, administration and maintenance of wage and salary grades. Human Resources will review wage and salary structures and related pay grade ranges once per year. All salaries are subject to budgetary authorization and funding limitations as per the USG Wage and Salary Administration Policy. Adjustments to the structure are effective upon presidential approval.

Initial Appointments

Human Resources will use relevant experience, skill sets of the candidate relative to the job, and internal equity with employees holding similar jobs to develop an appropriate offer. The department must either have the money already in the budget or have it transferred to the budget. Offers should not be extended prior to review and approval by HR.

Annual Merit Increases

- Each year, the Office of Fiscal Affairs issues a salary administration statement that provides guidelines for awarding salary increases for that fiscal year.
- Merit increases are normally authorized at the beginning of a fiscal year and are subject to salary limitations and guidelines established each fiscal year.
- Annual salary increases are merit-based, reflecting each employee's performance as evaluated by his/her supervisor.
- Merit increases will generally be distributed on a percentage basis around the average percentage increase as provided for by state appropriations.

Promotional Increases/Reclassifications

When an employee is promoted or reclassified to a higher paygrade, the employee will normally be awarded a promotional increase. The actual increase decision should consider relevant factors such as internal pay equity and the individual's qualifications and experience for the position. Promotional increases are subject to the availability of funds. An employee who receives a promotion (either by taking on a new job or by reclassifying the employee's current job to a higher salary grade) should receive a salary increase to at least the new pay range minimum when the promotion becomes effective.

All promotional increases will require justification, and review and approval by HR. No promotional increases should be communicated until ALL approvals have been received.

Lateral Transfer

A lateral transfer is when an employee moves to another position in the same pay band. Lateral transfers generally result in no change to employee pay. Any requested increases in pay for Lateral Transfers must be reviewed and approved by Human Resources.

Demotion

When an employee moves to a position in a lower pay band, it may or may not result in a change in pay. With a demotion, the employee generally receives a pay decrease. The new rate is no more than the new job grade maximum hire rate and should be equitable with other employees in the same job/similar jobs. Human Resources must review and approve of all demotions.

Temporary Additional Pay

Temporary additional pay may be approved in 60-day increments. Additional pay will not be added to the base pay amount, but will be paid as a separate pay line on the employee's paycheck. After the initial 60-day period, the temporary pay will have to be justified by the manager and reapproved by HR. Temporary additional pay assignments require Budget and HR approval prior to beginning the new work. The additional pay will begin only after all approvals have been obtained. Retroactive payments will not occur.

- a. Interim Pay - An 'interim' title is used if an employee resigns and a replacement is sought or if an administrator is absent for a longer period (usually exceeding three months). The 'interim' person has both the authority and responsibility of the office.
- b. Acting Duties - An 'acting' title is used if an employee is absent or reassigned for a short period of time (usually three months or less). The absent administrator retains the responsibility of his/her position but delegates the authority to the 'acting' person.
- c. Temporary Assignment - Duties assigned on a short-term basis for a specific purpose.

Advanced Increase Request

Cumulative fiscal year adjustments greater than or equal to ten percent above the percentage increase authorized in the USG's annual salary and wage guidance require advanced approval by the Chancellor, unless such a salary increase:

- Results in a salary below \$100,000;
- Is a promotional increase at or below the mid-point of the salary grade for the new job classification; or

- Is for a faculty member moving into an administrative role, in which the salary will convert from a nine-month salary to 12-month salary, consistent with KSU formulas for faculty administrative appointment salary rate conversions.

7. Associated Policy(ies)/Regulations

- https://www.usg.edu/hr/manual/position_classification
- <https://www.usg.edu/hr/classification/>
- <https://www.usg.edu/assets/hr/documents/USGSOCBCATCrosswalk.pdf>
- <http://www.usg.edu/hr/manual/promotions/>
- http://www.usg.edu/hr/manual/wage_and_salary_administration_policy
- https://www.usg.edu/policymanual/section8/C245/#p8.3.12_compensation

8. Procedures associated with this policy

Procedure documents to be developed.

9. Forms associated with this policy

None.

10. Violations

Individuals in violation of this policy are subject to a range of sanctions, including but not limited to disciplinary action, dismissal from the University, and/or legal action.

11. Review Schedule

The Compensation Policy is reviewed annually by the chief human resources officer, the chief business officer, and the president.