



# **Kennesaw State University Faculty Handbook**

**2013-2014**

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# FACULTY HANDBOOK

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## **SECTION 1 - Institutional Purpose and Organization**

### ***1.1. Faculty Membership at Kennesaw State University***

The faculty consists of the corps of instruction and the administrative officers. Full-time professors, associate professors, assistant professors, senior lecturers, lecturers, clinical professors, clinical associate professors, clinical assistant professors and teaching personnel with such other titles as may be approved by the President, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office shall retain his/her academic rank and rights of tenure as an ex-officio member of the Corps of Instruction but shall have no rights of tenure in the administrative office. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership.

The term “teaching faculty” is used at KSU in reference to those members of the Corps of Instruction who hold rank and typically serve on an academic-year (9-month) contract. Lecturers and senior lecturers are non-tenure track with renewable contracts as indicated in the BoR Policy Manual ([Sections 8.3.8.1 and 8.3.8.2](#)).

### ***1.2. Descriptions of Organizational Divisions, Colleges, and Departments***

#### **Academic Affairs Office**

The academic affairs office is a general term used to describe the administrative unit that oversees the university’s entire academic affairs division. This office is centrally involved in university-wide academic administration. It is headed by the Provost and Vice President for Academic Affairs and is assisted by the Senior Vice Provost, Associate Vice President for Curriculum, Associate Vice President for Faculty, Associate Vice President for Advising, Retention, and Graduation Initiatives and Dean of the University College, the Associate Vice President for Enrollment Services, the Assistant Vice President of Technology Enhanced Learning and Executive Director of the Distance Learning Center, the Vice President for Research and Dean of the Graduate College, the Faculty Executive Assistant to the Provost, and the Vice Provost for Global Engagement and Strategic Initiatives.

As the chief academic officer of the university, the Provost and Vice President for Academic Affairs is the university’s principal academic administrator and liaison with the President and the university system’s staff in matters involving the university’s a) curriculum and degree program approvals; b) enrollment services, including student admissions, registration, and financial; c)

faculty appointments and contracts; d) promotion and tenure recommendations; e) capital improvement proposals for the academic division; f) academic budget allocation and redirection, and g) follow-up on strategic priorities and academic policy directives set at the levels of the university system and/or KSU. Working with the teaching faculty and other academic administrators, the Provost and Vice President for Academic Affairs is expected to provide leadership, direction, and support for the planning, operation, evaluation, and advancement of the university's academic programs, services, and research. The Provost and Vice President for Academic Affairs is a member of the president's administrative team, providing support and assistance to the president and the other vice presidents as necessary.

The Senior Vice Provost serves as the Provost's second in command and as a key member of the Provost's administrative team for academic affairs. The Senior Vice Provost assists the Provost with a wide range of tasks including: campus-wide leadership in achieving the academic goals and objectives of KSU.

In addition, the Senior Vice Provost oversees the work of the Burruss Institute for Public Service and Research, Center for Excellence in Teaching and Learning, Distance Learning Center, the Siegel Institute for Leadership, Ethics, and Character, and the KSU Press. The heads of these academic units report to the Senior Vice Provost. The Senior Vice Provost represents the Provost when called upon and performs other duties as assigned.

The Associate Vice President for Curriculum works with the Undergraduate Policies and Curriculum Committee (UPCC), the Graduate Policies and Curriculum Committee (GPCC), the General Education Council, and the BoR on KSU's new degree program proposals.

The Associate Vice President for Faculty is primarily responsible for overseeing faculty searches, supporting and facilitating the success of KSU's teaching faculty and department chairs, providing leadership in supporting and strengthening the KSU faculty by developing and implementing sound policies, practices, and programs regarding faculty recruitment, appointments/hiring, performance reviews (e.g., tenure, promotion, post-tenure review, 3rd and 6th year reviews, etc.), leaves, and terminations, and overseeing the work of the Director of Faculty and Academic Services.

The Assistant Vice President of Technology Enhanced Learning and Executive Director of the Distance Learning Center is responsible for formulating and executing university level distance learning strategy, oversight of all Distance Learning related compliance, maintaining KSU's position as a Distance Learning leader in the USG, managing Distance Learning Center day to day operations and communication, and operationalizing improvements to the online course quality program and oversee its functionality.

The website address for the Academic Affairs office is <http://web.kennesaw.edu/academicaffairs/>.

## **ACADEMIC DIVISION**

The Provost and Vice President for Academic Affairs and the Office of Academic Affairs oversees all operations of the academic division, providing administrative oversight, academic leadership, and external representation. The following units are included in the Academic Affairs division.

### **Enrollment Services Division**

The Associate Vice President for Enrollment Services oversees enrollment services. The Enrollment Services division is a collaborative unit comprising the Office of Undergraduate and Global Admissions, Office of the Registrar, and the Office of Student Financial Aid. The website address for Enrollment Services is <http://www.kennesaw.edu/enrollmentservices/>.

#### **Office of Undergraduate and Global Admissions**

The Office of Undergraduate and Global Admissions are primarily responsible for the supervision and management of undergraduate recruitment and admission procedures. The offices consist of four basic functions: counseling, recruitment, admissions operations, and telecounseling. These offices provide enrollment services for new traditional, nontraditional, international, and readmit students. The website address for the undergraduate admissions office is <http://admissions.kennesaw.edu>. The website address for the global admissions office is <http://www.kennesaw.edu/globaladmissions>.

#### **Office of the Registrar**

The Office of the Registrar is the central administrative office responsible for registering students, maintaining permanent academic records, performing degree audits, enforcing the academic policies of the University and generally ensuring that students' academic issues are handled accurately and professionally. The registrar's staff also handles transfer evaluations and veterans' benefits. Requests for data from the computerized student records system are approved by this office. The website address for the Office of the Registrar is <https://web.kennesaw.edu/registrar>.

#### **Office of Student Financial Aid**

The Office of Student Financial Aid ensures the compliance of state and federal regulations and, thus, provides eligible students financial funding to assist them with successful enrollment. The Office of Student Financial Aid handles applications for scholarships, grants, loans, and the Emergency Loan Fund. The website address for student financial aid is <http://financialaid.kennesaw.edu>.

### **Office of the Dean of University College**

The Associate Vice President for Advising, Retention, and Graduation Initiatives and Dean of University College provides university-wide administrative support and direction in matters involving student advisement, retention, progression, and graduation initiatives and support to the academic Vice President in a variety of university-wide curricular concerns and

administrative activities. The undergraduate dean provides leadership in undergraduate policies and processes, appeals from college deans' decisions for undergraduate academic programs, decisions on transfer credit, decisions regarding substitutions for the general education curriculum, and decisions regarding advanced placement.

This office plays a key role in advancing interdisciplinary programs on campus, such as the University PALS program connecting underserved public school students with the university, the Council on Undergraduate Academic Advising, and special programs such as the American Democracy Initiative and the Political Engagement Project. The dean provides oversight and operations for University-wide programs housed in the Department of First-Year and Transition Studies and the Department of University Studies (e.g., Honors Program, KSU 1101, KSU 1102, Sophomore Year Experience, Senior Year Experience, and English as a Second Language, Interdisciplinary Programs, and Learning Support Programs). In addition, the dean heads the graduate and undergraduate scholarship committee for university-wide scholarships. The website address for the University College is <http://www.kennesaw.edu/universitycollege/>.

## **Office of the Vice President for Research and Dean of Graduate College**

This office directs graduate studies, administers sponsored programs, and assists the Provost and Vice President for Academic Affairs on various matters. The Vice President for Research and Dean of the Graduate College provides leadership for graduate program quality, identifies graduate faculty, and advances graduate student success; oversees the Graduate Policies and Curriculum Committee (GPCC), the Graduate Council (comprised of all Graduate Program Directors), the Institutional Review Board (IRB), and the Institutional Animal Care and Use Committee (IACUC); produces the graduate catalog and publications; adjudicates appeals of college deans' graduate program and graduate admission decisions; awards graduate research assistantships (GRAs); fosters the development of new graduate programs; awards graduate faculty status; and serves as the University's chief research officer. The Vice President for Research is also responsible for reviewing and adjudicating matters relating to research integrity. The website address for the Office of the Vice President for Research and Dean of the Graduate College is <http://www.kennesaw.edu/graduatedean/index.html>.

The office plays a key role in the promotion and support of scholarship on campus through two special units: the Office of Research and the Kennesaw State University Research and Service Foundation.

### **OVPR/DGC Special Units:**

**The Office of Graduate Admissions** is responsible for receiving and processing applications and supporting documents for those students seeking admission to a graduate program. This includes data entry and image scanning of these documents. This office also works with the various program offices to market and recruit graduate students and is available to prospective students to answer questions about our various graduate degree

programs. The website address for graduate admissions is <http://www.kennesaw.edu/graduate/admissions/>.

**The Office of Research** primarily serves faculty seeking external funding for research, education, training, service, and professional development activities. The Office of Research provides information on federal, corporate, and private funding sources; serves as a liaison with agency program officers; assists faculty with identification of potential sponsors; offers technical assistance for proposal development; reviews proposals for compliance with agency, Board of Regents, and KSU policies; and facilitates the internal administrative review process. When awards are made to the university, Office of Research staff negotiate the terms and conditions with sponsors, set up grant accounts, maintain auditable records of expenditures, prepare fiscal reports, handle billing, and support faculty with administrative activities such as procurement and hiring. The Office of Research is responsible for ensuring that the University is compliant with federal regulations governing human and animal research (IRB and IACUC, respectively), conflict of interest, responsible conduct of research, and export controls. The website address for the Office of Research is <http://www.kennesaw.edu/research/>.

**The Kennesaw State University Research and Service Foundation, Inc. (KSURSF)** is the contracting entity for externally funded projects at KSU. KSURSF is the applicant for all proposals for external funding, and project work is subcontracted to KSU under a master agreement between KSURSF and the University. KSURSF manages intellectual property and performs technology transfer functions for the University, taking assignment of inventions and obtaining patent, trademark, and copyright or other intellectual property protection. KSURSF works with faculty to patent discoveries that have commercial and economic potential. To further the University's research mission and support expanded faculty scholarship opportunities, KSURSF licenses inventions to the private sector in return for sharing royalty income with the faculty inventors. KSURSF may also secure venture capital to support incubators and startups for relevant intellectual property development by KSU faculty and staff. The website address for KSURSF is <http://www.kennesaw.edu/ksursf/>.

**The Institutional Review Board (IRB)** regulates all research activities involving human subjects on the campus of Kennesaw State University, ensuring that people who participate in research are treated ethically and in compliance with all federal and state laws and regulations. KSU requires prior review and approval to be obtained from the IRB for all research involving human participants, including plans to gather data from participants for master's theses and other student projects. The IRB has the authority to approve, require modifications (to secure approval), and disapprove research proposals and to suspend or terminate research that is not conducted in accordance with the IRB's requirements or that has been associated with any possible harm to subjects. The website address for the IRB is <http://www.kennesaw.edu/irb/>.



**The Institutional Animal Care and Use Committee (IACUC)** regulates all activities involving the use of live vertebrate animals in research, research training, experimentation, biological testing, and related activities at KSU, ensuring research is performed at the highest ethical manner in compliance with federal and state laws and regulations. The IACUC is responsible for the review of all protocols for consideration of humane animal care and use and review of university facilities housing animals. The committee advises the Institutional Officer regarding problems or deficiencies and recommends corrective steps. The committee has the authority to approve, require modifications (to secure approval), or disapprove research proposals and to suspend research that is not conducted in accordance with the IACUC's requirements. The website address for the IACUC is

<http://www.kennesaw.edu/research/compliance/index.html#section-4>.

### **Academic Deans**

Each of the degree granting colleges, as well as the College of Continuing and Professional Education, is headed by an academic dean. The dean provides administrative oversight and academic leadership for all aspects in the operation of their area. The deans are centrally involved in the planning, resource acquisition, program operational administration, personnel decisions, and external relations of their college/division/office. The academic deans are members of the Provost and Vice President for Academic Affairs' administrative team. A college's/division's/office's administrative team typically includes associate and/or assistant deans, department chairs and directors, led by the dean.

### **Department Chairs, Directors, and Coordinators**

The head of a degree credit instructional department carries the title Department Chair. The administrative head of other departments and units is typically titled Director or Coordinator. All of these administrative faculty are responsible for managing the personnel and operations of their departments and serving on the administrative team of the Provost and Vice President for Academic Affairs, Vice President for Research and Graduate Dean, or Dean to whom they report organizationally. Department Chairs are centrally involved in program oversight and development, class scheduling, student advisement and appeals, faculty recruitment and staffing, personnel performance review and salary recommendations, tenure, promotion and retention recommendations, and departmental budget management. A Department Chair's "administrative team" typically consists of the full-time teaching faculty in the department, and may include an Assistant Department Chair, who often shares administrative responsibilities as assigned by the chair.

### **College of the Arts**

The College of the Arts at Kennesaw State University houses the disciplines of Art and Design, Music, Theatre and Performance Studies, and Dance, in one of the most dynamic communities of artists, scholars and higher education professionals within the Southeastern U.S. Students command high professional regard due to their exceptional creative and written scholarship. The

College of the Arts provides a professional environment conducive to artistic growth that prepares students for the aesthetic and professional challenges facing scholars, artists, and teachers in the 21st century. The College recognizes and embraces important influences in the arts that cross international borders.

The College of the Arts provides the region with a stimulating community of students, artists, scholars and teachers who apply aesthetic and intellectual vision to the expression of complex ideas; who value both artistic tradition and experimentation in the search for creative solutions; who connect global perspectives to professional education; who integrate technical skills with theoretical understandings; and who care about the impact of their work on people and the community. Our faculty and staff represent a diverse group of highly accomplished educators committed to the success of our students through transformative experiences on campus and beyond. Through a contemporary liberal arts curriculum and professional degree programs, our students develop the skills necessary to be competitive in a rapidly changing global and technological environment. We invite you to share in the more than 100 arts events, concerts, and exhibitions produced at Kennesaw State University every year that celebrate our commitment to disciplinary, cultural, artistic, and intellectual diversity. The College of the Arts also annually hosts a number of guest artists who provide students with rich professional training experiences.

The College of the Arts offers both academic and professional programs of study that prepare students for careers in the visual and performing arts. Undergraduate programs are built upon a strong common liberal arts component. Through its departments, the College offers the Bachelor of Arts degree in Dance, Music and in Theatre and Performance Studies, the Bachelor of Fine Arts degree in Art, the Bachelor of Music degree in Music Education, and in Performance, and the Bachelor of Science degree in Art Education. Our partnerships and collaborations with leading arts organizations and educational institutions regionally, nationally, and internationally make the College of the Arts at Kennesaw State University a dynamic contributor to economic, social, and political development. Our faculty, staff, and students are actively engaged in our local community and are vital to the cultural core of the metro-Atlanta area. We invite you to visit our campus, experience our rich traditions of innovative art-making, and become a part of our thriving community of celebrated scholars and artists.

Additional information on the College of the Arts can be found at <http://www.kennesaw.edu/arts>.

### **Special Units:**

**The Stillwell Theater** - Theatrical, musical, and other university events are held in the University's 315-seat Stillwell Theater.

**Chastain Pointe Dance Facility** – A state-of-the-art dance facility that houses some of the largest studios in the metro-Atlanta area, faculty offices, a costume shop, scene shop, classroom, computer lab, and student lounge.

**Performance Library** – Houses audio/video materials, as well as books and manuscripts for all the disciplines in the College of the Arts.

**Technology Labs** - The arts labs provide faculty and staff with state-of-the-art computer labs for artistic creation in music, theatre, dance, and graphic arts.

**Art Galleries** – Three state-of-the-art galleries provide venues for student, faculty and professional exhibitions.

**Bailey Performance Center** - The Bailey Center houses a 600-seat acoustically superior performance hall for music, the Brooker Rehearsal Hall and the Clayton Gallery.

### **Michael J. Coles College of Business**

The Michael J. Coles College of Business offers academic programs that respond to the needs of our rapidly changing global, business environment. It is a major asset to the growth and economic development of metropolitan Atlanta and the region. The unique, innovative spirit of the Coles College of Business arises from an emphasis on building partnerships with the corporate world, the community, business leaders, other academic institutions, government, and nonprofit enterprises. These alliances enable the College to achieve its goals of continuous improvement and targeted program development.

The Coles College of Business and its exceptional faculty enjoy national recognition in a number of areas. Undergraduate and graduate business and accounting programs in the College are fully accredited by AACSB, the Association to Advance Collegiate Schools of Business, the internationally recognized accrediting agency for business schools. Coles is consistently recognized as a top business school by The Princeton Review and Chief Executive Magazine recognized Coles as a “Go-To Business school”

The Coles College of Business grants over 35% of all the degrees awarded at Kennesaw State University. The college offers nine undergraduate majors, an MBA, Executive MBA, WebMBA, MSIS and Master of Accounting (MAcc) program in addition to a highly innovative Doctor of Business Administration. The college hosts numerous business student organizations the including chapters of the international academic honoraria, Beta Gamma Sigma and Beta Alpha Psi.

The Instructional Departments of the College include:

Economics, Finance and Quantitative Analysis, Information Systems, Management & Entrepreneurship, Marketing & Professional Sales, and the School of Accountancy. The Coles College also houses the Business Undergraduate Advising Center and the Career Services Lab. The website address for the Coles College of Business is <http://coles.kennesaw.edu>.

## Special Units:

### **Center for Business Innovation and Creativity**

The Center for Business Innovation and Creativity provides organizations with facilitated applications, courses, workshops, research and advice on how organizations can strengthen employees' skills of innovation and creative problem solving. The center was founded in 2006 and its website address is <http://coles.kennesaw.edu/centers/innovation-creativity/>.

### **The Center for Information Security Education and Awareness**

The Center for Information Security Education and Awareness seeks to increase the level of information security awareness in the Kennesaw State University community and to serve as a clearinghouse for information on security education, training and security awareness programs. The Center supports applied research in the area of information systems security. The website address for the Center for Information Security Education and Awareness is <http://infosec.kennesaw.edu>.

### **The Edge Connection - Microenterprise Center**

The Edge Connection is an entrepreneurial center within the Coles College of Business that provides intense business development training, technical assistance, and access to capital and new markets. Services are targeted for low to moderate income women, minorities, and people living with disabilities. Services are also provided to grow and sustain microenterprise ventures in the business incubator located at the center. The business incubator provides residential and virtual office services to businesses on a growth trajectory. The Edge Connection is a certified SBA Women's Business Center, one of 91 centers in the United States. The website address for the Edge Connection - Microenterprise Center is [www.theedgeconnection.com/](http://www.theedgeconnection.com/).

### **Cox Family Enterprise Center**

The Cox Family Enterprise Center offers the finest family business expertise available. Our programs promote effective family business management and secure the growth of healthy family relationships. Research reports focusing on topics as diverse as estate taxes and succession issues are distributed globally. Cox Family Enterprise Center faculty edit the leading journal in the field, Family Business Review. The website address for the Cox Family Enterprise Center is <http://www.kennesaw.edu/fec/>.

### **Econometric Center**

The Econometric Center is a business and economic research arm of the Coles College. Its monthly Business Conditions Survey parallels the Institute of Supply Chain Management National Survey and aggregates data from purchasing professionals in metropolitan Atlanta and northwest Georgia. The Econometric Center also conducts a quarterly Consumer Confidence Index for metropolitan Atlanta in conjunction with the

Greater Atlanta Home Builders Association. The website address for the Econometric Center is <http://www.econometric-center.org/main/>.

### **Center for Professional Selling**

The mission of the Center for Professional Selling is to enhance the practice and professionalism of selling and sales management careers by: a) educating future sales professionals, b) forging university/business community partnerships to strengthen the skills of existing salespeople and sales executives, and c) researching selling and sales management topics. With its state-of-the-art facilities and a world-class sales laboratory, the Center is recognized nationally as a leader in sales and sales management education. Center programs include the National Collegiate Sales Competition held each spring on the KSU campus. The website address for the Center for Professional Selling is <http://coles.kennesaw.edu/centers/professional-selling/>.

### **Small Business Development Center (SBDC)**

The Small Business Development Center offers free management assistance to existing and pre-venture businesses. Areas of assistance include start-up information, developing business plans, financial planning, record keeping and accounting, marketing and market research, government procurement, organization analysis and change, legal issues and other areas of need. The SBDC also conducts seminars presenting essential knowledge and skills to existing and prospective small business owners. The website address for the Small Business Development Center is <http://sbdc.kennesaw.edu>.

### **The Coles International Center**

The Coles International Center advances the role, image, and presence of Coles College of Business in the global business community by collaborating and networking with academic and nonacademic organizations to serve the needs of the stakeholders of the Coles College of Business. The four primary goals of the Center are to: [1] to serve as a central contact point for and data resource of international interests and activities at the Coles College of Business; [2] to serve as an advocate, link, and liaison for the Coles College of Business to the international business academic and marketplace communities; [3] to identify, initiate, communicate, and facilitate potential international business and academic relationships and activities that will benefit the Coles College of Business and its stakeholders, and [4] to develop and implement non-degree academic and nonacademic activities and programs. The website address for the Coles International Center is <http://coles.kennesaw.edu/centers/international/index.htm>.

### **Corporate Governance Center**

Founded in 1995, the Corporate Governance Center in the Coles College of Business is internationally recognized as a leading provider of governance information to directors, CEOs and other senior executives, researchers, professors and students, advisors, and other interested parties. Through research, teaching, and advising, Center faculty and fellows work to improve the governance of public, private and nonprofit enterprises, with

particular emphasis on audit committees, diversity in the boardroom, and entrepreneurial companies. Collectively, these professors have published more than 1000 articles and books on a variety of management and boardroom issues, and their opinions have appeared in more than 500 publications and on national and local television and radio. The website address for the Corporate Governance Center is <http://www.kennesaw.edu/cgc/>.

### **Internal Audit Center**

The Center for Internal Audit's mission is to provide applied research, educational conferences, and symposia dealing with internal audit issues. The center's website address is <http://coles.kennesaw.edu/centers/internal-audit/index.htm>.

### **Women's Leadership Center**

The Coles College of Business Women's Leadership Center (WLC) is dedicated to helping female students and professionals reach their leadership potential through innovative research, actionable programs that educate a wide audience of men and women, and a focal point for women's networking where they learn to be rainmakers for themselves and others. The Center's main objective is to help women find the key to unlocking the doors to higher levels of achievement in their careers in corporate America, higher education, not-for-profit organizations, or as entrepreneurs.

The WLC achieves its mission through:

***Innovation:*** Research that pushes thought leadership boundaries and encourages further discussion around gender and leadership.

***Education:*** Programs tailored to enable all women to uncover and reach their full leadership potential in the workplace.

***Community Engagement:*** Fostering and supporting the advancement of women in today's workplace and the workplace of the future – locally, regionally, nationally, and internationally.

### **Mobile Application Development Center**

The MAD Center is dedicated to creating an apprenticeship milieu for attracting and growing student talent and for providing an incubation lab for faculty and staff research and practice in information systems innovation. The Center provides student training and internships; supports faculty and staff development and research; and enters into partnerships with industry and other likeminded groups. The projects teams will be primarily student-sourced but supplemented, when needed, by the expertise of faculty, staff, and consultants. The Center engages interdisciplinary project teams including analysts, programmers, artists, graphic designers, writers, marketers, and managers to

develop information systems that exceed client expectations and advance economic development.

### **The Leland and Clarice Bagwell College of Education**

The Leland and Clarice Bagwell College of Education offers nationally accredited undergraduate and graduate programs. Students preparing to be teachers and leaders through one of Kennesaw State University's teacher education programs are assured experiences which help them develop a deep understanding of the subject matter they will teach and be skilled in practices that lead most effectively to the improvement of student learning. The Professional Teacher Education Unit (PTEU) was created so that faculty with an interest or teaching responsibility in teacher education could collaborate with like faculty across disciplines on significant matters related to Kennesaw State University's preparation of teachers. Since its creation, the PTEU has enabled faculty through its organizational structure to work effectively across disciplines and benefit from different perspectives on matters common to all programs. The PTEU is an autonomous body that values the diversity of its members and insights of individuals outside the member's home department. It was through collaboration that the conceptual framework Collaborative Development of Expertise in Teaching, Learning and Leadership, which underlies all Kennesaw State University's teacher education programs, was developed. The collaborative model is the mechanism for both change and ensuring compliance with our core framework and beliefs. The Teacher Education Council (TEC) was established by the Kennesaw State University Senate to serve in lieu of the college-level curriculum committees in all matters pertaining to teacher education courses, programs, requirements and policies. This single university-wide curriculum committee for teacher education, with members representing all teacher preparation programs, key support services, and professionals in the field, represent the PTEU faculty in matters of curricular review, policies, program administration, and faculty governance.

Instructional departments in the Bagwell College of Education include: Educational Leadership; Elementary and Early Childhood Education; Instructional Technology; Secondary and Middle Grades Education; and Inclusive Education. The website address for the Bagwell College of Education is <http://www.kennesaw.edu/education/>.

### **Special Units:**

#### **Teacher Resource and Activity Center (TRAC)**

The Teacher Resource and Activity Center (TRAC) offers area teachers as well as Kennesaw State students and staff, assistance with instructional material development, a curriculum center, and a varied program of workshops on topics of interest to teachers. Also available in TRAC are computers that are Internet accessible, laminators, badge makers, binding machines, poster makers, and TV's with VCR's for previewing videos. for specific services offered. The website address for the Teacher Resource and Activity Center is <http://www.kennesaw.edu/education/trac>.

### **Center for Education Placements and Partnerships**

The Office of Field Experiences arranges placements in nine partnership school districts to accommodate student teachers, TOSS students, and students taking EDUC 2110, 2120, 2130, INED 3304, ECE 3320 and 3340. The Office of Field Experiences builds collaborative relationships with collaborating teachers, local school administrators, school districts and the community. The website address for the Office of Field Experiences is <http://www.kennesaw.edu/education/ofe/>.

### **Center for Literacy and Learning**

The recently formed Center for Literacy and Learning promotes the acquisition and use of literacy strategies. The Center supports the preparation, development, and research efforts of faculty, teacher, candidates, and practicing teachers while offering developmentally appropriate literacy experiences for P-12 learners. The website address for the Center for Literacy and Learning is <https://education.kennesaw.edu/education/literacy/>.

### **Cobb Education Consortium (CEC)**

Cobb Education Consortium consists of a network of public education services including P-12, technical institutes and senior colleges and universities. The six institutions that form the membership of the CEC are: Chattahoochee Technical Institute; Cobb County Public Schools; Kennesaw State University; Marietta City Schools; and Southern Polytechnic State University. The exemplary Cobb educational culture insists that learners can transfer credits between institutions as they explore, upgrade, and retool their knowledge and skills throughout their careers. Each of the Cobb institutions complements the others and is noted for its excellence. The website for Cobb Education Consortium (CEC) is <http://www.cobb-ed-consortium.org/>.

### **Educational Technology Center (ETC)**

The KSU Educational Technology Center (ETC) is a collaborative partnership between the Bagwell College of Education and the Georgia Department of Education. The ETC is one of the largest DOE Educational Technology Centers in the state. The mission of the ETC is to provide high quality service, consulting, and professional learning for Georgia educators and to advance the effective use of technology for teaching, learning, and leading. ETC provides comprehensive instructional, administrative and technical technology training for educators in order to enhance teaching and learning in Georgia's classrooms. ETC's service area consists of 11 school systems within metro Atlanta and North Georgia. The website address for the Educational Technology Center is <https://education.kennesaw.edu/edtech/>.



### **William D. Impey Teacher Education Advisement Center (TEAC)**

The William D. Impey Teacher Education Advisement Center has been established to guide education majors as they complete program requirements for full admission to the teacher education programs. The Center provides advisement services to freshmen, sophomores, transfer students, and second baccalaureate students who are preparing to meet the prerequisites for admission to teacher education programs. Advising responsibility for each student begins in the Dr. William D. Impey Advisement Center. Upon admission to each education, the student is assigned to a faculty member in the student's teacher preparation program area. The website address for the Impey Teacher Education Advisement Center is <http://www.kennesaw.edu/education/teac>.

Students in the following undergraduate teacher preparation programs receive advisement from the William D. Impey Teacher Education Advisement Center:

Early Childhood Education (P-5 Program)

Middle Grades Education (4-8 Program)

History Education (6-12 Program)

Students in the following undergraduate teacher preparation majors receive advisement directly from their program areas or departments from the beginning of their studies at KSU:

Secondary Teacher Certification Program

Bachelor of Science in Biology Education

Bachelor of Science in English Education

Bachelor of Science in Mathematics Education

Bachelor of Science in Chemistry (Chemistry Education Track)

P-12 Teacher Education Certification Program

Bachelor of Science in Art Education

Bachelor of Science in Health and Physical Education

Bachelor of Music in Music Education

Bachelor of Arts in Modern Language and Culture (Teacher Certification in Foreign Language Education Concentration)

### **Graduate Programs Office (GPO)**

The Bagwell College of Education and PTEU partners offer a variety of graduate degrees including the Master of Arts in Teaching (MAT), Master of Education (MEd), Educational Specialist (EdS) and the Doctor of Education (EdD). Graduate students in all degree programs receive initial advisement through the Graduate Programs Office (GPO) located in the Bagwell College of Education. Upon admission, graduate students are advised by the program coordinator and/or advisor in their respective departments. The website address for the graduate program office for the Bagwell College of Education is <https://education.kennesaw.edu/gac/>.

## **WellStar College of Health and Human Services**

The WellStar College of Health and Human Services is a dynamic academic unit that consists of the Department of Social Work and Human Services, the Department of Health Promotion and Physical Education, the Department of Exercise Science and Sport Management, and the School of Nursing. Additionally, the college includes the campus-wide Wellness Center and Student Health Clinic and the Academy of Inclusive Learning and Social Growth.

The WellStar College of Health and Human Services prepares graduates through the WellStar School of Nursing, the Department of Social Work and Human Services, and Department of Exercise Science to seek employment in a wide variety of health/human service fields, as registered nurses, social workers, physical trainers and health rehabilitation specialists, or as generalist practitioners in a variety of private, nonprofit, or governmental human service organizations. The WellStar Primary Care Nurse Practitioner Program is housed in the WellStar School of Nursing and prepares graduates as primary care nurse practitioners. Additionally, the graduate nursing division offers a degree program in Advanced Care Management and Leadership including tracks in Clinical Leadership and Leadership in Nursing Education, as well as a Doctorate of Nursing Science focusing on vulnerable populations. The WellStar College of Health and Human Services offers the undergraduate degree in Human Services and a master's degree in Social Work in the Department of Social Work and Human Services. The WellStar College also offers four separate major programs through the Department of Health Promotion and Physical Education and the Department of Exercise Science and Sport Management: 1) undergraduate degree in Exercise Science prepares students for careers in the field of exercise science; 2) Health and Physical Education prepares students for licensure in grades P-12 to teach health and physical education; and 3) Sport Management prepares students for careers in the sports industry; and 4) Department of Exercise Science and Sports Management offers a masters degree in Applied Exercise and Health Science. The Academy of Inclusive Learning and Social Growth offers a unique certificate program that provides a two year college experience for a select group of high school graduates who have intellectual disabilities. A major goal of the program is to challenge the students to expand their education and potential career skills while integrating them into the general campus community. Additionally, the WellStar College houses the Institute for Culinary Sustainability and Hospitality. The Institute teaches students to source local food, establish water/energy/food conservation programs, and apply resource management techniques to run a sustainable culinary or hospitality operation in an environmentally conscious, economically beneficial manner. More information can be found at <http://icsh.kennesaw.edu/>.

Members of each of the college units are actively engaged in the pursuit of excellence in undergraduate and graduate education, as well as scholarship and community engagement. The website address for the WellStar College of Health and Human Services is [http://www.kennesaw.edu/col\\_hhs/](http://www.kennesaw.edu/col_hhs/).

In addition to the academic departments the WellStar College of Health and Human Services, provides service to the students, faculty and staff through support of:

## **Special Units:**

### **Center for Health Promotion and Wellness**

The Center for Health Promotion and Wellness promotes wellness and encourages students, faculty and staff to assume more responsibility for their health through a variety of education and prevention programs and services. In addition, the Center supervises a fitness center for faculty and staff. See University Handbook 4.9 (Services and Facilities-Center for Health Promotion and Wellness) for specific programs and services offered. The website address for the Center for Health Promotion and Wellness is [http://www.kennesaw.edu/col\\_hhs/wellness/](http://www.kennesaw.edu/col_hhs/wellness/).

### **Walk In Health Clinic**

The University Health Clinic serves as a fee-for-service clinic for all students, faculty, and staff. It is staffed with nurse practitioners, general and specialty physicians, and nursing students. Services include immunizations, illness care, women's health, ENT services, and physical examinations. The website address for the Walk In Health Clinic is [http://www.kennesaw.edu/col\\_hhs/hc/](http://www.kennesaw.edu/col_hhs/hc/).

### **KSU Clinic at M.U.S.T. Ministries**

The KSU Community Clinic is operated by nursing and social work faculty and services as a teaching facility for nursing, human services, and social work students. The clinic provides health care services including disease management, counseling, health promotion, and referrals to clients who have no other access to outpatient health services. The clinic focuses on at risk population including the homeless population in Cobb County.

## **College of Humanities and Social Sciences**

The College of Humanities and Social Sciences has nine academic departments, two endowed chairs, six centers, and an institute.

The academic departments offer programs of study leading to baccalaureate degrees, master's degrees, a doctor of philosophy degree, and certificates. The programs, which include traditional and interdisciplinary fields of study, provide students with learning opportunities that

- cultivate an appreciation of the richness of human experience;
- encourage individual achievement and a sense of social responsibility;
- emphasize critical thinking, problem solving, effective communication, and lifelong learning;
- promote the development of knowledge, skills, and intercultural awareness that lead to personal and professional success in an ever-changing, global society; and
- foster engaged citizenship.

The endowed chairs conduct research, organize public programs, and conduct other outreach efforts that support the overall mission of the college.

The college's departments, centers, and the institute serve Kennesaw State University and the community with research services and outreach programs such as Kennesaw Mountain Writing Project and the Georgia Geographic Alliance. The College serves the university-at-large by providing many of the courses in the general education curriculum. Additional information may be found online at [hss.kennesaw.edu](http://hss.kennesaw.edu).

<b>Academic Departments</b>	
Communication	Interdisciplinary Studies
English	Political Science and International Affairs
Foreign Languages	Psychology
Geography and Anthropology	Sociology and Criminal Justice
History and Philosophy	
<b>Academic Programs (leading to a Baccalaureate Degree)</b>	
African and African Diaspora Studies	History and History Education
Anthropology	International Affairs
Communication	Modern Language and Culture
Criminal Justice	Philosophy
English and English Education	Political Science
Geography Information Sciences	Psychology
Geography	Sociology
<b>Programs Leading to a Master's Degree</b>	
American Studies	International Policy Management
Conflict Management	Professional Writing
Criminal Justice	Public Administration
Integrated Global Communication	Teaching in Foreign Language

<b>Programs Leading to a Doctor of Philosophy Degree</b>	
International Conflict Management	
<b>Programs with an Interdisciplinary Focus</b>	
African and African Diaspora Studies	Latin American and Latino Studies
American Studies	Peace Studies
Asian Studies	Public History
Gender and Women's Studies	Religious Studies
<b>Programs leading to a Certificate— Undergraduate</b>	
Alternative Dispute Resolution	Professional Politics
European Union Studies	Public History
Geographic Information Systems	
<b>Programs leading to a Certificate— Graduate</b>	
Creative Writing	Professional Writing for International Audiences

In addition, the College offers

- an array of minor programs of study;
- courses in the following languages: Chinese, French, German, Italian, Latin, and Spanish; and
- courses in the following critical languages: Arabic, Japanese, Korean, Portuguese, Russian, and Swahili.

### **Endowed Chairs**

#### **Shaw Industries Distinguished Chair in Southern Economic History**

The chair's mission is to investigate and illuminate the economic and business history of the South for both a scholarly audience and the general public through traditional research, public programs, and community outreach.

#### **Robert D. Fowler Distinguished Chair of Communication**

The focus of the chair is to advance the scholarship, teaching, and practice of public journalism.

## Centers

### **Center for Regional History & Culture**

The Center for Regional History & Culture was established in 1998 and is housed in the Department of History and Philosophy. Its mission is to promote a deeper understanding of the Northwest Georgia region among area residents. The Center conducts and encourages research on the history and culture of Northwest Georgia, gathers oral histories, and provides programs open to the public. See <http://www.kennesaw.edu/research/crhc> for further information.

### **Intensive English Program Center**

The Intensive English Program Center houses the Intensive English Program. The Intensive English Program offers beginning through advanced courses in English to prepare students for university study at institutions in the United States. The website address for the Intensive English Program Center is <http://www.kennesaw.edu/iep/home.php>.

### **Center for Conflict Management**

Established in 1998, the Center for Conflict Management works closely with the Master of Science in Conflict Management (MSCM) graduate program and the Alternative Dispute Resolution Certificate program for undergraduates. The Center works collaboratively with other units on campus and throughout the University System to promote and provide conflict management skills, training, and consultation. The Center also provides consultative services, research, and training to private and public institutions and works collaboratively with both domestic and international partners. A library of relevant resources for conflict theory, research, and practice is available in the Center. The website address for the Center for Conflict Management is <http://www.kennesaw.edu/conflict>.

### **Writing Center**

The Writing Center is a free service available to all members of the university community. It is a place where anyone who writes—those who love it, those who struggle with it and everyone in between—may come for help in becoming a better writer. The website address for the Writing Center is <http://ksuwritingcenter.com>.

### **Center for the Study of the Civil War Era**

Established in 2006, the Center for the Study of the Civil War Era provides research materials and public programs that further the exploration of the role of Georgia and the South in the Civil War. The website address for the Center for the Study of the Civil War Era is <http://www.kennesaw.edu/civilwarera>.

### **Center for Sustainable Journalism**

The Center for Sustainable Journalism discovers ways to produce financially sustainable, high quality, and ethically sound journalism. The Center engages in applied research and collaborates to advance journalism projects regionally and around the country. See further information at <http://sustainablejournalism.org>.

## **College of Science and Mathematics**

The College of Science and Mathematics is staffed by nearly 200 dedicated faculty who are exceptional teachers and who have recognized research programs in their area of expertise. The college offers contemporary degree programs that have gained nationwide recognition for the success of their graduates. These programs have curricula that are challenging and focused on modern aspects of their disciplines. Opportunities abound for students to develop a strong identity with their respective departments and disciplines through student organizations, through mentoring relationships with the faculty, and through engagement in collaborative discovery research activities.

The college offers baccalaureate degree programs in biology, biology education, biochemistry, biotechnology, chemistry (chemistry education track), computer science, mathematics, and mathematics education. Students with career interests in the laboratory sciences, mathematics, or computer science will find degree programs in these areas in the College of Science and Mathematics that prepare them for success in graduate school, professional schools or careers in industry/private business. Biology, chemistry and mathematics education graduates receive the same in-depth course work in the disciplines of science and mathematics as do students majoring in these fields. Student advising is also a valued service provided to all students. Furthermore, students have numerous opportunities to gain practical experience in their field through co-ops and internships as well as by working one-on-one with faculty on research projects.

The college also offers master's degrees in computer science, applied statistics, integrative biology, and chemical sciences; and, the college collaborates with the Bagwell College of Education to offer Master of Arts in Teaching degrees (M.A.T.) in both science education (biology, chemistry, and physics) and mathematics education. The M.S. degree programs offer a balance between higher-level course work and collaborative discovery research in the discipline. Opportunities exist for research experience in a multidisciplinary setting while earning a M.S. degree. The M.A.T. degree is the result of a close, collaborative relationship that exists between the departments and the other colleges within the university, particularly, the Bagwell College of Education. These collaborations are reflected in the strong content areas in Biology, Chemistry and Mathematics teacher preparation programs.

The Science Complex includes the Science and Science Laboratory Buildings that houses the lab and research areas, the Clendenin Computer Science Building that contains state-of-the-art technology designed to enhance student learning, and the Mathematics and Statistics building. High-speed wireless Internet access is available throughout the Science Complex.

The academic departments in the college include: Biology and Physics, Chemistry and Biochemistry, Computer Science, and Mathematics and Statistics.

The website address for the College of Science and Mathematics is <http://science.kennesaw.edu/>.

## **Special Units:**

**The Center for Statistics and Analytical Services** was established in 2011. The Center provides analytical support to both the University community and the larger business and government communities of Metropolitan Atlanta and North Georgia. Services provided by the Center, specifically to meet the needs of the University community, include analytical support and experimental design for scholarship, research and grants, tutoring and workshops and software training. For the larger business and government communities, the Center provides workshops, training and ad hoc analytical project support including sampling, research design, multivariate modeling and testing. The website address for the Center for Statistics and Analytical Services is <http://kennesaw.edu/csas/>.

**The Center for Election Systems** is a joint initiative between the Georgia Office of the Secretary of State and Kennesaw State University. The Center provides services for Georgia election officials and poll workers to assist them with the maintenance and use of voting technologies. The core functions of the Center include outreach, education, training, consultation, and technical support. The website address for the Center for Election Systems is <http://elections.kennesaw.edu/>.

## **Academic Division Institutes, and Centers**

### **The Institute for Global Initiatives**

The Institute for Global Initiatives (IGI) promotes and collaboratively leads global learning and regional studies among KSU's faculty, students, staff and the community through academic services and programs, research and scholarship, and partnerships. The IGI supports and promotes KSU's mission of global learning by collaborating with divisions, colleges, schools, departments, and other units to ensure the infusion of international dimensions into teaching, scholarship, and community service. The website address for the Institute for Global Initiatives is <http://www.kennesaw.edu/globalinstitute/>.



## **Special Units:**

### **Center for African and African Diaspora Studies**

The Center for African and African Diaspora Studies (CAADS) is dedicated to promoting research, scholarly exchanges, programs, and collaborative projects which foster an understanding of the complex relations of Black peoples around the world. The Center also coordinates the interdisciplinary major in African and African Diaspora Studies and the minor in African and African-American Studies in collaboration with the College of Humanities and Social Sciences. The website address for the Center for African and African Diaspora Studies is <http://www.kennesaw.edu/caads/>.

### **Center for Latin American and Iberian Studies**

The Center for Latin American and Iberian Studies at Kennesaw State University fosters social cohesion in a democratic context by producing and disseminating information, developed with the highest standards of research, mainly, but not exclusively, for the larger community in Georgia and the Southeast of the United States on social, cultural, educational, and technological matters that promote the understanding and advancement of people of Latin American, Spain, and Portugal as legitimate and productive members of Society. The website address for the Center for Latin American and Iberian Studies is <http://www.kennesaw.edu/chs/>.

### **Office of Education Abroad**

The Office of Education Abroad (EAO) promotes international and cross-cultural understanding, both on the KSU campus and in the communities we serve. Kennesaw State University believes such international understanding is vital to student and community success in an increasingly global marketplace. The EAO enhances international education by working collaboratively with a wide range of academic departments, student groups, and community organizations. Through its activities, the EAO expands teaching and learning on international subjects at the university. EAO mobilizes the university's resources to internationalize the community, and it facilitates greater involvement of skilled community groups and individuals in building a model international educational program at Kennesaw State University. The website address for the Office of Education Abroad is <http://www.kennesaw.edu/studyabroad/index.html>.

### **The Confucius Institute at KSU**

The Confucius Institute at KSU (CIKSU) promotes the teaching and understanding of Chinese language and culture among educators, business, and the general community in the metropolitan Atlanta and North Georgia. It organizes workshops and training programs on a variety of topics, collaborates with various KSU academic units to deliver cutting edge workshops for entrepreneurs interested in doing business in China, and administers the Chinese proficiency test. The CIKSU partners with Yangzhou University, China. The website address for the Confucius Institute is <http://www.kennesaw.edu/confuciusinstitute/>.

### **Chinese Proficiency Testing Center**

The Chinese Proficiency Testing Center, also known as HSK, is China's national standardized test designed to assess the Chinese language proficiency of speakers whose first language is not Chinese. The Center was established at KSU in 2003 and serves all of the southeastern U.S. It was housed in the College of Education until 2008 when it was moved to the Department of Foreign Languages. From its present "home," the HSK and the Confucius Institute will work together to organize tests and other activities.

The website address for the Chinese Proficiency Testing Center is <http://www.kennesaw.edu/hsk/test-regist.htm>.

### **Center for Excellence in Teaching and Learning (CETL)**

The Center for Excellence in Teaching and Learning provides leadership, support, and advocacy for initiatives designed to enhance learning through teaching and scholarship. It cultivates a culture of ongoing professional development for faculty effectiveness. The website address for the Center for Excellence in Teaching and Learning is <http://www.kennesaw.edu/cetl/>.

### **Distance Learning Center**

The KSU Distance Learning Center (DLC) provides administrative and technological support to faculty and students in the creation, delivery, and enhancement of academic classes and programs delivered through technology-enhanced mediums (online, hybrid/blended, and synchronous video). DLC engages in the following activities: 1) supports faculty who are tasked with teaching online and other distance learning courses; 2) identifies, disseminates, and integrates new technologies to support distance learning; 3) provides student support services to enable high performance in distance learning settings; and 4) coordinates its efforts closely with other KSU units that touch distance learning. The website address for the Distance Learning Center is <http://www.kennesaw.edu/distancelearning.shtml>.

### **KSU Press**

The KSU Press acts as the publishing arm of Kennesaw State University. The press is dedicated to visionary publishing by producing works that engage and challenge a diverse audience. The press is interested in works that address issues of diversity, internationalization, ethical leadership, the scholarship of teaching, and much more. The website address for the KSU Press is <http://www.kennesaw.edu/ksupress/about.shtml>.

## SECTION 2 - Workload and Institutional Expectations

### 2.1. Academic Freedom and Responsibility

Kennesaw State University endorses the following statements as published by the American Association of University Professors in defining the academic responsibilities of faculty members (Excerpts from the 1990 Edition of the AAUP Policy Documents & Reports, pgs. 3-4, 77-78). Document is on file at the KSU Sturgis Library in the general reserve section.

*Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression.*

*Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.*

- a. *Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*
- b. *Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.*
- c. *College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.*

*Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend*

*intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues... Students are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the teacher student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. It is the mastery teachers have of their subjects that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to interject material that has no relation to the subject, or to fail to present the subject matter of the course as announced to their students and as approved by the faculty in their collective responsibility for the curriculum.*

### **Instructional Responsibilities**

Kennesaw State University also endorses the following statement on professional ethics for college and university faculty as published by the American Association of University Professors (1990 Edition of the AAUP Policy Documents & Reports, pgs. 75-76). Document is on file at KSU Sturgis Library in the general reserve section.

*I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*

*II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*

*III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*

*IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*

*V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

## **2.2. Workload Model for Teaching- Faculty**

The purpose of this model is to provide a common vocabulary to describe the varied work faculty members do as well as an agreed framework for discussions of that work. The model establishes some core standards, for instance that a typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year, and that all faculty must allocate at least 5% of their time to professional service activities essential to the life of the institution. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and, equivalencies for non-standard faculty activities (e.g., supervision of significant student research), be formally negotiated and incorporated into the faculty assessment process. Likewise, disciplines with writing-intensive courses, laboratory courses, studio and field experiences, etc., or with unusually heavy supervising and mentoring responsibilities, shall establish teaching load equivalencies through the shared governance process on the basis of this model. The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and their chairs to agree upon (with their dean's approval) based on institutional needs and KSU's shared governance process. But the application of the model's core standards and the

common vocabulary across campus should enable KSU to distribute faculty work more wisely and fairly, to assess it more accurately and to reward it more appropriately.

### **The Workload Model and Shared Governance:**

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

Teaching, Supervising, and Mentoring;  
Research and Creative Activity;  
Professional Service;  
Administration and Leadership.

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

### **The Workload Model and Faculty Performance Agreement** (See also Section 3.2 - Overview of Faculty Responsibilities.)

Each individual faculty member shall divide his/her professional efforts among the four faculty performance areas noted above with Administrative Leadership as an option limited to faculty serving specific roles. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the university (see Faculty Handbook Section 3.7). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the university's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

## **Instructional Responsibilities**

### **Illustrative Examples of the Workload Model:**

Some examples of possible FPA workload combinations appear below. The examples reflect various percentages of effort in the four faculty performance areas. The examples given are

merely illustrative. Individual FPAs can vary almost infinitely, as agreed by the faculty member and chair and as approved by the dean.

**SOME ILLUSTRATIVE WORKLOAD EXAMPLES\***

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

<b>Teaching emphasis</b>	<b>% of Effort</b>
4-4 course load Teaching.....	80
Scholarship of Teaching or Service.....	10
Service.....	10
<b>Total.....</b>	<b>100</b>

<b>Teaching – Research/Creative Activity balance</b>	
3-3 course load Teaching.....	60
R/CA.....	30
Service.....	10
<b>Total.....</b>	<b>100</b>

<b>Teaching – Service balance</b>	
3-3 course load Teaching.....	60
Scholarship of Teaching or Service.....	10
Service.....	30
<b>Total.....</b>	<b>100</b>

<b>Research/Creativity Activity emphasis</b>	
2-2 course load Teaching.....	40
R/CA.....	55
Service.....	5
<b>Total.....</b>	<b>100</b>

<b>Administration/Leadership emphasis</b>	
Chair or Director Admin/Ldshp.....	70
Scholarship (of Admin/Ldshp.).....	10
Teaching.....	20
<b>Total.....</b>	<b>100</b>

### ***2.3. Teaching Overloads***

Under certain circumstances, KSU teaching and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities. If it is determined that a workload adjustment can't be made and a workload exceeding 100% is necessary, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities (see Section 4.2.4 for complete overload compensation guidelines policies).

### ***2.4. Faculty Performance and Assessment***

#### **Teaching, Supervising, and Mentoring Effectiveness**

The faculty and administration of Kennesaw State University are committed to quality instruction. The primary purpose of university faculty is to engage students, colleagues, and others in activities that facilitate learning and contribute to learner development and educational advancement. In order to help faculty capture and document their work, KSU provides the following descriptions of instructional activities and basic expectations of faculty effort.

#### **Institutional Objectives for Teaching, Supervising, and Mentoring**

Highly effective teaching and learning are the central institutional priorities of Kennesaw State University. In addition, service and research/creative activity that strengthen teaching and address community interests play important supportive roles. In both undergraduate and graduate programs, faculty, staff, and administrators are committed to providing a challenging and facilitative collegiate environment that fosters high-quality academic preparation, critical thinking, global and multicultural perspectives, interpersonal skills, leadership development, social responsibility, and lifelong learning.

In order for students to achieve these goals, KSU faculty strive for excellence through integrity and flexibility in their teaching. Because the institution serves a wide population of students with diverse backgrounds, needs, goals, and schedules, faculty are committed to developing diverse means and methods of helping these students learn. KSU faculty recognize diverse student learning styles and situations and strive to improve and expand teaching strategies to address student needs.

KSU believes that teaching can take many forms, including but not limited to lectures, interactive discussions, small group work, laboratory and creative work, supervising of research, original projects, internships and assistantships, private lessons or tutorials, distance education, asynchronous learning opportunities, mentoring, and advising. Within these multiple and flexible forms, KSU holds to a high standard of academic integrity. KSU expects its faculty to be current and well-qualified in their disciplines; to model and maintain the professional standards of their disciplines through research/creative activity; to inspire excitement for learning; to help students make connections among individual courses, their major areas of study, the general-education program, and lifelong learning; and to evaluate regularly the effectiveness of their teaching.



## **Primary Instructional Activities**

Faculty engage in a variety of instructional activities that facilitate learning. The three most common activities are teaching, supervising, and mentoring, which are not mutually exclusive categories.

### **Teaching**

Teaching involves the development of knowledge, understanding, and application in an environment where the instructor must monitor, manage, and facilitate the learning process. An instructor should provide a rich learning environment that allows for a range of individual learning styles. Following a syllabus designed by the instructor, specific topics in a discipline are presented through various forms of teaching and discovery based on a selection of reading materials and other resources. The learning outcomes and expectations should be identified in the syllabus and formally assessed.

### **Supervising**

Supervision occurs in situations where a learner is engaged for a fixed period of time in a structured academic experience for credit or pay with specified learning outcomes. These experiences often take place outside of the classroom in a job setting. The learner is expected to demonstrate competence in performing the learning outcomes, and the purpose of supervision is to improve the quality of that performance by guiding, monitoring, and providing feedback. The supervisor observes, evaluates and provides feedback about the quality of the performance of tasks and appropriate professional behavior. Although a faculty member may be responsible for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor.

### **Mentoring**

The purpose of mentoring is to facilitate and enhance the academic and professional success of an individual. Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues. Faculty mentor students in order to attract them to a discipline, retain them in degree programs, and enhance their professional success. Faculty mentor colleagues in order to retain them at KSU and help them develop professional expertise. A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities. Frequently, in mentoring relationships, faculty challenge the mentees by setting high expectations for the quality of the mentee's work and the development and achievement of their long-term goals. Although the mentee ultimately selects the mentor, faculty invite students and colleagues to engage in a mentoring relationship through their actions during teaching, supervising, and other professional activities. For example, faculty can directly initiate contact and conversations; be available, open, and receptive; nurture potential by providing messages of encouragement and support of scholarly efforts; provide resource

information and materials for professional development; and invite students and/or colleagues to engage in collaborative endeavors.

### **Institutional Resources for Faculty**

Because of the primacy of teaching at KSU, all levels of the university should provide resources and support for the development of highly effective teaching and instructional leadership. The university, primarily through departments and colleges, will be responsible for providing and encouraging development opportunities for its faculty.

### **Basic Expectations and Responsibilities**

Individual faculty are hired for specific instructional responsibilities, which may vary with their discipline and as determined by the faculty member's FPA. Typically these include teaching specific courses, and, in some disciplines such as teacher education and nursing, supervising student teaching and clinical experiences. Although mentoring of students and colleagues is an important ancillary activity for most faculty, KSU holds no specific expectation that faculty will engage in explicit mentoring activities unless that expectation is established in the faculty member's FPA.

Regardless of a faculty member's specific instructional responsibilities, there are basic expectations of professional faculty performance:

- Be on time. Faculty should start and end their classes and appointments at the scheduled time.
- Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance in order to understand what they do well and in what ways they need to improve.
- Relate instructional methods to learning objectives.
- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs).
- Apply stated standards and expectations of the instructor, department, college, and university consistently, regularly and objectively to all learners.
- Communicate and enforce KSU's policy with respect to academic integrity.
- Provide a syllabus for each course at the beginning of the term.
- Provide written expectations/contracts for individualized learning experiences (e.g., clinical experiences, internships, cooperative learning courses, and directed studies"). Be accessible to students - faculty should provide and publicize multiple means of contact for students and colleagues.
- Respect religious, cultural, and gender differences.
- Adhere to KSU's policy prohibiting sexual harassment both in and out of the classroom.

### **Faculty Availability to Students & Colleagues**

KSU is proud of its reputation of faculty being available to students and colleagues outside of class time. To ensure this positive reputation continues KSU expects its faculty to use a variety

of means to be available for student questions or conferences as well as consultation with colleagues, whether in person or electronically. Departments must establish guidelines that establish a minimum number of hours during each week that faculty should be available on campus beyond scheduled classes. Faculty should be flexible, within reason, in making appointments with students and colleagues. As a professional courtesy, faculty should reply to phone calls, e-mails, and bulletin board questions from students in a timely manner.

### **Course Syllabi**

The syllabus helps both faculty and students accomplish the primary mission of teaching and learning. The Criteria for Accreditation, published by the Southern Association of Colleges and Schools, states that faculty must provide students with written information about a course including course goals, requirements, content, and methods of student evaluation. Further, the goals requirements for each course should be tied to the learning objectives and instructional methods. With this in mind, faculty acknowledge that it becomes important for them to enhance the understanding of what is being taught by developing and listing clear learning objectives. For additional information and recommendations on syllabus construction refer to the materials at the following link: <http://www.ipr.sc.edu/effectiveness/syllabus.htm>.

Faculty teaching general education course(s) should use the general education course syllabus template and include this information in their syllabi (<https://web.kennesaw.edu/academicaffairs/genedprogram>).

### ***2.5. Assessment of Teaching Effectiveness***

All faculty are required to conduct formal student evaluations for every class during the last two weeks of the semester using the evaluation forms specified by the university and the appropriate college and department. See the section labeled Student Comments on Instructional Effectiveness below and consult with your dean or chair for additional information or other required forms. Chairs who receive unsolicited feedback about a faculty member's teaching, supervising, and mentoring effectiveness must share the information with the faculty member within one week.

Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review. In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, and contributions to the achievement of departmental teaching-related goals.

### **Philosophy and Goals of Teaching, Supervising, and Mentoring**

All faculty should articulate their individual philosophy of teaching, supervising, and mentoring and their goals for teaching and student learning should be developed and included as a part of tenure and promotion materials. A faculty member's philosophy of teaching should concentrate on large-scale goals for fostering student learning and development in the context of one's

discipline and the courses that one teaches. However, rather than reiterating learning outcomes for individual courses, faculty should focus on their general aims and interests with respect to teaching and student learning. A clearly articulated philosophy of teaching will also communicate the personal values, beliefs, and goals that underlie a faculty member's approaches to teaching, supervising, and mentoring. It should also address how one's philosophy embodies expectations for teaching, supervising, and mentoring related to a departmental mission, institutional initiatives (e.g., PTEU or General Education), or accreditation requirements. Finally, a faculty member's philosophy can help guide one in selecting aspects of teaching, mentoring, and supervising to be assessed and evaluated and in documenting examples of activities and practices that embody and exemplify one's philosophy.

Each faculty member is encouraged to prepare a written document describing his or her philosophy of teaching by the end of the first year of full-time employment at KSU and share and discuss it with his or her department chair. Because teaching is a dynamic process that is responsive to factors such as assessment information, new techniques that become available, and changes associated with revisions in a departmental mission, PTEU requirements or accreditation standards, one's philosophy may undergo revisions over time. As a faculty member's philosophy evolves, revisions and updates should be shared with his or her department chair as part of the annual review. This philosophy should also provide a context for evaluating assessment results, as manifested in the various forms described below. Ultimately, this philosophy must be incorporated within the narrative that is shared with peers and administrators when a faculty member submits a portfolio for review.

## **Student Comments on Instructional Effectiveness**

“Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations” (BoR [8.3.5.1](#)).

Instructor:

Course Number and Title:

Course Day/Time:

Semester/Year:

### **Instructions**

KSU faculty value student feedback about the course, their teaching, and course materials, which can be used to improve teaching and learning. Please take as long as you need to answer the

questions listed below. If you need additional space, please request a second form rather than writing on the back of the form.

1. The instructor was effective in helping me learn.  
A. Strongly Agree B. Agree C. Strongly Disagree D. Disagree E. No Response
2. Overall the content of this course contributed to my knowledge and intellectual skills.  
A. Strongly Agree B. Agree C. Strongly Disagree D. Disagree E. No Response
3. Please comment on the instructor's strengths.
4. Please comment on ways the instructor might improve.
5. Please comment on the course content.

## ***2.6. Course Scheduling Expectations***

The primary objective of course scheduling is to deliver the required curriculum. It is expected that faculty will be involved in determining their schedules in consultation with their chairs so as to meet institutional needs. Kennesaw State University faculty will be involved in all aspects of the course schedule. The faculty is expected to participate in day, evening, and weekend courses as determined in discussions with the department chair and dean.

## ***2.7. Course Instructional Materials***

Since most classes taught on the freshman and sophomore levels are foundations for more advanced ones, it is important that multiple section classes should reflect general instructional goals defined by the department. In addition, to model course syllabi that guide instructors, instructional materials (e.g. textbooks, lab manuals, music scores, software, CD-ROM, instruments and other equipment, etc.), will be selected by the individual faculty member or a departmental committee so that all students will have an instructional experience that reflects the general instructional goals defined by the department for that course. In junior-senior level classes where only one instructor teaches a particular class, that instructor will select the instructional materials. If another instructor teaches the same course during a different semester, it would be advisable to discuss and share instructional materials that are effective in achieving the general instructional goals for the course.

## ***2.8. Class Rolls***

Class rolls are available through the KSU Owl Express and Banner systems. Instructors are to check class rolls using procedures provided by the registrar. Instructors should be reminded that they are not to allow any unauthorized students in their classes. A student is authorized to attend a class when his/her name appears on the printed class roll available on the internet. If a student claims to be in an instructor's class and their name is not on the roll, ask the student to report to the Office of the Registrar and get the situation clarified. As soon as a student has been registered for a class, their name will be on the Internet class roll. Ask your students if any of them are registered for AUDIT CREDIT. If so, be sure the grade V shows on the class roll. If not, have the student contact the registrar's office immediately.

## 2.9. Grading

### General Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. Faculty must provide feedback to students about their progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those listed below. Any deviations must be approved by the Faculty Senate and the Office of the Registrar.

The following are the final grades included in the determination of the scholastic grade point average:

<b>Grades</b>	<b>Definition</b>	<b>Quality Points per Credit Hour</b>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, but less than satisfactory	1
F	Failing	0
WF	Late withdrawal	0

### Special Purpose Grading Symbols

**I** - The grade of "I" denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. A grade of "I" must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the "I" was originally assigned. In addition, should the student enroll in classes at KSU during the calendar year, the grade of "I" must be removed by the end of the first semester of enrollment during that calendar year. Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student's total performance. If the course requirements are not completed within the specified time limits, then the "I" will be changed to an "F" (for a course which awards letter grades of "A", "B", "C", "D", or "F") and the cumulative and adjusted grade point average will be recalculated accordingly or the "I" will be changed to a "U" (for a pass/fail course which awards a grade of "S" or "U"). An "I" cannot be removed by reenrolling in the course.

**K** - This symbol indicates credit awarded for CLEP or Advance Placement (AP) exams.

**W** - This symbol indicates that the student was permitted to withdraw from the course without academic penalty. The "W" will be allowed only with the approval of the registrar and is

available up to the date published in the most current version of the semester calendar as the last day to withdraw without academic penalty. Withdrawals without penalty may be permitted after this period in documented hardship cases only with the approval of the registrar. A course in which a grade of “W” has been assigned will not be included in the calculation of the student’s scholastic average. This notation will be printed on the final class roll after authorization by the registrar.

**WF** - This symbol indicates that the student was permitted to withdraw from a course after the first 28 working days (including registration days) of the semester with the approval of the registrar. The grade of “WF” is counted as an “F” in the calculation of the student’s scholastic average. This notation will be printed on the final class roll after authorization by the registrar. To change a “WF” to a “W”, students may appeal to the academic standing committee for consideration of unusual circumstances.

**S** - This symbol indicates satisfactory completion of a non-degree credit course and is not included in the calculation of the scholastic average. It also indicates satisfactory completion of certain credit laboratory-type courses specifically designated by overall faculty action.

**U** - This symbol indicates unsatisfactory completion of a non-degree credit course and is not included in the calculation of the scholastic average. It also indicates unsatisfactory completion of certain credit laboratory-type courses specifically designated by overall faculty action.

**IP** - This symbol indicates progress in a non-degree credit course, but not sufficient to meet the prerequisite requirements for the succeeding course and are not included in the calculation of the scholastic average. Used for developmental studies courses in Learning Support Program only.

**V** - This symbol indicates that the student was given permission to audit the course and is not included in the calculation of the scholastic average. Students may not transfer from audit to credit status or vice versa.

**NR**- This symbol indicates that no grade was reported.

### **Course Withdrawal**

Students may withdraw from one or more courses any time before the last three weeks of the semester. However, as of fall 2004, students will be allowed a maximum of eight total withdrawals if they enter KSU as a freshman. Transfer students will be allowed one withdrawal per fifteen credit hours attempted, for a maximum of eight. Students who choose to pursue a second degree at KSU will be allowed two additional withdrawals. Students who entered KSU before fall 2004 will be allowed one withdrawal per fifteen credit hours attempted for a maximum of eight after the institution of this policy. Students who exceed the maximum number of withdrawals will receive a grade of “WF” for any subsequent withdrawals. To completely or partially withdraw from classes at KSU, a student must withdraw online through Owl Express.

Students who officially withdraw from courses before the last day to withdraw without academic penalty will receive a grade of “W” and receive no credit. Students who officially withdraw after the last day to withdraw without academic penalty and before the last three weeks of the semester or who have exceeded the maximum number of withdrawals will receive a grade of “WF,” which will be counted as an “F” in the calculation of their grade point average.

The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances, which must be fully documented. Students may appeal to the academic standing committee for consideration of unusual circumstances. Exact withdrawal dates will be published in the official academic calendar. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. Students will receive refunds only when they withdraw from ALL their classes and only by the schedule outlined in the University System refund policy.

### **Reporting Grades**

Faculty members enter their grades on line through a section login and across a secure network. Faculty members will login to Kennesaw’s home page and then click on OWL EXPRESS. The online grading system will be available from the start of final examinations until the due date and time as published in the academic calendar for that semester.

### **Errors in Grades**

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the semester/term following the semester/term in which the grade was assigned except with the approval of the Academic Standing Committee. In general, the Academic Standing Committee will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

### **Changing Grades**

Changes in grades may be made only on the form designated for this purpose. All changes must be approved by the appropriate dean or department chair and submitted to the registrar. The Official Grade Change Form is used to correct entries as well as to record grades for courses in which the grade of “I” had been previously assigned.

The Official Grade Change Form is the only form that can be used to change a student’s grade once it has been recorded on his/her official transcript. The form can be obtained in each departmental office or in the Office of the Registrar. In general, the Academic Standing Committee will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. For undergraduate and graduate students, grades of “I” must be changed to A, B, C, D, or F, by completing course requirements within one calendar year from the end of the semester or summer term in which the “I” was originally assigned. In addition, should the student enroll in classes at KSU during the calendar year, the grade of “I” must be changed by the end of the first semester or term of enrollment during that calendar year.



## Grade Appeals

Students' rights to grade appeals are defined in the university catalog. A key element in the grade appeal procedure is the faculty member's responsibility to publish a specific grading policy for each of his/her classes. Specifically, the grade appeal procedure states: "Each faculty member must specify his/her grading policy, at the first of the semester. He/she may change his/her grading policy for cause after that time, but he/she must do so uniformly, with ample notification to students, if at all possible."

Note that failure to publish the grading policy would mean that a faculty member would have great difficulty in sustaining his/her assigned grade if a student appealed with anything but a frivolous or irresponsible basis for his/her charge. The grading policy should be quite specific and should be distributed to each class in written form. Some departments may also require faculty members to file grading policy statements in the departmental office. Because the student can submit a grade appeal to the Department Chair within 20 business days after the first day of classes of the next academic term after the academic term in which the final grade was awarded to the student (see Grade Appeals Procedure, section B), it is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved. Refer to the following section for specific grade appeal procedures.

## Grade Appeal Procedure

Kennesaw State University is committed to treating students fairly in the grading process. Students may appeal a final grade that they receive in a course, but interim grades or grades on specific assignments are not appealable. Any such appeal must be based on an allegation that the faculty member has violated his/her stated grading policy or that the grade was a result of discrimination or retaliation. The student has the burden of proving these allegations. All formal appeals under these procedures will be based only on the written record.

- A. **Informal:** Students are encouraged to discuss concerns and disputes over final course grades with the faculty member, prior to filing a formal grade appeal, in an effort to understand the basis of his/her grade. Faculty are encouraged to be available to students for such discussion regarding grades so that if possible, grade disputes can be resolved informally. The Office of the University Ombuds can provide assistance to students and faculty with resolving disputes informally in an effort to bring resolution to the matter prior to the initiation of a formal complaint. If the student has evidence of discrimination or retaliation, the student may bring his/her concerns directly to the Ombuds Office without first reviewing the matter with the faculty member.
- B. **Formal:** In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise basis for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals.

The appeal must be submitted within 20 business days after the first day of classes of the next academic term (fall, spring, summer[or any other term]) after the academic term in which the final grade was awarded to the student. The Chair will invite the faculty member whose grade is appealed to provide a written response to the student's appeal statement. The Department Chair (or the Chair's designee) will review the allegations and conduct any additional fact finding as needed and will provide a decision in writing to the student, within 20 business days of the receipt of the complaint in the Department. The Chair's written decision will specifically address the relevant issues raised by the student. In preparing the written decision, the Chair shall consult with the EEO officer or the Chief Diversity Officer if there is an allegation by the student that discrimination or retaliation had an impact on the grade that was awarded.

- C. The student may appeal the Department Chair's decision within 20 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the Dean's discretion, the Dean can appoint an advisory panel, consisting of two (2) faculty members from outside the department where the grade was awarded and one (1) student to review the written documentation and make a recommendation to the Dean. The advisory panel may invite the student and the faculty member who awarded the grade to meet with the panel to share each party's position on the grade dispute. The panel will provide a written recommendation to the Dean within ten (10) business days of the receipt of the appeal. The Dean will issue a decision to the student, in writing, within ten (10) business days of the receipt of the report from the advisory panel or within twenty (20) business days of the receipt of the written complaint from the student if no panel was appointed.
- D. The student may appeal the Dean's decision to the Provost, in writing, within twenty (20) business days of being notified of the Dean's decision. [However, if it is a graduate course, the student will direct this written appeal to the Graduate Dean, and the Graduate Dean will issue a decision to the student, in writing, within twenty (20) business days of receiving the appeal. Within twenty (20) days of that decision, the student may then appeal to the Provost as is described in this section]. The Provost, will issue a decision to the student, in writing within twenty (20) business days of receiving the appeal.
- E. The Provost's decision is final, and decisions regarding grades may not be appealed to the Board of Regents (BoR Policy 4.7.1).
- F. Nothing in this grade appeals process prohibits the parties from settling this matter at any stage with the assistance of mediation through the Ombuds office. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeals process.

### **Final Examination Policy**

To help maintain the integrity of the academic program and to facilitate uniform procedures across colleges and schools, faculty members are to adhere to the following policies regarding final examinations:

- A final examination is defined as an exam covering course material from mid-term (or earlier in the semester) to the end of the semester. A final examination schedule is published each semester by the Office of the Registrar.

- Final examinations should not be given during the last week of classes.
- For courses where a final examination may not be appropriate, the decision not to give a final examination shall be made by the instructor of record.
- For 1 or 2 credit hour courses that are not taught in the traditional 15-week time frame or laboratory courses, the examination date and time will be determined by the instructor. The Undergraduate and Graduate Catalogs can be found at: [https://web.kennesaw.edu/registrar/students/course\\_descriptions](https://web.kennesaw.edu/registrar/students/course_descriptions)

### ***2.10. Student Attendance Policy***

Insofar as attendance is a component of a grading policy, a statement of attendance requirement might also be distributed in written form. If attendance is part of grading policy, careful records should be kept. In any case, all instructors shall, at the beginning of each semester, make a clear statement to all of their classes regarding their policies in handling absences. Students who are absent because of their participation in university-approved activities such as field trips and extracurricular events will be permitted to make up the work missed during their absences. An itinerary for all field trips must be on file with the appropriate department chair or dean in advance of the scheduled event.

### ***2.11. Faculty Absences***

#### **Planned Brief Absences from Teaching Responsibilities**

If a faculty member plans to be absent for professional (e.g., conference participation etc.) or health (e.g., minor surgery) reasons, it is the faculty member's responsibility to make arrangements for his/her classes. (For other health issues, refer to sick leave policy in Section 4, Personnel, Fiscal, and Institutional Policies).

#### **Extended Absences from Teaching Responsibilities**

In planning for the instructional coverage of a teaching faculty member on extended sick leave (e.g., disability, long-term illness and/or hospitalization, maternity, etc.), every effort will be made to minimize the potential disruption of the instructional experiences of the students involved. For a complete description of policies refer to Section 4 of the Faculty Handbook.

Faculty members may not be absent from their teaching responsibilities except for illness, extraordinary personal circumstances, or performing professional obligations even if coverage has been arranged. The faculty member should notify the chair of any cancelations or substitutions. In addition, faculty should not cancel scheduled classes or meetings to take personal time.

## ***2.12. Policy Concerning Research with Human Participants***

Kennesaw State University recognizes and accepts the responsibility to protect the rights and welfare of human research participants and is committed to compliance with the Department of Health and Human Services (HHS) regulations for the protection of human participants (45 CFR Part 46, August 19, 1991). It is the policy of Kennesaw State University that all research projects that involve human participants and are conducted by faculty, staff or students, under the auspices of the university or using university resources, must be approved by the Kennesaw State University Institutional Review Board for Research with Human Participants (IRB) prior to commencing the research project. If the project is part of a proposal or application for funding from external sources, the project must be approved in accordance with agency guidelines (prior to submission or prior to the implementation date of a funded proposal).

Research proposals must be submitted to the IRB chair using the research proposal form that is available at [www.kennesaw.edu/irb](http://www.kennesaw.edu/irb). Only the IRB can determine whether a study is exempt from review. Allow at least two weeks for processing. Proposals that require review of the full committee generally require more time for review. See the website for a comprehensive discussion of IRB policies and procedures at <http://www.kennesaw.edu/irb>.

## ***2.13. Faculty Policies and Procedures with Legal Implications***

### **Syllabus Requirements**

#### **University Policies or Statements to be Included in Syllabi**

##### **Academic Integrity Statement (Required)**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

## **Disruption of Campus Life Statement (Optional)**

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/ or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

## **Additional Legal Considerations**

### **Protecting Students' Privacy**

Students have certain rights to privacy. These rights are mandated by federal policy. Leaving their work in an unsecured area such as outside your office door (unless agreed upon with each student) means that the students' names and grades and possibly social security numbers are accessible to everyone. Additionally, research papers can be taken and used by other individuals. It is recommended that you permit students to retrieve their work from your office if you don't return it to them in class. Information should not be made public in any way in which a student's grades, social security number, or other personal information may be identified.

### **Field Trips**

Field trips offer students many educational opportunities and can be used by faculty to enhance courses. It is necessary to have advance clearance before scheduling and taking a class on a field trip. A letter giving pertinent information about the Kennesaw State sponsored field trip must be sent to the department chair and dean for insurance purposes. The purpose and an accurate listing of names of all who participated in the field trip must be submitted to the student success office. It is important that students understand that it is their responsibility to inform and clear a missed class with their instructors. The registrar will not inform instructors of students who missed classes due to field trips.

### **Faculty Liability**

From time to time questions arise concerning the liability of faculty members for injuries to students engaged in laboratory work, physical education activities, on field trips, etc. Faculty members should inquire in advance about liability insurance and trip insurance with their professional societies or the appropriate official in the Office of Student Success.

## **Copyright Law**

The Copyright Law of the United States (codified as Title 17 U.S.C.) governs the making of photocopies or other reproductions of copyright material. Teachers have latitude to copy materials, but within the “fair use” intent and should consider the effect of the copying on the sales of books and other materials. The Board of Regents provides comprehensive information on university policies and procedures with regard to copyright laws at: [http://www.usg.edu/galileo/skills/unit08/credit08\\_09.phtml](http://www.usg.edu/galileo/skills/unit08/credit08_09.phtml)

## **SECTION 3- Review and Evaluation of Faculty Performance**

### ***3.1. Introduction***

The mission statement that appears in the Kennesaw State University Faculty Handbook fully captures the character and priorities of KSU as a major public university within the University System of Georgia. Attracting a diverse student body with a wide range of educational goals, KSU has strong connections to the communities it serves and is highly valued as a resource for educational, economic, social, and cultural advancement.

In order to advance the institution, faculty performance at KSU must be aligned with the University's mission. While all faculty members in the academic colleges and departments work collectively to advance this mission, the roles and responsibilities of individual faculty can vary widely across the University. Each college and its respective departments may focus on particular aspects of the mission in ways that distinguish their contributions from other colleges and departments. However, the missions of all academic units must be aligned and consistent with the overall University mission. Given that department tenure and promotion guidelines are most discipline-specific and are approved by deans and the Provost/VPAA as consistent with college and University standards, department guidelines are understood to be the primary basis for tenure and promotion decisions. Therefore, at all levels of review the rationale for T&P decisions shall be stated in a letter to the candidate with specific and detailed reference to the department review guidelines in justifying the decisions that have been made. Appropriate references must also be made to the college and university guidelines. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective 12 months following their adoption. However, individual faculty may choose to be reviewed under revised guidelines immediately upon their adoption. A copy of the "[Approval Form for Department Promotion and Tenure Guidelines](#)" must be attached as a cover sheet to the department guidelines included in portfolios for 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

Performance evaluation of a faculty member is required at KSU. Reviews and evaluations occur regularly in the following ways in accordance with the governing policies of the Board of Regents of the University System of Georgia and the policies and procedures established by Kennesaw State University and its colleges and departments:

- Detailed annual review of faculty performance;
- Third-year review for tenure-track and tenured faculty;
  - Progress for promotion to assistant professor (for instructors), for tenure and the optional promotion (for tenure-track assistant and associate professors), and for tenure (for tenure-track professors);

- Progress for the optional promotion (for tenured assistant and associate professors);
- Review for tenure by the sixth year for tenure-track faculty with professorial rank;
- Review for promotion to assistant professor by the sixth year for instructors;
- Review for tenure by the ninth year for instructors who have been promoted to assistant professor;
- Post-tenure reviews for tenured faculty with professorial rank after every five years in the sixth year;
- Reviews for elective promotion for tenured faculty in the professorial rank (optional);
- Third-year review of progress for lecturers and senior lecturers;
  - Progress for promotion to senior lecturer for lecturers;
  - Progress for sixth year review for senior lecturers;
- Review for promotion to senior lecturer for lecturers in the sixth year.
- Sixth-year reviews of senior lecturers;
- Third-year review of progress for non-tenure track faculty with professorial rank, including clinical faculty;
  - Progress for the optional promotion (for non-tenure track assistant and associate professors) and sixth year review (for non-tenure track professors);
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical faculty (optional);
- Sixth year reviews of non-tenure track faculty with professorial rank, including clinical faculty.
- Review for promotion by the sixth year for instructors.

This faculty performance model requires effective and collaborative strategic planning at all levels. When a college focuses on particular aspects of the University mission, departments within that college must align the work of their faculty to advance the college mission. The relative emphasis of faculty professional activity in the areas of performance and evaluation at KSU must match the particular focus of their academic unit and be consistent with the mission of the University. The faculty performance model in Section 4 encourages flexible faculty roles across the University, recognizes the rich diversity of faculty talent, and advances the University's mission by maximizing the strengths and talents of individual academic units and their faculty (Brand, 2000).

These University guidelines set forth policies, criteria, and procedures by which individual faculty members' contributions to the University shall be documented and equitably evaluated. They define terms and levels of review and set the basic structure for all performance review. This section of the KSU Faculty Handbook does not cover the entire breadth of evaluative



measures available to colleges and departments. However, in this Section, the words “shall,” “must,” and “will” (and equivalent terms) signify a binding, mandatory requirement that must be followed by colleges and departments, as to substance and procedure, as appropriate. Conversely, the words “may,” “can,” “might, or “should” (and equivalents) signify a permissive suggestion not binding on colleges or departments. Colleges and departments will establish tailored written guidelines, consistent with the Faculty Handbook, that specify evaluative criteria appropriate to their disciplines, describe the focus of their units within the larger mission and the core values of the KSU, and delineate which activities will receive emphasis in annual performance reviews, in tenure and promotion decisions, and in post-tenure performance evaluation of faculty in their units. Each department and college will develop a process for establishing guidelines. The process, the resulting guidelines, and any revisions to the guidelines must also be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for the department guidelines), the College Review Committee, the dean, and the Provost/VPAA.

### ***3.2. Overview of Faculty Responsibilities***

As described below, the four basic performance areas in which faculty may be evaluated at KSU are teaching, supervising, and mentoring of students, research and creative activity, professional service, and administration and leadership. For the purpose of clarification, administrative faculty are those for whom 50% or more of their workload is administrative in function. Teaching faculty are all others with faculty rank and status. Depending upon college and departmental guidelines, faculty members need not show achievement in all four areas; in fact, it is expected that most faculty members will not. However, outside of administrative and non-tenure track faculty, most teaching faculty will be evaluated based upon contributions in teaching, supervision and mentoring of students, research and creative activity, and professional service. (See faculty workload models in Section 2.2). What constitutes appropriate activities in all four areas is defined by departmental guidelines. These standards must be honored by all levels of review in the tenure and promotion process. Whatever the individual’s relative emphasis in the performance areas, all faculty members are expected to devote at least 5% of their time to professional service activities essential to the life of the institution.

In addition, it is important to note that effectiveness in any performance area requires a basic foundation of prerequisite degrees and credentials as well as currency in one’s field. At KSU, such credentials and currency are known as professional development and all faculty are encouraged to participate in professional development opportunities both on and off campus. Faculty should address in their portfolio narratives how their continuing development activities influence, support, and/or shape their activities in their performance area(s) of emphasis.

The differing proportions of emphasis given to each performance area for a given faculty member will depend upon written agreements between the faculty member, department chair, and dean, in alignment with the college and departmental guidelines. The role(s) upon which each faculty member will be evaluated will be outlined in his or her Faculty Performance Agreement (FPA) (See Section 3.7). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA should:

- clarify the general responsibilities and relative emphasis of the individual in teaching, supervising, and mentoring; research and creative activity; professional service; administration and leadership;
- articulate the manner in which the faculty member's activities relate to the departmental and college mission and goals;
- identify the expectations for scholarly activity in all of the faculty member's performance areas;
- identify the performance area(s) that will include scholarship expectations and describe those expectations.

Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

As a faculty member matures and develops, and as the focus of colleges and departments evolve, an FPA may change. New agreements may reflect changes in the assignments that engage the faculty member or in the individual's relative emphasis in one or more performance area. It may, in fact, be necessary to change an FPA during the course of a given year due to unexpected circumstances, such as changes in departmental staffing, new research opportunities, etc. If this occurs, the faculty member, in consultation with his or her supervisors, will draw up a new FPA that will be signed by all parties. Both this new and the old FPA will be used in the evaluation of the faculty member at the conclusion of the year and in subsequent tenure and promotion decisions.

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

The four basic categories of faculty performance at KSU are teaching, supervising, and mentoring; research and creative activity; professional service; and administration and leadership. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these four areas. Although some faculty may choose to engage in professional activities in all performance areas, faculty members are not necessarily required to do so. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases evaluation of faculty performance will be based on evidence of the quality and significance (see Section 3.4) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis.

#### **A. Teaching, Supervising, and Mentoring of Students**

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. By definition, scholarly teachers (see Section 3.4) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU shall be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques (Angelo & Cross, 1993). Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other, more objective instruments.

Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review. In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, and contributions to the achievement of departmental teaching-related goals.

Recognizing that excessive, burdensome assessment requirements can impede both teaching and learning, KSU expects collegial decision-making among faculty, departments, and upper-level administration, as well as continual monitoring of the demands of this assessment on faculty time and energy.

Depending on the faculty member's situational context, evaluation of teaching and curricular contributions shall not be limited to classroom activities but will also focus on the quality and

significance of a faculty member's contributions to larger communities, for example, through activities such as curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

## **B. Research and Creative Activity**

Research and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others and is subject to informed critique and review. Documentation and evaluation of accomplishments in research and creative activity shall focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance.

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

Accomplishments shall be judged in the context of their use of current knowledge, their impact on peers and communities who are stakeholders in the processes, and the products of the research and creative activities. In evaluating scholarship, an attempt should be made to determine the quality and significance of the faculty member's accomplishments.

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

Contributions to the development of collaborative, interdisciplinary, cross-institutional, international, or community-engaged research programs are highly valued. Documenting collaborative research might involve evidence of individual contributions (e.g., quality of work, completion of assigned responsibilities) work facilitating the successful participation of others (e.g., skills in teamwork, group problem-solving); and/or the development of sustained

partnerships that involve the mutually beneficial exchange of knowledge and resources. KSU recognizes publishing in pedagogical journals or making educationally focused presentations at disciplinary and inter-disciplinary gatherings that advance the scholarship of teaching and curricular innovation or practice.

### **C. Professional Service**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the University. Service is a vital part of faculty governance and University functioning, and evidence of the quality and significance of institutional service can support tenure and promotion. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 5% of their time to professional service activities essential to the life of the institution (See Section 4).

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

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

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

- an explanation of the scholarly work involved in the service role;
- copies of minutes, number of hours met;
- copies of products developed;

- measures of the impact or outcome of the service role and/or
- an explanation of the unique contribution of leadership roles or recognition by others of contributions.

## **D. Administration and Leadership**

The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas. This area applies primarily to administrative faculty, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., directing a program or overseeing a grant). Faculty evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

Faculty in administrative and leadership positions are often not directly engaged in teaching, supervision and mentoring of students, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment for achievement in these areas.

For example, leadership in teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, supervision and mentoring of students, research and creative activity, and professional service.

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

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The performance area(s) with scholarship expectations must be agreed upon by the faculty member

and the faculty member's supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU's scholarly and scholarship expectations support the Board of Regents policy ([8.3.15](#)), Work in Schools.

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

Scholarly is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, scholarship is a noun used to describe tangible outcomes of the scholarly processes.

This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to informed critique and evaluation. Scholarship may be in any of Boyer's categories of scholarship: discovery, integration, application, teaching, service, or community engagement. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

#### **Examples of Scholarly Accomplishments in Teaching, Supervising, and Mentoring Students**

Scholarly teachers plan their class activities in such a way that they seek outcome data regarding student learning. Faculty members typically revise their courses from semester to semester; the scholarly faculty member makes these revisions deliberately and systematically assesses the effect of the revisions on students' learning. The following semester, the scholarly faculty member makes more revisions based on the previous semester's outcomes if such revisions are warranted.

This process can result in scholarship when the faculty member makes these processes and outcomes public and subject to appropriate review.

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

Scholarly researchers and artists approach their research and creative activity in a systematic and intentional manner. They have a clear agenda and plan for their work in this area.

Faculty who do scholarly work in this arena engage in programmatic research and creativity as opposed to random, haphazard forays into research and creative activity that have less chance of

building a substantial body of work. Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, which would include the usual process of peer review and publication, showcasing, or presentation.

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

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Good documentation of scholarly service describes the role of the faculty member in each service activity, how he or she uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual's role, have no review by others, or provide no evidence of how the service work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

- a. the service is documented as intellectual work
- b. there is evidence of significance and impact from multiple sources
- c. there is evidence of individual contributions
- d. there is evidence of leadership
- e. there is dissemination through peer-reviewed publications or presentations
- f. there is dissemination to peers, clients, the public, patients, etc.
- g. there is peer review of the professional service.

### **Examples of Scholarly Accomplishments in Administration and Leadership**

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

## **B. Quality and Significance**

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



criteria for evaluating the quality and significance of scholarly accomplishments include the following:

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

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

### **Mastery of Existing Knowledge**

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

### **Effectiveness of Communication**

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

### **Significance of Results**

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

### **Consistently Ethical Behavior**

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

### ***3.5. General Expectations for Tenure, Promotion, and Post-Tenure Review***

#### **A. Tenure**

Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause or financial exigencies. The awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University. All tenure-track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines, and it must clearly document quality and significance to review parties beyond the department. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved tenure and promotion guidelines. In awarding tenure, the University recognizes the long-range value of the faculty member to the institution and ensures them the academic freedom that is essential to an atmosphere conducive to the proper operation of the University.

The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it informs the judgment of colleagues about the individual's prospects for future contributions and achievements as a KSU faculty colleague. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future. Based on BoR policy ([8.3.7.3](#)), tenure requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of the doctorate nor longevity of service is a guarantee of tenure.

Due to its long-term implications, the granting of tenure constitutes a significant decision and, therefore, requires a thorough review process that includes the judgments and recommendations of the faculty member's teaching and administrative faculty colleagues. The entire process has two major parts: the pre-tenure review and the tenure review. The timing of these two parts depends upon several factors that are determined at the initial employment in the professorial ranks, which will be explained below. It is important to note that the number used to designate the year of review for tenure (and used similarly for promotion) indicates the year that the review process takes place. Because this review process starts at the beginning of the academic year, only the documentation of the fully completed years of service up until that point will be

reviewed. Thus, a third year review in the third year considers only two years of service, and a tenure review in the sixth year considers only five years of service.

Based on BoR policy ([8.3.7.4](#)), in exceptional cases, the president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment under the following circumstances: appointed as associate or full professor, was tenured at a prior institution, and brings a demonstrably national reputation to KSU. In most cases, the president will consult the Tenure & Promotion Committee and Chair of the department hosting the faculty member before awarding tenure. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the BoR.

### **Third Year Review**

The first of the two parts of the tenure review process is a pre-tenure review that takes place in the third year of a tenure-track faculty member's appointment. All tenure-track and tenured faculty eligible for promotion and/or tenure must receive a third year review during their third year of appointment to that tenure-track or tenured position. For tenure-track faculty, the purpose of this third year review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness toward tenure (for tenure-track professors), tenure and the option of promotion (for tenure-track assistant and associate professors), or promotion to assistant professor (for instructors). (Faculty initially hired as instructors should see Section 3.6 for guidelines applicable to them.) The third year review does not constitute a tenure, post-tenure, and/or promotion decision, but rather, provides feedback to the faculty member as to his or her strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the expectations for tenure, post-tenure, and/or promotion (as appropriate). The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These third-year review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review.

### **Tenure Review**

The second major part of the process is the review at the end of the probationary period that leads to a tenure decision. All tenure-track faculty must be reviewed for tenure. The length of the probationary period over which this review is to occur depends upon several factors. For faculty who enter KSU at the assistant professor rank or above, the probationary period is five to six years, with a mandatory review for tenure being conducted in the sixth year, if tenure has not already been given. However, faculty may be granted years of credit toward tenure for work

experience prior to coming to KSU. This credit will be noted in writing before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward tenure, at the discretion of the individual faculty member. If applied toward tenure, this credit plus the number of years of service at KSU must match the minimum probationary period of five years, and the tenure portfolio will include evidence from this credited time and must include evidence of relevant work experience prior to employment at KSU. The amount of the probationary period spent at KSU must be continuous unless the interruption is for a leave of absence or for part-time service, which must not, in either case, exceed two years. A faculty member who is granted two or three years of credit toward tenure may replace the third year of review with a tenure review in the second year in the position (if taking three years of credit toward tenure) or in the third year of the position (if taking two years of credit toward tenure).

Full-time faculty who are initially employed as instructors and who are promoted later to assistant professors must be reviewed for tenure no later than their sixth year after promotion to assistant professor or in their ninth year of full-time permanent employment at KSU, if that date comes earlier. If an instructor is recommended for promotion during the sixth year of employment, two years of probationary credit will be granted to permit a mandatory review for tenure in the ninth year.

Tenure-track eligibility for a faculty member will be stated in a letter offering employment from the Provost/VPAA. An administrative faculty member who is appointed without academic rank or with a part-time rank is not on track for tenure. Part-time or adjunct faculty, temporary or visiting faculty, and lecturers or senior lecturers are not eligible for and do not accrue any credit toward tenure. Service as a temporary or visiting faculty member or as a lecturer or senior lecturer at KSU does not earn credit toward the probationary period if the individual is hired later into a regular permanent faculty status, unless granted in writing at the time of appointment. However, BoR policy ([8.3.8](#)) does allow for credit toward tenure for a lecturer/senior lecturer. Probationary credit toward tenure should not be awarded for service in non-tenure-track positions, except for lecturers and senior lecturers.

Academic deans and department chairs are appointed as tenure-track teaching faculty members. Tenure does not reside in an administrative position, however, and deans and chairs are subject to a similar tenure-track review process as all other tenure-track faculty. Once tenured as a faculty member, an individual does not lose tenured status as a function of changing positions, responsibilities, or departments at the University.

Tenure-track faculty who are not recommended for tenure during their required sixth or ninth

year reviews automatically receive a terminal one-year contract and formal notice that they will not receive another employment contract after their seventh or tenth years, respectively.

A non-tenured or non-tenure track administrative or teaching faculty member who is employed through an annual term contract is not assured of continuing employment at KSU once his or her contract expires with due notice of non-renewal. Such individuals are employed from contract to contract and only for the term specified in the contract. Subsequent or future appointment results solely from a separate offer and execution of a new and distinct contract. The offer of a new contract under these circumstances is the prerogative of Kennesaw State University, provided that sufficient advance notice is given informing the individual of the institution's intent to exercise its option of not renewing the current employment contract.

It is recognized that there are a small number of tenure-track faculty members who were hired at KSU in the past without the earned doctorate. Since these individuals have a required tenure review, these individuals have two options: 1) switch to a non-tenure-track faculty position (e.g., lecturer) based upon the positive recommendation of their department chair, dean, or the Provost/VPAA (this decision must be made prior to the point of a tenure recommendation decision by the Provost/VPAA) or 2) to successfully demonstrate that the equivalent of the earned doctorate has been achieved. The following guidelines are applicable specifically to those individuals who do not have doctorates and are currently in tenure-track positions at the rank of Instructor or Assistant Professor.

Kennesaw State University takes the view that the qualities of knowledge, experience and ability that would qualify as equivalent to the earned doctorate must be demonstrated at a high level of achievement. Doctoral equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

The following criteria are established as a guideline for faculty committees and administrators who will use their professional judgments to recommend doctoral equivalency as a tenure application begins in the tenure and promotion committee of the relevant department and follows the procedural path for all tenure reviews.

Required criteria for doctoral equivalency include:

- a. Holding a master's degree in the appropriate discipline;
- b. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline;
- c. Demonstrating the ability to implement one's own research and creative activity

agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

A variety of other factors may be considered in determining doctoral equivalency. Additional supporting evidence might include the following:

- a. Completing graduate coursework in the discipline beyond the master's degree;
- b. Holding appropriate professional licensure or certifications in the discipline;
- c. Achieving a leadership position in and/or honors and awards from a professional society or societies which indicates regional, national, and/or international peer recognition of professional accomplishments;
- d. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration;
- e. Having already been promoted to the rank of Assistant Professor.

In addition to the criteria mentioned, there may be other discipline-specific achievements that constitute doctoral equivalency that colleges and/or departments have outlined in college and department tenure and promotion guidelines.

Faculty members submitting portfolios for tenure who do not hold the doctorate (or terminal degree) must address the criteria for doctoral equivalency in their portfolios. The review committee or administrator will consider doctoral equivalency at the time the tenure decision is considered. Candidates without a doctorate or terminal degree can be tenured if, in addition to the criteria for tenure, they meet the requirements for doctoral equivalency (as stated in departmental, college, and university guidelines). In no case will doctoral equivalency be considered without an application for tenure. Each level of review will make a decision for tenure and a decision on doctoral equivalency.

## **B. Promotion for the Professorial Ranks**

The professorial ranks are typically linked to the different stages of career development and accomplishment for University faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU's general expectations for faculty performance and for promotion in rank differ from one experience level and rank to the next in keeping with the typical patterns of career development for University faculty.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member’s experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. A decision of promotion will result from a thorough review of a faculty member’s accomplishments and contributions to the University by KSU teaching and administrative faculty colleagues. This review is accomplished in consideration of one’s situational context and in relation to one’s stage of academic career development.

At KSU, faculty members who are appointed as instructors must be reviewed and recommended for promotion to assistant professor no later than their sixth full academic year of service at KSU or be given a terminal employment contract in their seventh year. Faculty members serving in tenure-track positions must be reviewed and recommended for tenure during or before their sixth full academic year of service at KSU or be given a terminal employment contract in their seventh year. However, only faculty who were hired in professorial rank with credit toward tenure can undergo a tenure review before the fifth full academic year of service at KSU. (Thus a faculty member who was hired without credit toward tenure may apply for tenure only during the fifth or sixth year of service.) Faculty can be concurrently reviewed for both tenure and promotion in rank, (from assistant professor to associate professor or from associate professor to full professor), but the awarding of promotion can only be approved after a positive decision on tenure has been made by the KSU president. Since the earliest date faculty members without credit toward tenure are eligible for tenure is the fifth year at KSU, only faculty members with credit toward tenure can apply for promotion to associate professor during the fourth year. It should be noted here that there is no maximum time by which a faculty must be promoted to the next level. BoR policy ([Academic & Student Affairs Handbook 4.5](#)) requires that strong justification should be provided for early promotion wherein the individual has served fewer than the minimum years in rank defined by BoR policy. At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost/VPAA. However, according to the Board of Regents policy ([Academic & Student Affairs Handbook 4.5](#)), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the number of years in rank at the current institution as listed below:

For Promotion to	Minimum Service in Rank
Assistant Professor	3 years as Instructor
Associate Professor	4 years as Assistant Professor

For Promotion to	Minimum Service in Rank
Professor	5 years as Associate Professor
Senior Lecturer	2 years as Lecturer

### **C. Post-Tenure Review (PTR)**

In April 1996 the Board of Regents (BoR policies [8.3.5.4](#) and [Academic & Student Affairs Handbook 4.6](#)) developed a policy statement requiring that all institutions conduct post tenure reviews of all tenured faculty members, beginning in the sixth year, five full years after the faculty member's most recent promotion or personnel action.

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality and significance of faculty work. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential of contributions to Kennesaw State University and the University System of Georgia. It also serves to identify deficiencies in performance and provide a structure for addressing such concerns.

Post-tenure review is not a reconsideration of the faculty member's tenure status. Instead, it is a comprehensive five-year performance review that occurs after an individual is tenured. This post-tenure performance review is more comprehensive and concerns a longer time perspective (at least five years) than the annual performance reviews; post-tenure review feedback also comes from multiple peer and administrative perspectives, rather than from the perspective of one administrative head as is the case in annual reviews.

Post-tenure review provides both retrospective and prospective examination of performance, taking into account that a faculty member probably will have different emphases and assignments at different points in his or her career. It is directed toward career development and a multi-year perspective of accomplishments and plans for professional development.

The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current curriculum vitae (see Section 3.7 for portfolio instructions). Three or more positive annual evaluations (achieving/meeting or exceeding expectations) are necessary but are not sufficient to guarantee a positive decision. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee as well as



administrative levels of review. Faculty who have three or more unsatisfactory annual evaluations (not achieving/not meeting expectations) will be considered as candidates for remediation.

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of his or her individual roles and responsibilities. The overall outcome of the assessment will be categorized as either: 1) Achieving Expectations in Post-Tenure Performance, or 2) Not Achieving Expectations in Post-Tenure Performance. Basic guidelines for differentiating between achieving expectations and not achieving expectations in post-tenure performance are as follows:

### **Achieving/Meeting Expectations**

Achieving/meeting or exceeding expectations in teaching, supervising, and mentoring of students, research and creative activity, and professional service has been sustained in annual performance reviews with three or more positive annual reviews over the last five years and the candidate has met the performance and quality expectations of his or her area of emphasis over the period of evaluation.

### **Not Achieving/Not Meeting Expectations**

Achieving/meeting expectations in teaching, supervising, and mentoring of students, research and creative activity, and professional service has not been sustained in annual performance reviews over the past five years; specifically there are three or more unsatisfactory annual reviews.

Failure by a faculty member to submit the documentation required for post-tenure review shall be considered by the review committee as not achieving expectations. In this case, a faculty development plan will be developed by the candidate and the department chair. The plan must include a requirement to submit materials for post-tenure review the following year. If, after one year, the tenured faculty member has not completed satisfactorily this faculty development plan, one of several consequences could occur as delineated below for the case of a three-year developmental plan.

In cases where the faculty member is found to be "achieving expectations in post-tenure performance," no formal faculty development plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

In cases where a faculty member is identified in the post-tenure review as "not achieving expectations in post-tenure performance," a formal faculty development plan must be developed

and written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. In developing a mutually acceptable plan, administrators may wish to renegotiate the faculty member's workload assignments such that some expectations are lessened or dropped in favor of increased expectations in other areas. In all cases, face-to-face meetings and discussions among the principals are required to ensure thorough exploration of all options and clear communication of the understandings reached.

A formal plan for faculty development should: a) define specific goals or outcomes that are to be achieved; b) outline the activities that will be undertaken to achieve the goals or outcomes; c) identify appropriate sources of faculty development, whether they be located on campus, on other campuses of the University System, at the system level, or in other locations; d) set appropriate times within which the goals or outcomes should be accomplished; and e) indicate appropriate criteria by which progress will be monitored.

The following parties should be involved in the creation of a formal faculty development plan, monitoring the faculty member's progress in completing the plan, and signing off on the plan's completion: 1) the affected faculty member; 2) his or her administrative unit head; 3) the administrative officer one level above the faculty member's administrative unit; and 4) an optional fourth colleague—the affected faculty member may ask one of the members of the College Review Committee to serve as this fourth principal. The affected faculty member will be free to seek other mentors as needed for the successful completion of the plan.

The administrative unit head and the administrative officer at least one level above are jointly responsible for arranging appropriate funding for the development plan, if required. However, development plans will typically expect faculty to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty with unsatisfactory performance reviews should not expect to receive paid leaves to pursue further study or research for the purpose of remediating deficiencies. The maximum time allowed to complete a faculty development plan will be three years. The three-year period will normally start in the spring of the academic year in which the post-tenure review was conducted and in which the faculty development plan is formulated. Depending upon the circumstances, remediation could occur in less time. An assessment of progress made on the faculty development plan will be incorporated into the individual's annual performance review each year. A written progress report on the plan will be prepared as a supplement to the annual performance evaluation and be reviewed by the next level administrator. Satisfactory completion of the faculty development plan must be documented in writing and approved by the signatories of the plan, and copied to the Provost/VPAA.

If after three years, the tenured faculty member has not completed satisfactorily his or her formal

faculty development plan, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) university colleagues would continue to work with the individual toward the completion of the plan, but the individual's salary would be frozen until the plan was finished satisfactorily; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions. In any of these cases, an unsatisfactory ruling and its consequences should be fully documented for the faculty member, department chair, dean, and Provost/VPAA.

KSU's policy on post-tenure review affects all faculty who are tenured who have primarily teaching responsibilities at Kennesaw State University. Based on BoR policy, administrators who have tenure and who may also have some teaching responsibilities are not subject to post-tenure review as long as their duties are administrative in nature (see Section 3.8). Faculty members serving in administrative positions, including interim administrative positions, will have their post-tenure review clock reset at the end of the administrative appointment. A tenured faculty member will be expected to have a required post-tenure review, five full years after the award of tenure and at five-year intervals (occurring in the sixth year) thereafter, unless one of several intervening circumstances occurs. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

- A successful review for promotion in professorial rank is considered comprehensive and comparable to post-tenure review; the promotion will restart the individual's five-year "clock" for the next post-tenure review.
- A successful selection and appointment to a different KSU position as a result of a competitive national search and screening process is considered comprehensive and comparable to post-tenure review; the appointment will restart the individual's five-year clock for the next post-tenure review.
- As is presently the case in eligibility for tenure or promotion consideration, a leave of absence taken during one or more terms of the nine-month academic year would exclude that year from being counted on the five-year clock for post-tenure review, deferring the next scheduled review accordingly by a year.
- The Provost/VPAA may waive a scheduled post-tenure review for a faculty member whose written notification of retirement is formally accepted and is effective within the two-year period immediately following the next scheduled post-tenure review.
- The five-year clock for post-tenure review will be restarted in the year in which an

individual has completed successfully a formal faculty development plan.

### ***3.6. General Expectations for Faculty Performance in Different Ranks***

#### **A. Tenure-Track Faculty**

##### **1. Instructors**

A faculty member may be hired as an instructor because the faculty member does not yet hold an earned doctorate or other acceptable terminal academic credential. For purposes of this document, the phrase “terminal degree” refers to an earned doctorate or other acceptable, terminal academic credential (e.g., M.F.A.). Instructors hired without the doctorate or other acceptable, terminal academic credentials are expected to complete the terminal degree as soon as possible after appointment to KSU. As mentioned in section 3.5 A (Tenure Review), faculty members who are initially employed as instructors and who are promoted later to assistant professors must be reviewed for tenure no later than their sixth year after promotion to assistant professor or in their ninth year of full-time permanent employment at KSU, if that date comes earlier. Tenure requires the earned doctorate or its equivalent in training, ability, and/or experience according to BoR policy ([8.3.7.3](#)).

Instructors are expected to be highly effective in teaching, supervising, and mentoring. They are also expected to make contributions in research and creative activity and/or professional service. The distribution of workload expectations shall be negotiated annually between the faculty member, his or her department chair, and his or her dean and set forth in a Faculty Performance Agreement.

An instructor’s relative emphasis of scholarly work in the performance areas as negotiated with the chair and dean may consider completion of the terminal degree as a priority. Upon completion of the degree and subsequent promotion to assistant professor the workload expectations shall be re-negotiated, consistent with the goals of the department and college.

When an instructor completes a terminal degree, the instructor will be promoted to assistant professor by KSU’s president effective the next semester after receiving notification of the terminal degree and official transcript assuming positive recommendations from the department chair, dean, and Provost/VPAA. As mentioned in section 3.5 B. (Promotion for the Professorial Ranks), if an instructor has not been promoted by the sixth-year full academic year of service at KSU, there is a required promotion review during the sixth year.

## **2. Assistant Professors**

Assistant Professors ordinarily hold the doctorate in their fields of specialization. Rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected.

Adapting to the expectations of the academy and of KSU and getting established in one's scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and productive scholarly work for the assistant professor is one that begins modestly in the early years, perhaps with a limited or local significance, and expands in depth, focus, significance, recognition, and productivity in later years.

## **3. Associate Professors**

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University.

## **4. Professors**

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of research and creative activity; teaching, supervision and mentoring; or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see Section 3.4). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis. Based on BoR policy ([8.3.6.3](#)), promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR policy [8.3.1.4](#)).

## **5. Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement must be developed. This agreement must delineate how the home unit and the sharing unit(s) will provide input during the promotion and tenure process. The joint appointment agreement must specify who can provide input into the faculty member's annual review and who will write the review. Normally, the chair of the major department will be responsible for completing annual reviews. The joint appointment agreement must also specify the composition of the tenure and promotion committee as well as how members of the committee will be elected.

## **B. Non Tenure-Track Faculty**

### **1. General Expectations for Lecturers and Senior Lecturers**

In most cases, lecturers have as their primary responsibility teaching, supervising, and mentoring of students and therefore are expected to be highly effective in these areas.

Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship and their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU.

Because of this, lecturers and senior lecturers are expected to demonstrate highly effective teaching ability in order to qualify for reappointment at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer and senior lecturer workload described above. In such cases, the responsibilities must be delineated in the FPA.

However, there may be a small number of circumstances in which a lecturer's/senior lecturer's primary responsibilities are professional service and/or administration and leadership. In these cases, the lecturer's/senior lecturer's situational context will be outlined in the FPA.

Based on BoR policy ([8.3.4.3](#)), full-time lecturers and senior lecturers are appointed by the institution on a year-by-year-basis. Lecturers and senior lecturers have the presumption of reappointment for the subsequent year unless notified in writing as follows.

- a. for lecturers with less than three years of full-time service to KSU, notification of non-

- reappointment is encouraged as soon as possible, but no specific notice is required;
- b. for lecturers with three or more years but less than six years of full-time service to KSU, notification of non-reappointment is at least 30 calendar days prior to the institution's first day of classes of the semester;
  - c. for senior lecturers and lecturers with six or more years of full-time service to KSU, notification of non-reappointment is at least 180 calendar days prior to the institution's first day of classes of the semester.

Reappointment of lecturers and senior lecturers, and promotion of lecturers to senior lecturers are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the College and its units.

Annual reviews must be conducted for lecturers and senior lecturers according to the following schedule. For lecturers in their first year of service to KSU, the department chair conducts a mid-year review in January for the period of mid-August to December. For lecturers and senior lecturers with two or more years of service to KSU, the annual reviews are conducted in January for the period of January to December of the previous year. Based on annual review feedback, reappointment of a lecturer or senior lecturer will be recommended by the department chair to the dean.

Based on BoR policy ([8.3.8.1](#) and [8.3.8.2](#)), a lecturer must submit a portfolio for promotion to senior lecturer after five years of consecutive service and will either be promoted to senior lecturer during the sixth year to begin in the seventh year of service or be terminated from the institution if not promoted to senior lecturer during the sixth year. Only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution. Initial hiring at the level of senior lecturer is reserved for those individuals with extensive experience and accomplishments in higher education or corporate settings. The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the university in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers with these primary responsibilities). The same committee structure that is used for promotion for tenured and tenure-track faculty will be used. Promotion reviews for lecturers begin with the Department Review Committee, then proceed to the department chair, dean, Provost/VPAA, and president (discrepant reviews and requests for an additional review also go to the College Review Committee). A lecturer who is not promoted to senior lecturer during the sixth year will be terminated from the university at the end of the sixth academic year, and a notice of non-reappointment should be provided to the lecturer by the non-reappointment deadline for lecturers with six or more full-time years of service to the institution (at least 180 calendar days prior to the institution's first day of classes of the next academic year).

Senior lecturers will submit portfolios for performance review beyond the department chair every six years. Lecturers will submit portfolios for performance reviews beyond the department chair every six years after the promotion review. In addition, senior lecturers and lecturers will have an initial portfolio submission during the third year of employment in that position. For lecturers, this third year performance review will provide feedback for progress towards the promotion to senior lecturer in the sixth year. For senior lecturers, this third year performance review will provide feedback for the sixth year review. During the third year review, strengths and weaknesses in performance will be identified. A successful review for promotion to senior lecturer in the sixth year restarts the six-year performance review cycle. The same committee structure that is used for third year review of tenured and tenure-track faculty will be used for the third and sixth year performance reviews of lecturers and senior lecturers; third and sixth year reviews stop at the level of the dean.

Lecturers and senior lecturers must prepare a portfolio for promotion consideration, for third year and sixth year performance reviews. A lecturer's and senior lecturer's portfolio contents will follow the same guidelines as that of tenured and tenure-track faculty who are reviewed for tenure and promotion; however, a lecturer or senior lecturer's portfolio will consist of only Binder 1 as stipulated in Section 3.7 (Portfolio Guidelines and Contents) with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. (Department guidelines should give specifics regarding student evaluations to be submitted and may allow for an additional binder, if deemed necessary.)

A lecturer's and senior lecturer's portfolio will be evaluated based on a highly effective accomplishments in two performance areas: 1) teaching, supervising, and mentoring of students; and 2) professional service (related to teaching assignments). For lecturers/senior lecturers with primary responsibilities in professional service and/or administration and leadership, their portfolios will be evaluated based on highly effective performance in those areas.

Annual reviews and/or portfolio feedback indicating poor performance with little to no improvement over time according to department and college tenure and promotion guidelines provide the basis for nonrenewal of lecturers and senior lecturers. Similar to the annual review and tenure and promotion process for tenured and tenure-track faculty, lecturers and senior lecturers have the option to respond in writing within 10 calendar days after receiving reviews of their performance. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to



this letter.

Based on BoR policy ([8.3.4.3](#)), senior lecturers and lecturers who have served for six or more years of full-time service at the institution and received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with the following published procedures developed by the institution. A senior lecturer or lecturer with six or more years of full-time service to the institution who is given notice of non-reappointment may opt to submit a letter appealing the non-reappointment. This letter must be addressed to the university-wide committee (current chairs of College Review Committees and two deans, see Section 3.7), and the letter must state the grounds for the appeal. The university-wide committee will convene after the appeal letter has been received. The university committee will respond to the grounds stated in the senior lecturer's or lecturer's letter and may ask the administrator who provided written notice of the senior lecturer's or lecturer's non-reappointment to write a letter to the university-wide committee addressing the grounds addressed in the senior lecturer's or lecturer's letter. A copy of the university committee's recommendation and justification will be provided to the senior lecturer/lecturer, the senior lecturer's/lecturer's department chair and dean, and the Provost/VPAA. A unit is justified when not reappointing a senior lecturer or lecturer for reason(s) of budgetary changes affecting the College and its units; a university committee cannot make a recommendation supporting a reversal of a notice of non-reappointment based on budgetary losses. Additionally, the university-wide committee only makes a recommendation. A final decision on a senior lecturer or lecturer's non-reappointment is made by the president, in consultation with the Provost/VPAA, in cases where a senior lecturer or lecturer has requested a review by the university-wide committee.

## **2. General Expectations for Non-Tenure-Track Faculty at the Professorial Ranks**

Some KSU faculty are non-tenure track with professorial rank. These non-tenure track individuals will hold the rank of Assistant Professor, Associate Professor, or Professor. The workload for these individuals in the appropriate performance areas (Teaching, Supervision, and Mentoring of Students; Research and Creative Activity; Professional Service; and/or Administrative and Leadership) is outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). In many cases, faculty in these positions may be assigned into roles and responsibilities to meet specific needs related to the University, college, and/or departmental mission.

The holder of a non-tenure track faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track faculty members may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Consistent with BoR Policy ([Academic &](#)

[Student Affairs Handbook 4.1](#)), administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, dean, Provost/VPAA, and president. The BoR request form to convert a tenure track position to a non-tenure track position is on the Academic Affairs webpage (<https://web.kennesaw.edu/academicaffairs/forms>).

Departments and colleges with non-tenure track faculty with professorial rank must incorporate into their guidelines the criteria for the third year review, promotion, and sixth year review for these faculty. As indicated in Section 5, I (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College Review Committee, the dean, and Provost/VPAA.

Similar to tenure track faculty, faculty performance is evaluated for non-tenure track faculty with professorial rank through two processes: annual reviews and multi-year reviews. Non-tenure track faculty with professorial rank will follow the annual review processes and timelines outlined for tenure track faculty in Section 3.7 A (Format of Annual Review).

Consistent with BoR Policy ([8.3.4.2](#)), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost/VPAA or the president of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined in Section 4.1.8. (Nonrenewal of Employment Contracts for Individuals with Faculty Status for All Non-Tenured Faculty).

Non-tenure track faculty with professorial rank are eligible to apply for promotion. The Board of Regents of the University System of Georgia ([Academic & Student Affairs Handbook 4.5](#)) requires a minimum of four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

For Promotion to	Minimum Service in Rank
Associate Professor	4 years as Assistant Professor
Professor	5 years as Associate Professor

BoR policy ([Academic & Student Affairs Handbook 4.5](#)) requires that strong justification should be provided for early promotion wherein the individual has served fewer than the minimum years in rank defined by BoR policy. At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost/VPAA.

According to BoR policy ([8.3.6.3](#)), the earned doctorate or equivalent in training, ability, and/or experience is required for promotion to the rank of professor. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

Non-tenure track faculty with professorial rank will submit portfolios for performance review beyond the department chair every six years. In addition, there is an initial portfolio submission during the third year of employment in that position. This third year performance review will provide feedback for an optional promotion review and for the required sixth year review (for assistant and associate professors) and for the required sixth year review (for professors). During the third year review, strengths and weaknesses in performance will be identified. During the sixth year review, there is an assessment of the candidate's strengths and weaknesses in the quality and significance of the faculty member's performance in the context of his or her individual roles and responsibilities. The overall outcome of the assessment will be categorized as either: 1) achieving expectations in sixth year review, or 2) not achieving expectations in sixth year review. The criteria for the optional promotion review are based on criteria established for non-tenure track faculty with professorial rank for the beginning level of the next higher rank as articulated in department, college, and university guidelines. A successful review for the optional promotion restarts the six-year performance review cycle. The same committee structure that is used for third-year review and promotion review of tenured and tenure-track faculty will be used for the third year, promotion, and six-year review of non-tenure track faculty with professorial rank; third and sixth-year reviews stop at the level of the dean.

Non-tenure track faculty with professorial rank must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The portfolio contents will follow the same guidelines as that of tenured and tenure track faculty who are reviewed for tenure and promotion, see Section 3.7 (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for third year and for promotion reviews. There is only one binder for sixth year reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little to no improvement over time according to department and college tenure and promotion guidelines provide the basis for nonrenewal of non-tenure track faculty with professorial rank. Similar to the annual review and tenure and promotion process for tenured and tenure track faculty, non-

tenure track faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **3. General Expectations for Clinical Faculty at the Professorial Ranks**

Clinical faculty at Kennesaw State University are educators-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students in the mission of the institution primarily in the performance areas of teaching, supervision, and mentoring of students and professional service. Clinical faculty must meet various standards for professional employability, depending on the discipline, to teach in a professional setting. Clinical faculty maintain a balance that is different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in research and creativity activity. Clinical faculty are typically making contributions in clinical, educational, industry, and/or professional settings on university, college, department committees, and local, regional, and national professional organizations that have an professional, applied focus.

The position is non-tenure track, and the holder is not eligible for consideration for the award of tenure or probationary credit toward tenure. There shall be no administrative transfers between tenure track and clinical track faculty positions. However, faculty holding one type of position may apply for a declared, open position of the other type and be considered through the normal search and screening process.

Clinical faculty must hold, or be eligible to obtain, as applicable, board or other certification in the profession/discipline in which the individual will provide clinical, educational, industry and/or professional service. Exceptions must be approved by the department chair, dean, and Provost/VPAA, prior to appointment.

A department must receive approval from the dean and Provost/VPAA to become a clinical faculty appointment and promotion department. Departments and colleges with approval for clinical faculty must incorporate into their guidelines the criteria for the third year review,

promotion, and sixth year review of clinical faculty. As indicated in Section 5, I (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College Review Committee, the dean, and Provost/VPAA.

Similar to tenure track faculty, faculty performance is evaluated for clinical faculty through two processes: annual reviews and multi-year reviews. Clinical faculty will follow the annual review processes and timelines outlined for tenure track faculty in Section 3.7 A. (Format of Annual Review).

Consistent with BoR Policy (8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost/VPAA or the president of the institution on the intent not to renew. Notice of intent to renew or not renew a clinical faculty member should follow the schedule outlined in Section 4.1.8. (Nonrenewal of Employment Contracts for Individuals with Faculty Status for All Non-tenured Faculty).

Below are the general expectations for clinical faculty at the different ranks.

### **Clinical Assistant Professor**

Faculty members at this rank are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance, and recognition, and productivity in later years.

### **Clinical Associate Professor**

Faculty members at this rank make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the University.

### **Clinical Professor**

Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to

mature and higher levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national, or international attention and recognition. Clinical professors continue to grow and develop in their clinical specialty area.

According to BoR policy ([8.3.6](#)), the earned doctorate or equivalent in training, ability, and/or experience is required for promotion to the rank of professor. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

Clinical faculty are eligible to apply for promotion. The Board of Regents of the University System of Georgia ([Academic & Student Affairs Handbook 4.5](#)) requires a minimum of four full academic years of service at KSU (including the year of review) at the rank of assistant professor to be eligible for promotion to rank of associate professor and five full academic years of service at KSU (including the year of review) at the rank of associate professor to be eligible for promotion to the rank of professor.

For Promotion to	Minimum Service in Rank
Clinical Associate Professor	4 years as Clinical Assistant Professor
Clinical Professor	5 years as Clinical Associate Professor

BoR policy ([Academic & Student Affairs Handbook 4.5](#)) requires that strong justification should be provided for early promotion wherein the individual has served fewer than the minimum years in rank defined by BoR policy. At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost/VPAA.

Clinical faculty will submit portfolios for performance review beyond the department chair every six years. In addition, there is an initial portfolio submission during the third year of employment in that position. This third year performance review will provide feedback for an optional promotion review and for the required sixth year review (for assistant and associate professors) and for the required sixth year review (for professors). During the third year review, strengths and weaknesses in performance will be identified. During the sixth year review, there is an assessment of the candidate’s strengths and weaknesses in the quality and significance of the faculty member’s performance in the context of his or her individual roles and responsibilities. The overall outcome of the assessment will be categorized as either: 1) achieving expectations in

sixth year review, or 2) not achieving expectations in sixth year review. The criteria for the optional promotion review are based on criteria established for clinical faculty for the beginning level of the next higher rank as articulated in department, college, and university guidelines. A successful review for the optional promotion restarts the six-year performance review cycle. The same committee structure that is used for third-year review and promotion review of tenured and tenure track faculty will be used for the third year, promotion, and six-year review of clinical faculty; third and sixth-year reviews stop at the level of the dean.

Clinical faculty must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The clinical faculty's portfolio contents will follow the same guidelines as that of tenured and tenure track faculty who are reviewed for tenure and promotion, see Section 3.7 (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for third year and for promotion reviews. There is only one binder for sixth year reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little to no improvement over time according to department and college tenure and promotion guidelines provide the basis for nonrenewal of clinical Faculty. Similar to the annual review and tenure and promotion process for tenured and tenure track faculty, clinical faculty have the option to respond in writing within 10 calendar days after receiving reviews of their performance. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

If a tenure track faculty requests and is granted a conversion to a non-tenure track faculty position (See Section 4.1.13). Conversion from Tenure Track to Non-Tenure Track Faculty Position) or if a non-tenure track faculty requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, since this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

### **Administrative Faculty**

Administrative faculty have administrative matters as their primary area of responsibility. These faculty have academic rank and are normally located within the Division of Academic Affairs.

### ***3.7. Faculty Review Process***

Faculty performance is evaluated through two basic, interrelated processes: annual reviews and multi-year reviews. Annual reviews give an evaluation of the faculty member's performance over one year within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's role in and contribution to the department, college, and University.

#### **A. Format of Annual Review - FPA**

The annual assessment of a faculty member's contributions to the University will be based upon his or her performance with regard to the items listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an annual review document (ARD) that is compiled by the faculty member to demonstrate his or her progress toward the FPA items. This document will convey accurate information by which the faculty member is to be evaluated, counseled, and judged in her or his professional performance at KSU and must address contributions not only in terms of quantity but also in terms of quality and significance.

Since annual reviews form the basis for the distribution of merit pay raises, they need to be completed in a timely manner according to Board of Regents policies and schedules. The annual updating of the FPA needs to occur at the same time as the annual review, as the FPA is integral to the next annual review process. Together, the ARD and the FPA form a retrospective and prospective snapshot of a faculty member's performance that aid all levels of reviewers in properly assessing the contributions of the faculty member.

Since the ARD addresses items in the past year's FPA, the document must contain this FPA. The exact format and layout of the ARD and the FPA that a faculty member uses will be determined by his or her department. However, since the ARD and the FPA are integral to T&P decisions and must be consistent with the T&P criteria, the College Review Committee, the department chair, the dean, and the Provost/VPAA must approve these formats.

The first-level reviewer will comment upon the entire ARD, with the format of the comments determined by the format of the ARD. The ARD and any comments must be printed out and signed by the faculty member and the reviewer. The entire package then is forwarded to the next administrative level for review. Within 10 calendar days from the review decision, the faculty member has the right to submit a written response to the entire package and to subsequent responses by the next level or levels of review. Response letters are directed to the reviewing administrator and copied to the next level of review. The administrator will respond in writing to



the candidate and copy the next level of review. This response may include the reversal of the original decision. Such responses become integral to the ARD in its movement to all subsequent levels of review.

ARDs, FPAs, and any additional comments, such as response letters, must be submitted with document material for all T&P reviews, including third-year reviews.

The detailed annual review and evaluation of faculty performance adheres to the following schedule:

### **Annual Review for Faculty in Their First Year**

In August, the Department Chair meets with first year faculty to develop an FPA, which must include the period of mid-August to December. In January, the Department Chair conducts a mid-year review based on the faculty member's activity (provided in the ARD) in relation to the FPA goals for mid-August to December. The mid-year review is completed before the deadline for first-year nonrenewal decisions in February. During the mid-year review, development/updates to the FPA for the period of January to September occur.

### **Annual Review for Faculty in Their Second Year**

In October, the Department Chair conducts a one-year review based on the faculty member's activity (provided in the ARD) in relation to the FPA goals for January to September. The one-year review is completed before the deadline for second-year non-renewal decisions in November. During the one-year review, development/updates to the FPA for the period of October to December (of the following year) occur.

### **Annual Review for Faculty Beyond the Second Year**

In January of each year, the Department Chair conducts an annual review of faculty member's activity (provided in the ARD) in relation to the FPA goals for the previous calendar year. (The review period for 3rd year faculty is one year and two months (October to December)).

## **B. Multi-Year Reviews**

### **Committee Structure and Process**

Department committees are elected by the tenure-track faculty of the department. Department committees have a minimum of three tenured faculty members who must be tenured and have an FPA that specifies 30% or less in the area of Administration and Leadership outside the department. Participation in decisions for promotion to full professor is more restricted than other tenure and promotion decisions. For such decisions only faculty with rank of associate professor or above may participate in the decision process. In such cases, departments may elect

ad hoc committee members from inside or outside the department to serve in reviewing full professor promotion cases (but not other cases that are up for consideration in the department). Specific departmental policies on electing ad hoc committee members for full professor promotion cases must be clearly stated in the departmental tenure and promotion guidelines. Individuals whose documents are under review do not serve on the review committee. A candidate under review for Post-Tenure Review can serve on the department T&P committee, since the candidate's portfolio starts at the college level.

For the purposes of tenure and review, the members of the college review committee are two tenured faculty members from each department. Members of the college committee are elected by the tenured and tenure-track faculty of the department. No person can participate in more than one stage of the review process.

Departmental representatives to the College Review Committee serve two-year staggered terms. When a department does not have two tenured faculty members who are eligible to serve, it will elect tenured faculty from outside the department. Faculty whose documents are under review may not serve on their departmental or College Review Committee.

In special cases requiring deviations from the established structure, permission must be obtained in advance from the Provost/VPAA. Once permission has been obtained, the changes will be communicated to all affected parties.

Reviewers' deliberations shall be based on whether or not the candidate has met the standards for tenure and/or promotion in the department guidelines, in light of the evidence presented in the candidate's portfolio as well as the reviewers' first-hand personal observations of the candidate.

Votes of review committees are by secret ballot. All deliberations and decisions of reviews are confidential and may not be discussed with the candidates or with others outside the review committee's membership. All reviewers should remember that e-mail is not a confidential medium; therefore, committee minutes, notes, drafts of review letters, or final letters may not be circulated by e-mail.

### **Tenure and Promotion Review (For Deans and VPs see sections below)**

The review of tenure and promotion documents begins with the Department Review Committee. Documents are then reviewed in turn by the department chair and the college dean. Tenure and promotion of chairs begins at the level of the Department Review Committee, then proceeds to a committee of department chairs from the college, and finally proceeds to the dean with the remainder of the process to follow as ordinary cases of tenure and promotion.

Tenure and promotion portfolios without any negative decisions among required levels of review proceed from the dean to the Provost/VPAA. At the request of the candidate under review, in the event of any negative decisions among required levels of review, or at the request of any of these levels (department, chair, committee of department chairs, dean), the portfolio goes to the College Review Committee which serves as the appeals committee for tenure and promotion cases. The college committee may request written clarification from previous levels of review and will have access to all portfolios in the current year in that college to see examples of successful portfolios in that year.

After the review and decision of the college committee (when such a review is necessary), the portfolio proceeds to the Provost/VPAA for a decision. In cases where the portfolio did not go to the College Review Committee, the Provost/VPAA may choose to send it to the appropriate College Review Committee for review and recommendation. In cases where the Provost/VPAA is inclined to not support the previous levels of review, the Provost/VPAA will send the portfolio to the College Review Committee.

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter. The Provost/VPAA makes a recommendation, and the portfolio then goes to the president, who makes a final recommendation. If, after the Provost/VPAA review, a candidate for tenure or promotion believes that the process of review has been violated, he or she may request review under the provisions of the KSU Grievance Policy.

If a tenured faculty is under review for promotion and post-tenure review simultaneously, the portfolio is reviewed by the department tenure and promotion committee and the department chair only for the promotion review. The portfolio is then reviewed by the dean for promotion and post tenure review. The portfolio is subsequently sent to the Provost/VPAA for a promotion consideration. If the Provost/VPAA is inclined not to support a recommendation of previous levels for promotion, if previous levels of review are discrepant for promotion, or if previous reviews are consistently negative for promotion, the Provost/VPAA sends the portfolio to the college committee for a promotion and post tenure review. The Provost/VPAA then provides a promotion review and finally the president provides a promotion decision. If the president provides a negative promotion review and the portfolio has not been reviewed by the college

committee for post tenure review, this committee will meet and provide this review during spring semester.

If a non-tenure track faculty with professorial rank, including clinical faculty, is under review for promotion and sixth year review simultaneously, the portfolio is reviewed by the department tenure and promotion committee, department chair, and dean for a promotion recommendation and for a sixth year review. At the request of the candidate under review, in the event of any negative promotion recommendation(s) among required levels of review, or at the request of any of the review levels, the portfolio goes to the College Review Committee as an appeals committee for a promotion review and recommendation. The Provost/VPAA then provides a promotion recommendation and finally the president provides a promotion decision.

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, the faculty member's joint appointment agreement, which delineates how the home unit and the sharing unit(s) will provide input during tenure and promotion processes, will be followed.

At each level, review committees and administrators must make a positive or negative decision on the question of tenure and/or promotion and must write a letter to be placed in the portfolio (copy to the candidate, copy to lower levels of review) (for administrative faculty, recommendation letters must be sent to the candidate's academic supervisors (e.g., department chair, dean) and administrative supervisors) (e.g. Center for Excellence in Teaching and Learning, Global Institute, etc.). A copy of the letter is sent to the Provost/VPAA that includes the recommendation for tenure and/or promotion and articulates the strengths and weaknesses that contributed to the decision. Within 10 calendar days from the review decision at each level, the faculty member has the right to respond to a committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **Third-Year Review**

For non-administrative faculty, the review of third-year portfolios begins with the Department Review Committee, proceeding in turn to the department chair and the dean. The third-year review portfolio of a department chair is reviewed by the Department Review Committee, followed by the College Review Committee, and then the dean. The third-year review for other academic administrators (deans, other college-level administrators, and administrators above the

level of dean) will mirror the first three levels of review for the tenure and promotion process.

At each level, review committees and administrators consider the progress of the candidate toward tenure or, in the case of instructors, toward promotion. A letter is written at each level of review outlining the strengths and weaknesses of the candidate with respect to this question. A copy of each review letter is sent to the candidate and a copy is placed in the portfolio.

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **Review of Deans**

Review of deans begins with the Department Review Committee, proceeds to the College Review Committee, followed by a committee of department chairs from the college. The review of assistant/associate deans and college-level directors of centers and institutes begins with the Department Review Committee, proceeds to a College Review Committee, followed by a review by the dean. For the dean, assistant/associate deans, and college-level directors, documents are then reviewed by the Provost/VPAA and president. If there is a request for another review by either the candidate under review or in the event of a discrepant decision or at the request of any of the levels, the portfolio can proceed to a committee of deans who serve as the additional level of review for tenure-track administrators above the level of dean.

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **Tenure-Track Administrators above the Level of Dean**

Review of tenure-track administrators above the level of dean (e.g., vice presidents, associate vice presidents, assistant vice presidents, and university-level directors of centers and institutes) begins with the Department Review Committee, followed by the dean of the candidate's college.

The portfolio then proceeds to a special university-wide committee composed of the current chairs of the College Review Committees and two deans to be elected by the deans (the dean of the candidate's home department cannot serve on this committee). The portfolio proceeds to the Provost/VPAA (for assistant/associate VPs and university-level directors of centers and institutes), and then to the president. If there is a request for another review by either the candidate under review, the department review committee, the college dean, the special university-wide committee, the Provost/VPAA (in the case of the assistant/associate VPs and university-level directors), the president, or in the event of a discrepant decision, the portfolio can proceed to a committee of deans who have not previously reviewed the portfolio.

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **Post-Tenure Review**

The review of post-tenure portfolios for faculty begins with the College Review Committee. Since the faculty member submits the portfolio to the college office, the dean's office will notify the department chair's office that the portfolio has been received. After the college committee's review a letter indicating the college committee's decision is sent to the department chair and the portfolio then proceeds to the dean. The dean then makes a summary decision. A letter indicating the dean's decision must be sent to the department chair. If there is a request for a second review by either the candidate under review, the College Review Committee, or dean, the portfolio can proceed to a committee of current chairs of the Department Review Committees in the college. Although the primary evidence considered by review committees/administrators for post-tenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials for Binder 1.

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

Based on BoR policy ([8.3.5.4](#)), administrators who have tenure and who may also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. When an administrator returns full-time to the faculty, he/she will be placed into the post-tenure review cycle and evaluated in the fifth year following return to the faculty and at subsequent five-year intervals.

Note. The Academic Affairs webpage provides information on the distinction between college-level administrators and university-level administrators.

<https://web.kennesaw.edu/academicaffairs/>

### **Queries about Process and Ethical Violations**

Proposed revisions to the process are directed to the chair of the Faculty T&P Process Review Committee. Committee membership consists of the chairs of College Review Committees from the previous year. Disputes about the T&P procedures, including structure and content (conflict of interest or conflicting guidelines for example), will be directed to the chair of the process review committee for investigation and resolution. Violations of process (e.g., late letters, committees not elected according to guidelines, etc.), should be reported to the Provost/VPAA as well as to all levels of review. In these cases, the college committee should make a recommendation to the Provost/VPAA as to an appropriate course of action. Potential ethical indiscretions during the tenure and promotion process should be directed to the Provost/VPAA.

### **Portfolio Guidelines and Contents**

All faculty members who are considered for tenure, promotion, third-year progress, or post-tenure review must prepare a portfolio for consideration by all involved in the formal review process. On an annual basis (usually at the time of contract renewal), the Office of Academic Affairs will notify all faculty of the dates of their next eligible and their next required reviews.

Failure by a faculty member to submit the documentation required for tenure, promotion, third-year progress, or post-tenure review shall be considered by the review committee as not achieving expectations. In this case, a faculty development plan will be developed by the candidate and the department chair. The plan must include a requirement to submit materials for post-tenure review the following year. If, after one year, the tenured faculty member has not completed satisfactorily this faculty development plan, one of several consequences could occur as delineated for the case of a three-year developmental plan.

To initiate the review process, the faculty member submits his or her portfolio to the department

office by the scheduled date in the fall semester. If in the course of its consideration of the portfolio, the review committee discovers what it deems to be an inadvertent omission of a required document, the committee will ask the supervisor or designee provide the missing item(s). During the review process, faculty members may have access to their portfolios, but such access must be solely for reference purposes, and only with supervision. For post-tenure reviews, sixth year reviews for non-tenure track faculty with professorial rank (including clinical faculty) and all reviews for lecturers/senior lecturers, there is only one binder, and there is no size limitation on that binder. For all other reviews, the portfolio consists of two or more three-ring binders: Binder 1 and Binder(s) Containing Supporting Materials with the major sections tabbed and clearly labeled. The candidate's name and the type of review should be clearly labeled on the spine and front cover of each binder. The candidate may not add documentation to the portfolio after the submission deadline.

The specific material required for inclusion in the portfolio can be found in the next two sections. Beyond the required material, all faculty members submitting portfolios for review should make their own decisions on what additional information to include, especially those materials relating to accomplishments at prior institutions and accomplishments since their last tenure and/or promotion review at KSU. Although material from other institutions may be considered, the quality of more recent past accomplishments at KSU are major considerations for review decisions. All materials that demonstrate the quality and significance of the faculty member's work should be included in the portfolio and review committees should consider all of the materials included in the portfolio to make their recommendation.

### **Contents of Binder 1**

Binder 1 must contain the following indexed sections:

- Cover page (standard form available on Academic Affairs web pages)
- Summary sheet (standard form available on Academic Affairs web pages)
- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). Sample narratives are available on the Academic Affairs web page. The narrative describes the quality and significance of the faculty member's contributions during the period under review in the following areas as appropriate:
  - Teaching, Supervising, and Mentoring of Students
  - Research and Creative Activity
  - Professional Service
  - Administration and Leadership
- Vitae -

Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members' accomplishments, especially to those beyond the department. An example of a



vitae template can be found on the Academic Affairs webpage.

- Annual Review Materials (including ARDs and FPAs).
- Faculty up for tenure and/or promotion should include all annual review documents and supporting materials since their last third-year, tenure and/or promotion review.
- Faculty up for third-year review should include all annual review materials since their start date at KSU.
- Departmental guidelines (Administrative Faculty should include the guidelines from the department of their faculty appointment).
- Third-year review letters (for tenure (at all faculty ranks) and for promotion (from instructor to assistant professor or lecturer to senior lecturer)).
- Response letters from previous levels of review.

### **Contents of Binder(s) Containing Supporting Materials**

- Teaching, Supervising, and Mentoring of Students

This section contains illustrative evidence of the quality and significance of the faculty member's teaching, supervision and mentoring. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Peer review letters
- Course syllabi
- Course materials
- Evidence of student learning
- Student evaluations
- Student survey results
- Evidence of advising activities
- Evidence of faculty development
- (See also Section Three, Assessment of Teaching, Supervision, and Mentoring.)

- Research and Creative Activities

This section contains evidence of the quality and significance of the faculty member's research and creative activity. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Excerpts from conference programs/proceedings
- Conference presentation evaluations

- Title pages and abstracts from professional journals or the full article
- Title pages and tables of contents from books or the full books
- Evidence of grant solicitation
- Book, chapter and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works

- Professional Service

This section contains evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Committee assignment documentation
- Copies of meeting minutes
- Copies of products developed
- Recognition by others of contributions
- Evidence of statewide, regional, national or international professional service

- Administration and Leadership

This section contains evidence of the quality and significance of the faculty member's administration and leadership. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Documentation indicating leadership assignments
- Evidence of program evaluation
- Supervisor, peer and employee evaluations
- Copies of products developed

Beyond the material provided in each indexed section, the faculty member may wish to include a one-page summary (in each relevant section) of activity not readily supported by documentation.

### 3.8. Multi-Year Review Schedules

<https://web.kennesaw.edu/academicaffairs/guidelines>

<b>Tenure and Promotion Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical Faculty), Instructors, and Tenured Faculty with Professorial Rank)</b>	
<b>Mid-August</b>	Submit Portfolio to Department Office
<b>Mid-August to Mid-September</b>	Department Review Committee review (see NOTE)
<b>Mid-September to Early October</b>	Department Chair review (see NOTE) (Department Chair review can begin earlier, but no Chair decision should be made before the end of the optional faculty response deadline)
<b>Early October</b>	Portfolio is Transferred to the Dean's Office by the Department Chair
<b>Early October to Early November</b>	College Dean's review (see NOTE)
<b>Early November</b>	Portfolio is transferred to Provost/VPAA's Office (except portfolios with any negative decisions or requests for additional review go directly to College committee)
<b>November to December</b>	College Committee review (portfolios with any negative decisions or requests for additional review)
<b>November-December-January</b>	Provost/VPAA Review and Referral to College Committee as needed
<b>January to Early February</b>	College reviews as needed Based on Provost/VPAA's request (see NOTE)
<b>February and March</b>	Provost/VPAA and President recommendations (see NOTE)
<b>April</b>	Submission to Board of Regents for their records

**For Third-Year Pre-Tenure, or Pre-Promotion Reviews, Third-Year Reviews (For Lecturers and Senior Lecturers, Instructors, and All Faculty with Professorial Rank) and Sixth Year Reviews (for Senior Lecturers and Non-Tenure Track Faculty with Professorial Rank, including Clinical Faculty)**

<b>Mid-September</b>	Submit Portfolio to Department Office
<b>Mid-September to Mid-October</b>	Department Review Committee review (see note)
<b>Mid-October to Early November</b>	Department Chair Review (see note) (Department Chair review can begin earlier, but no Chair decision should be made before the end of the optional faculty response deadline to the Department review)
<b>Early November</b>	Portfolio is Transferred to Dean's Office by Department Chair
<b>Early November to Early December</b>	College Dean Review (see note)

**For Post-Tenure Review (for Tenured Faculty)**

<b>Early October</b>	Teaching Faculty Submit Portfolio to Dean's Office
<b>Early-October to Early November</b>	College PTR Committee Reviews Teaching Faculty (see note)
<b>Mid-November to Early January</b>	College Dean Reviews Teaching Faculty (see note)

The exact dates for the tenure and promotion, third year, and post-tenure review schedules can be found on the Academic Affairs webpage at <https://web.kennesaw.edu/academicaffairs/>.

NOTE: Within 10 calendar days from the review decision, the candidate has the right to respond to the committee's or administrator's decision and justifications by submitting a written letter to the reviewing committee or administrator and copied to the next level of review. The reviewer (committee or administrator) does not respond to this letter.

### **3.9 References**

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Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

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Kennesaw State University. (2005) *View 21: Refining the public university experience for the 21st Century*.

## **SECTION 4- Personnel, Fiscal, & Institutional Policies**

### ***4.1. Faculty Appointments and Contracts***

#### **4.1.1. Faculty Appointments**

Appointments to the faculty with academic rank and administrative faculty appointments with rank and/or tenure-track status are made through the Office of the Provost and Vice President of Academic Affairs, typically upon the recommendation of a department head and dean. Such appointments are approved by the president.

#### **Tenure Track Appointments**

Tenure and tenure track appointments are restricted to regular full-time teaching faculty employed on a continuing basis and to academic administrative faculty with professorial rank (i.e., Assistant Professor, Associate Professor, Professor).

Instructors are not eligible for tenure and do not automatically earn credit toward tenure, but can become eligible for tenure if promoted to assistant professor with the appropriate credit toward tenure being granted upon promotion.

#### **Non-Tenure Track Appointments**

- Lecturers and Senior Lecturers (as defined below) (see also Board of Regents (BoR) Policy Manual Sections [8.3.8.1](#) and [8.3.8.2](#))
- Full-time and part-time clinical and librarian faculty with rank
- Part-time and Adjunct Faculty
- Full-time research, instructional, or administrative faculty with rank who are explicitly employed in a non-tenure track status

**Corps of Instruction** – Faculty with professorial rank, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the BoR shall constitute the Corps of Instruction.

**Professorial Rank** – Faculty who hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professorial ranks (See Section 3.6 of this handbook for additional information regarding expectations for rank, performance, promotion, and tenure).

- a. **Assistant Professor, Clinical Assistant Professor, and Librarian Assistant Professor** – relatively inexperienced faculty who are in an early stage of becoming established in their academic careers in higher education.
- b. **Associate Professor, Clinical Associate Professor, and Librarian Associate Professor** – experienced faculty members who have established a solid foundation for continued success in the academy, but who may be at an early stage of academic career development.
- c. **Professor, Clinical Professor, and Librarian Professor** – highly experienced and senior members of the faculty who have become highly accomplished in their teaching effectiveness and scholarship or service.

**Instructors** – Regular full-time faculty who are not eligible for appointment at one of the professorial ranks, typically because they do not hold an earned doctorate or other acceptable academic credential. As indicated in Section 3 of this handbook in the section on Instructors instructors cannot be awarded tenure, and instructors hired without the doctorate or other acceptable, terminal academic credentials are expected to complete the terminal degree as soon as possible after appointment to KSU. Instructors must be reviewed and recommended for promotion to assistant professor in their sixth full academic year of employment at KSU or be given a terminal employment contract for their seventh year. Instructors who are promoted to assistant professor must be reviewed for tenure no later than their sixth year after promotion to assistant professor or in their ninth year of full-time employment at KSU, if that date comes earlier. Tenure requires the earned doctorate or its equivalent in training, ability, and/or experience. (See Sections 3.5 and 3.6 of this handbook for additional information regarding expectations for rank, performance, promotion, and tenure).

**Lecturers** - To carry out special instructional functions such as basic skills instruction, instructional staff members may be appointed to the position of lecturer. Lecturers are not eligible for the award of tenure. Not more than 20% of KSU's FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers. Lecturers and senior lecturers are appointed on a year-to-year basis. Deadlines for providing written notice to lecturers and senior lecturers on non-reappointment for the subsequent year are provided in Section 3 of this handbook in the section on non-tenure-track faculty).

**Senior Lecturers** - Lecturers who have served for a period of at least six years at KSU will either be promoted to senior lecturer during the sixth year or be terminated from the institution; only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of service to the institution. Initial appointment at the rank of senior lecturer is reserved for those with extensive experiences and accomplishments. Promotion to senior lecturer, or initial appointment at the rank of senior lecturer, requires approval by the president and must be reported as a matter of information to the Senior Vice Chancellor for Academics and Fiscal Affairs when promotions for ranked faculty are transmitted to the University System Office.

Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers. Senior lecturers are not eligible for the award of tenure.

#### **4.1.2. Graduate Faculty Status**

Appointment to graduate faculty carries approval to teach graduate courses, eligibility to participate on graduate committees, and eligibility to elect representation to graduate committees. Graduate faculty are expected to demonstrate a high level of scholarly activity and active professional involvement and are required to demonstrate teaching expertise at advanced and specialized levels as appropriate for graduate programs. Graduate faculty appointment is a consideration in all performance reviews. The level of activity devoted to graduate teaching, scholarly activity, and service in order to maintain graduate program involvement factors in assigning faculty load. Graduate faculty status and teaching graduate courses does not alone determine a faculty workload model which includes reductions in teaching assignments.

#### **Criteria for Graduate Faculty**

The Commission on Colleges of the Southern Association of Colleges & Schools (SACS), which grants KSU its essential institutional accreditation, focuses heavily on institutional compliance with the accreditation criteria pertaining to meeting the minimal faculty credentials to teach at the college level and having on file evidence that documents compliance. The specific requirements are reflected in the following excerpts from the Criteria on Accreditation (2000):

#### **Graduate Programs**

Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. In some instances, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A.; in others, a master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate.

All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.

The Commission recognizes that in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials. There also may be an occasion when a new graduate discipline is in its formative stage in higher education and there are no faculty members available with academic credentials in the discipline. In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.

It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of



professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.

## **Appointment to Graduate Faculty**

Guidelines for determination of graduate faculty status and length of term are as follows:

### **Full**

For a Full Appointment to the Graduate Faculty of KSU, a faculty member must:

- hold a full-time tenure track position at KSU at the rank of Assistant Professor or above,
- have a record of effective teaching (a minimum of five classes) at the graduate level, either at Kennesaw State or at another College/University within five years of the time of application for, or renewal of, graduate faculty status,
- have a track record and active program of scholarship consistent with the College's expectations for graduate faculty. For the Coles College of Business, the faculty member must be Academically Qualified (AQ) as per Coles College performance guidelines, and
- hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

Full Appointments are made for a period of five years.

### **Provisional**

For a Provisional Appointment to the Graduate Faculty of KSU, a faculty member must:

- hold a full-time tenure track position at KSU at the rank of Assistant Professor or above,
- have some experience teaching graduate classes, or demonstrate high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity, or professional experience,
- have an active program of scholarship. For the Coles College of Business, the faculty member must be AQ as per Coles College performance guidelines, and
- hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

A provisional appointment is typically awarded to new faculty without an extensive record of teaching at the graduate level, or to faculty who have not yet demonstrated a track record of scholarship consistent with the College's expectations for graduate faculty. Provisional appointments may be for a period up to three years.

### **Temporary**

For a Temporary Appointment to the Graduate Faculty of KSU, a faculty member must:

- hold a full-time tenure track position at KSU at the rank of Assistant Professor or above,
- have some experience teaching graduate classes, or demonstrate high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity, or professional experience in a particular area related to a course or other assignment, and

- hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience. For the Coles College of Business, the faculty member must be AQ as per Coles College performance guidelines.

A temporary appointment is typically awarded to a full-time faculty member who will teach a graduate course or serve on a student committee, but will not do so on a continual basis. Temporary appointments are typically made for a one-year period only and do not entitle faculty to serve on campus-wide governing bodies as a representative of the graduate faculty or to vote as a graduate faculty member. A faculty member expecting to have longer-term involvement with a graduate program should apply for and meet the criteria for Provisional or Full status at the end of the one-year period.

### **Permission to Teach Graduate Courses**

Non-tenure track full-time faculty or administrators, part-time faculty, and adjunct faculty may be reviewed for permission to teach graduate classes concurrent with (or after) official appointment to the KSU faculty. In order to receive permission to teach graduate classes, non-tenure track full-time faculty or administrators, part-time faculty, and adjunct faculty must:

- have some experience teaching graduate classes, or demonstrate high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity, or professional experience in a particular area related to a course or other assignment, and
- hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience. For the Coles College of Business, the faculty member must be AQ or Professionally Qualified (PQ) as per Coles College performance guidelines.

Non-tenure track full-time faculty or administrators, part-time faculty, and adjunct faculty may receive approval to teach graduate courses for a period of up to three years. Approval to teach graduate courses is contingent upon reappointment to a specified position each year during the three-year period.

### **Process for Appointment**

The Vice President for Research and Dean of the Graduate College and the graduate program directors decide whether to approve full appointment or provisional appointment to the graduate faculty. The Vice President for Research and Dean of the Graduate College approves temporary appointment to the graduate faculty. The Vice President for Research and Dean of the Graduate College also grants permission to teach graduate classes for non-tenure track full-time faculty or administrators, and part-time or adjunct faculty. Instructions for requests for appointment to graduate faculty are available through the Graduate College website (<http://www.kennesaw.edu/graduate/faculty.html>).

### **Review and Appointment Schedule**

All individuals assigned to teach graduate courses must be reviewed for graduate faculty status prior to teaching a graduate class.

Faculty will be reviewed for Full Graduate Faculty membership or Provisional Graduate Faculty membership at any time. Appointment is effective immediately upon approval.

Faculty may be reviewed by the graduate dean for temporary graduate faculty status or for permission to teach graduate courses at any time. Appointment is effective immediately upon approval.

### **Ex Officio Members of the Graduate Faculty**

The president, Provost and vice president for academic affairs, academic deans, and department chairs serve as ex-officio, non-voting members of the KSU graduate faculty. Ex-officio membership on the graduate faculty does not carry approval to teach graduate courses or direct graduate students. Administrative faculty may hold both ex-officio and regular appointments to the graduate faculty.

### **4.1.3. Guidelines for Joint Appointments\***

#### **A. Joint Academic Appointments**

##### **I. Introduction**

Critical to the mission of Kennesaw State University are collaborative academic endeavors that provide opportunities for faculty to teach, conduct research, and provide professional service across programs, departments, and colleges. These guidelines describe the process for establishing formal collaborative endeavors between academic units at Kennesaw State University.

A faculty member may request a joint appointment in two academic units in a variety of ways. For example, a faculty member may meet with the department chair for each of two academic departments where joint appointment is desired. Ultimately this request will lead to a request for approval from the Provost and Vice President for Academic Affairs (VPAA). Academic units may wish to modify existing lines or establish new lines with joint appointments in two units. Whether from an individual faculty member or an academic unit, all requests for joint appointments must: a) demonstrate that they help fulfill the missions of the departments, college and the university; and b) clearly show how they allow the faculty involved to achieve successful performance evaluations.

Below are basic definitions and guidelines to assist faculty and administrators in developing, requesting, and implementing joint appointments across units.

##### **Definitions**

**Academic Unit:** an academic program, department, division, college, institute, school or center.

**Home Unit:** the unit most relevant to the discipline of the faculty member making the request for the joint appointment and with which the faculty member feels the closest identity.

**Joint Appointment:** faculty members hold joint appointments if they have appointments in two or more KSU units (academic or administrative).

**Sharing Unit:** an academic unit that has joined with a faculty member's identified home unit in a collaborative manner to support a joint academic appointment.

## **Guidelines**

Prior to the development of the joint appointment, a Memorandum of Understanding between the sharing unit and the home unit must be developed which addresses the specific critical elements listed below. The involved academic units must submit this Memorandum of Understanding to the Provost/VPAA for review and approval. The Memorandum of Understanding must identify or state:

- a. units involved in the joint appointment.
- b. home unit of the jointly appointed faculty member. The home unit will have the lead responsibility in the management of personnel issues and coordination of annual performance evaluations, merit decisions, tenure, and promotions in rank reviews. For tenure-track or tenured faculty, the commitment of tenure and rank will be within the home unit. Often but not always, the home unit will be the unit with the higher workload fraction. As a general guide, the designated home unit should be the unit that is most relevant to the faculty member or administrator's discipline, inclusive of the faculty members area of intellectual/creative pursuits, and that which the individual faculty member feels the closest identity.
- c. terms of the appointment (e.g., academic year, twelve months, etc.).
- d. tenure status of the appointment (e.g., tenured, tenure track or non-tenure track).
- e. rank or title of the applicant for the appointment.
- f. workload distribution between the two units and whether this is for the duration of the joint appointment or up for review at designated times; if the latter, state the times.
- g. eligibility criteria and expectations regarding membership on unit level committees.
- h. joint appointee's office location, access to instructional support materials, secretarial support, and research support.

- i. method in which the home unit will modify their evaluation and review processes for annual review, tenure, promotion, and post-tenure review to be inclusive of the sharing unit's input on faculty performance (see Evaluation of Appointee for additional information)
- j. processes which will be formulated to conduct joint appointment faculty searches, interviewing, and hiring.
- k. mechanisms applicable revenues are managed if generated by a joint appointee with an externally funded grant.
- l. process for modifying or terminating the joint academic appointment.

A formal Letter of Approval must be procured from the Provost/VPAA, with copies to each unit involved, Academic Affairs, and the applicant, certifying the joint appointment with all of the stipulations noted above.

### **Evaluation of Appointee**

The evaluation procedures of the home unit should be followed for joint academic appointments. The evaluation procedures of the home unit must recognize the jointly appointed faculty members' multiple academic commitments and should base evaluations on their total performance, inclusive of interdisciplinary instruction, scholarly activities, and service. The annual evaluative processes and forms typically used within the home unit should be modified to ensure that the sharing unit has notable input in the evaluation process. While the administrator of the home unit will be responsible for completing the evaluation, the administrator of the sharing unit must also provide a written performance evaluation pertaining to the faculty member's performance of responsibilities within sharing unit. This evaluation must be included in all evaluation documents. The final evaluation completed must be reflective of these two unit level administrators' perspectives. Prior to commencement of the appointment, both sharing unit administrators should make sure that jointly the appointed faculty member understands the explicit evaluation criteria that will be applied to their work in each unit.

The responsibility of conducting tenure and promotion review of jointly appointed faculty lies with the home unit. However, as in the annual evaluation process, the sharing academic unit must have equitable opportunity for input during the review. Accommodations must be made in the home unit's processes (e.g., peer review committee structures, administrative review formats, etc.), which will provide appropriate representation of the sharing academic units' collegial peer and administrative involvement. Written documentation delineating these accommodations in the home unit's tenure and promotion processes should be agreed upon between the sharing units prior to requesting a joint academic appointment approval from the Provost/VPAA.

In order to resolve personnel conflicts, the home and sharing units must identify the steps jointly appointed faculty should follow if they experience concerns about the terms of the joint academic appointment and/or the actions of the units involved. In general, it is recommended

that an individual faculty member's concerns be first expressed at the most appropriate lowest level of the either the home or sharing unit. Appropriate upper levels of administration related to the academic units should become involved only if the units' efforts to resolve the difficulty prove to be unsatisfactory. If problems persist, the relevant upper level administrators should undertake to resolve them.

If a unit has concerns about a jointly appointed faculty member's performance or conduct, the administrator most knowledgeable about the concern should handle the difficulty. Each unit administrator has a responsibility to notify the faculty member's sharing unit of the problem, and work jointly towards resolution. Assurance of the faculty member's appropriate due processes among all involved is critical. Disciplinary action, if deemed necessary, toward the jointly appointed faculty member must be recommended jointly through appropriate channels.

### **Additional Information**

Each unit should provide the jointly appointed faculty member with opportunities to participate broadly in the life of the academic community. Ideally, the joint appointments will afford the faculty member substantive opportunities for involvement in scholarly activities and organizational responsibilities in each of the sharing units.

A jointly appointed faculty member's overall effort and access to resources must be comparable, in total, to faculty who hold an academic appointment in only one unit. Such resources may include mentoring, space, equipment, travel funds and other sources of funding.

The faculty member who holds a joint appointment is expected to play an active role in helping the sharing academic units effectively collaborate together. The faculty member should make the effort to become familiar with each college's expectations and procedures. If these procedures conflict, the faculty member should speak up in a timely way. The faculty member should inform the relevant administrators of issues that arise as a result of the joint appointment.

### **Tenure Track Faculty**

If the appointment is for a tenure track faculty member, the home unit should identify a mentor for the jointly appointed faculty member who is familiar with his or her interdisciplinary work. The mentor should provide feedback and advice for the faculty member on a regular basis throughout the year. At least once a year, the mentor and faculty member should meet together to discuss the faculty member's performance and progress.

### **Changes in Appointment**

Over the course of their academic careers at Kennesaw State University, faculty members with joint appointments may wish to change the terms of the original agreement. Sharing units may also wish to change the terms of their arrangements with other units or with individual jointly appointed faculty members. Thus, policies and procedures should be in place that allow for reconsideration of the terms of the agreement. In particular, the policies and procedures should address: a) workload modifications, b) budgetary issues, c) negotiation of the "home unit", and d) redefining the joint appointment arrangement.

## **Hiring Jointly Appointed Faculty**

The responsibility of hiring faculty into newly created joint appointment lines, or replacing faculty in an existing joint appointment line lies with the home unit. However, the sharing academic unit must have equitable opportunity for input during the search and selection process. Accommodations must be made in the home unit's normal hiring processes, e.g., committee structures, interview formats, administrative recommendations, etc., which will provide appropriate representation of the sharing academic units' collegial peer and administrative involvement. A Request To Make An Offer To The VPAA Form must be signed by both administrators of the sharing units.

*\* These guidelines were modified from two sources: The University of Michigan's, and the University of Wisconsin-Milwaukee's policies and procedures for joint faculty appointments.*

## **Joint Academic and Administrative Appointments Involving Two or More Divisions\***

### **Introduction**

Critical to the mission of Kennesaw State University are collaborative endeavors between Academic Affairs and one of the other administrative units (e.g., Student Success) that provide opportunities for individuals to teach, conduct research, and provide professional service across divisions. These guidelines describe the process for establishing these types of formal collaborative endeavors at Kennesaw State University.

An individual may be placed in a joint appointment in two administrative units in a variety of ways. Ultimately this request will lead to a request for approval from the Provost and Vice President of Academic Affairs (VPAA) and the vice president of the other unit. Administrative units may wish to modify existing lines or establish new lines with joint appointments in two units. Whether from an individual or an administrative unit, all requests for joint appointments must: a) demonstrate that they help fulfill the missions of the individual units and the university, and b) clearly show how they allow the individuals involved to achieve successful performance evaluations.

Below are basic definitions and guidelines to assist individuals and administrators in developing, requesting, and implementing joint appointments across units.

### **Definitions**

**Administrative Unit:** an academic program, department, division, college, institute, school or center or a non-academic unit such as a department, center, or division.

**Home Unit:** the unit most relevant to the primary function of the individual involved in the joint appointment and with which the individual feels the closest identity.

**Joint Appointment:** individuals hold joint appointments if they have appointments in two or more KSU units (academic or administrative).

**Sharing Unit:** a unit that has joined with an individual's identified home unit in a collaborative manner to support a joint appointment.

## **Guidelines**

Prior to the development of the joint appointment, a Memorandum of Understanding between the sharing unit and the home unit must be developed which addresses the specific critical elements listed below. The involved units must submit this Memorandum of Understanding to the Provost/VPAA and the VP of the other unit for review and approval. The Memorandum of Understanding must identify or state:

- a. units involved in the joint appointment.
- b. home unit of the jointly appointed individual. The home unit will have the lead responsibility in the management of personnel issues and coordination of annual performance evaluations, merit decisions, tenure, and promotions in rank reviews as may be applicable for the particular individual. For tenure-track or tenured faculty, the commitment of tenure and rank will be within the academic unit. Often but not always, the home unit will be the unit with the higher workload fraction. As a general guide, the designated home unit should also be the unit that is most relevant to the individual's discipline/expertise area, inclusive of the area of intellectual/creative pursuits, and that which the individual feels the closest identity.
- c. terms of the appointment (e.g., academic year, twelve months, etc.).
- d. tenure status of the appointment (e.g., tenured, tenure track or non-tenure track).
- e. rank or title of the applicant for the appointment.
- f. workload distribution between the two units and whether this is for the duration of the joint appointment or up for review at designated times; if the latter, state the times.
- g. eligibility criteria and expectations regarding membership on unit level committees.
- h. joint appointee's office location, access to instructional support materials, secretarial support, and research support.
- i. method in which the home unit will modify their evaluation and review processes for annual review, tenure, promotion, and post-tenure review as applicable to be



inclusive of the sharing unit's input on performance (see Evaluation of Appointee for additional information).

- j. processes which will be formulated to conduct joint appointment searches, interviewing, and hiring (for new positions only).
- k. mechanisms by which applicable revenues are managed if generated by a joint appointee with an externally funded grant.
- l. process for modifying or terminating the joint appointment.

A formal Letter of Approval must be signed by both the Provost/VPAA and the VP of the other unit, with copies to each unit involved and the applicant, certifying the joint appointment with all of the stipulations noted above.

### **Evaluation of Appointee**

The evaluation procedures of the home unit should be followed for joint appointments. The evaluation procedures of the home unit must recognize the jointly appointed individual's multiple commitments and should base evaluations on their total performance, inclusive of instruction, scholarly activities, service and administrative responsibilities. The annual evaluative processes and forms typically used within the home unit should be modified to ensure that the sharing unit has appropriate input into the evaluation process. While the administrator of the home unit will be responsible for completing the evaluation, the administrator of the sharing unit must also provide a written performance evaluation pertaining to the individual's performance of responsibilities within the sharing unit. This evaluation must be included in the all evaluation documents. The final evaluation completed must be reflective of these two unit level administrators' perspectives. Prior to commencement of the appointment, both sharing unit administrators should make sure that jointly the appointed individual understands the explicit evaluation criteria that will be applied to their work in each unit.

The responsibility of conducting tenure and promotion review of jointly appointed faculty lies with the academic unit. However, as in the annual evaluation process, the non-academic sharing unit must have equitable opportunity for input during the review. Accommodations must be made in the academic unit's processes (e.g., peer review committee structures, administrative review formats, etc.), which will provide appropriate representation of the non-academic units' collegial peer and administrative involvement. Written documentation delineating these accommodations in the home unit's tenure and promotion processes should be agreed upon between the sharing units prior to requesting a joint academic appointment approval from the vice presidents.

In order to resolve personnel conflicts, the home and sharing units must identify the steps jointly appointed individuals should follow if they experience concerns about the terms of the joint appointment and/or the actions of the units involved. In general, it is recommended that an individual's concerns be first expressed at the most appropriate lowest level of the either the

home or sharing unit. Appropriate upper levels of administration related to the units should become involved only if the units' efforts to resolve the difficulty prove to be unsatisfactory. If problems persist, the relevant upper level administrators should undertake to resolve them.

If a unit has concerns about a jointly appointed individual's performance or conduct, the administrator most knowledgeable about the concern should handle the difficulty. Each unit administrator has a responsibility to notify the individual's sharing unit of the problem, and work jointly towards resolution. Assurance of the individual's appropriate due processes among all involved is critical. Disciplinary action, if deemed necessary, toward the jointly appointed individual must be recommended jointly through appropriate channels.

### **Additional Information**

Each unit should provide the jointly appointed individual with opportunities to participate broadly in the life of the university community. Ideally, the joint appointments will afford the individual substantive opportunities for involvement in scholarly activities and/or organizational responsibilities in each of the sharing units.

A jointly appointed individual's overall effort and access to resources must be comparable, in total, to individuals who hold an appointment in only one unit. Such resources may include mentoring, space, equipment, travel funds and other sources of funding.

The individual who holds a joint appointment is expected to play an active role in helping the sharing units effectively collaborate together. The individual should make the effort to become familiar with each unit's expectations and procedures. If these procedures conflict, the individual should speak up in a timely way. The individual should inform the relevant administrators of issues that arise as a result of the joint appointment.

### **Tenure Track Faculty**

If the appointment is for a tenure track faculty member, the academic unit should identify a mentor for the jointly appointed faculty member who is familiar with his or her academic work. The mentor should provide feedback and advice for the faculty member on a regular basis throughout the year. At least once a year, the mentor and faculty member should meet together to discuss the faculty member's performance and progress.

### **Changes in Appointment**

Over the course of their careers at Kennesaw State University, individuals with joint appointments may wish to change the terms of the original agreement. Sharing units may also wish to change the terms of their arrangements with other units or with jointly appointed individuals. Thus, policies and procedures should be in place that allow for reconsideration of the terms of the agreement. In particular, the policies and procedures should address: a) workload modifications, b) budgetary issues, c) negotiation of the "home unit", and d) redefining the joint appointment arrangement.

## **Hiring Jointly Appointed Individuals**

The responsibility of hiring individuals into newly created joint appointment lines, or replacing individuals in an existing joint appointment line lies with the home unit. However, the sharing unit must have equitable opportunity for input during the search and selection process. Accommodations must be made in the home unit's normal hiring processes, e.g., committee structures, interview formats, administrative recommendations, etc., which will provide appropriate representation of the sharing academic units' collegial peer and administrative involvement. A Request To Make An Offer To The VPAA Form must be signed by administrators of both of the sharing units.

*\* These guidelines were modified from two sources: The University of Michigan's, and the University of Wisconsin-Milwaukee's policies and procedures for joint faculty appointments.*

### **4.1.4 Employment Contracts**

Full-time faculty are issued either a fiscal year (12-month) or academic year (9-month) employment contract annually, usually in June preceding the start of a new fiscal year on July 1. These are "term" contracts for a period of only one year. A faculty member will not be reemployed in a subsequent year unless there is a new and separate contract issued for that year. (See section 4.1.8 on Non-renewal of Employment Contracts for further information in this regard).

### **4.1.5. Filling Vacant Faculty Positions and Faculty Search and Screening Process**

A teaching or administrative faculty position (i.e., a personnel line in the budget) is either "vacant" or "filled." The position is filled when an individual has been formally appointed to and actively holds the position. A vacant position has, or at the time of appointment has, no active incumbent. Full-time teaching positions fall into 1 of 3 categories: 1) a permanent, full-time tenure-track faculty vacancy, 2) a permanent, full-time non-tenure-track faculty vacancy, and 3) a temporary full-time faculty vacancy. A permanent academic teaching faculty position or administrative faculty position will normally occur in one of 3 instances: 1) the retirement of a faculty member or academic administrator who has an annual academic year or fiscal year contract, 2) the resignation/non-renewal of a faculty member who has an annual academic year or fiscal year contract, or 3) the addition of a new budgeted, line-item, faculty teaching or faculty administrative position approved by the Provost and other appropriate academic administrators.

The filling of vacant faculty and academic administrator positions on a continuing basis involves a formal search and screening process. This process is conducted within the academic affairs division for teaching faculty positions, academic administrative faculty positions, and other high-level administrative faculty positions at the request of the president. Coordination of these searches is provided by the academic affairs office.

The academic search and screening process proceeds according to established guidelines. The guidelines for filling faculty vacancies are available on the academic affairs office website. As mentioned in the guidelines, all faculty and staff members involved in faculty searches are required to successfully complete the KSU Search Committee Educational Online Training workshop every five years in order to understand the legalities related to search practices and learn about nuances associated with the diversification of applicant pools before beginning service on a search committee. <https://web.kennesaw.edu/academicaffairs/vacancies>

#### **4.1.6. Faculty Relocation and Moving Expenses Policy**

Relocation and moving expenses may be provided to new, regular faculty members and administrators if funds are available in the department or college budget and relocation assistance benefits the university and its recruitment effort. The exact amount of reimbursable relocation expenses will be determined on a case-by-case basis and specified in the written offer of employment. Please refer to <https://web.kennesaw.edu/hr/content/relocation> for the complete relocation policy and to access the KSU Relocation and Moving Expense Reimbursement form.

#### **4.1.7. Redirection and Reassignment of Filled Faculty Positions**

Specific job duties and responsibilities of teaching and administrative faculty are constantly subject to change or modification as the circumstances and needs of the university and its units change. Departmental or unit reorganization or elimination may result in significant staffing changes. Administrative unit heads have the responsibility to manage the assignment, reassignment, redirection, and reorganization of job duties and responsibilities of the employees in their units.

Sometimes, the changes that are made in the assigned duties and responsibilities of an individual who fills a teaching or administrative faculty position on a continuing basis are so significant that they warrant an additional or changed job title. When the role of a filled position is redirected in this manner, necessitating a title change, the change is typically made through administrative approval channels. Since such change constitutes reassignment or redirection and does not involve or result in a “vacant” position, no search and screening process is necessary; the one position involved is already filled.

For example, when a tenured department chair elects to give up his/her administrative responsibilities and assume the role of a full-time teaching faculty member, that change in title and function is approved administratively. The individual already holds a continuing faculty status at KSU and does not have to reapply and go through another search and screening process to shift job responsibilities from one KSU faculty role to another.

Likewise, when a teaching faculty member has a portion of his or her load reassigned from instruction to administration that warrants the addition of an administrative title such as

coordinator, director, etc., that change in title and function may also be approved administratively. Again, that individual already holds a continuing faculty role at KSU which has simply been redirected. There is no need to reapply or go through another search and screening process to shift job responsibilities for that filled but redefined faculty position.

In the administrative faculty positions of instructional department chair and above (see [faculty search policy document](#) and section 4.1.5 for specific policies), administrative reassignment is not sufficient for a permanent or continuing appointment. If current KSU faculty are to be eligible to take on one of those positions on a continuing appointment basis, they must emerge as the candidate of choice from a search and selection process. Academic tradition and procedural guidelines in the University System restrict internal administrative redirection and reassignment prerogatives in these cases.

Administrative faculty positions of department chair and above may be reassigned administratively out of the responsibilities of those positions to other faculty roles. KSU faculty in other roles can be reassigned administratively to the role of acting or interim administrative faculty positions of instructional department chair or higher. However, internal candidates for an administrative faculty position of instructional department chair or higher (on a continuing appointment basis) must formally apply for those positions as part of a standard search and screening process. In these cases, if a vacant faculty position does not exist because the previous administrative faculty remained on the KSU faculty in another capacity, a new vacant position would typically have to be created in the institutional budget.

Reassignment of a faculty administrator into other roles and unit(s) will be preceded by a discussion with the unit(s) involved. Administrative faculty serve in their administrative roles at the pleasure of their department/unit head and ultimately the president. Administrative reassignment does not constitute constructive discharge.

Administrative faculty who hold positions in non-instructional departments and who do not hold regular academic rank and tenure or tenure-track status usually do not have the option of reassignment to the role of a teaching faculty member in an instructional department. Rarely would such administrative faculty have an option of reassignment to a different set of administrative faculty responsibilities in their or another department on a continuing basis. Reorganizations and reassignments that affect such individuals may result in the university's election of its option for the non-renewal of a completed employment contract or possibly to a mutual agreement that results in a change in status within the classified staff system. (It is not uncommon for administrative faculty in non-instructional departments to have emerged from classified staff roles earlier in their careers.)

#### **4.1.8. Non-renewal of Employment Contracts for Individuals with Faculty Status**

##### **All Non-tenured Faculty**

Consistent with BoR Policy (Section [8.3.4.2](#)), all non-tenured faculty members who have been awarded academic rank (instructor, assistant professor, associate professor, professor, clinical assistant professor, clinical associate professor, clinical professor, librarian assistant professor, librarian associate professor, and librarian professor) and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost and vice president for academic affairs or the president of the institution on the intent not to renew. For non-tenured faculty with academic rank, the intent to not renew a non-tenured faculty member is the prerogative of the institution, and written notice of intent not to renew follows this schedule:

- a. at least three (3) months before the date of termination of an initial one-year contract;
- b. at least six (6) months before the date of termination of a second one-year contract;
- c. at least nine (9) months before the date of termination of a contract after two or more years of service in the institution.

This schedule of notification does not apply to persons holding temporary or part-time positions, or persons with courtesy appointments, such as adjunct appointments.

##### **Full-time Lecturers and Senior Lecturers**

Based on BoR policy ([8.3.4.3](#)), full-time lecturers and senior lecturers are appointed by the institution on a year-by-year basis. Lecturers and senior lecturers have the presumption of reappointment for the subsequent year unless notified in writing as follows.

- a. for lecturers with less than three years of full-time service to KSU, notification of non-reappointment is encouraged as soon as possible, but no specific notice is required.
- b. for lecturers with three or more years but less than six years of full-time service to KSU, notification of non-reappointment is at least 30 calendar days prior to the institution's first day of classes of the semester.
- c. for senior lecturers and lecturers with six or more years of full-time service to KSU, notification of non-reappointment is at least 180 calendar days prior to the institution's first day of classes of the semester.

Reappointment of lecturers, senior lecturers, and promotion of lecturers to senior lecturers are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the College and its units.

#### **4.1.9. Removal of a Faculty Member for Cause**

The president of an institution may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the policies of the Board of Regents or the approved statutes of an institution. A tenured faculty member or a non-tenured faculty member, before the end of his or her contract term, may be dismissed for any of the following reasons provided that the institution has complied with procedural process requirements:

- Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment — or prior thereto if the conviction or admission of guilt was willfully concealed;
- Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
- Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member's performance of duty or his responsibilities to the institution or to his profession;
- Conviction or admission of guilt in a court proceeding of any criminal drug offense;
- Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
- False swearing with respect to official documents filed with the institution;
- Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
- Such other grounds for dismissal as may be specified in the statutes of the institution.

Any student, faculty member, administrator or employee acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

Procedures for removal of a faculty member shall be those specified in the Board of Regents, section [8.3.9.2](#).

#### **4.1.10. Visiting Faculty Appointments**

Faculty members who are employed at another institution and are temporarily employed at Kennesaw State University for a designated short-term period may be appointed as a Visiting Faculty member. These faculty may be on a temporary leave of absence or sabbatical from their home institution, an executive on loan, or a visiting international faculty member and are expected to return to their home institution at the end of their appointment at Kennesaw State University. The same appointment process for temporary and part-time faculty is used for visiting faculty.

#### **4.1.11. Temporary (aka Limited Term) Faculty Appointment**

Faculty members employed on a “temporary” basis, typically nine months, are appointed at Kennesaw State University. The appointment letter for this individual states explicitly at the time of employment that there is no official institutional commitment of continuing employment beyond the single term of the temporary assignment. Such a temporary appointment can be made without a formal search and screening process, but it requires administrative recommendation and approval at all levels between the position’s department and the president. A temporary appointment is typically made in circumstances where a new vacant position has been created or an existing position has been vacated unexpectedly, and there is insufficient time to conduct a proper search for a “continuing” appointment before the instructional and/or administrative services from that filled position are needed by the university. However, departments must attempt to fill a continuing, budgeted full-time, tenure-track or non-tenure-track position with a permanent faculty member as soon as possible. A temporary faculty appointment can be renewed each academic year for up to three consecutive academic years. Unless there are special circumstances (e.g., multiple year leave, grant buy-out, or failed national search), and prior approval by the Provost and vice president for academic affairs, permanent positions must not be filled by a temporary faculty member for more than three consecutive academic years.

#### **4.1.12. Part-time Teaching Faculty Appointment**

Kennesaw State University employs part-time teaching faculty on a course-by-course, semester-by-semester, as-needed basis. Such part-time faculty are considered temporary employees, appointed and hired through administrative channels, largely at the level of the instructional. There are two designations for part-time faculty at Kennesaw State University:

- Part-Time, a designation used for the majority of part-time faculty who teach in the academic disciplines, and
- Part-Time Clinical, a designation reserved for part-time faculty in applied programs.
- Part-Time Librarian, a designation reserved for part-time faculty in the library.

#### **Academic Qualifications**

Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts. In order to teach undergraduate classes, part-time faculty must hold at least a master’s degree in the academic area in which they teach or have completed at least 18 graduate semester hours in the teaching discipline. A terminal degree in the

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discipline is required for part-time faculty to teach graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented and justified in lieu of formal academic preparation.

### **Academic Rank**

Faculty rank for part-time faculty will be assigned according to the individual's highest degree and academic experience, as is the case with full-time faculty. All part-time faculty, regardless of the academic rank they hold, are not eligible for tenure or tenure-track status.

### **Appointment of Part-Time Faculty**

Appointment as a part-time faculty member is initiated formally through a written recommendation by the department chair from the faculty member's home department. Upon approval and recommendation by the dean, the Provost and vice president for academic affairs issues the formal offer letter and part-time employment agreement on behalf of the university. A part-time faculty member's appointment file should contain the written recommendation from the department chair and dean for appointment, a resume or vita, and official transcripts of all graduate work completed.

No guarantee of employment is issued to part-time faculty at the time of appointment. An appointment as a part-time faculty member only constitutes eligibility to be employed if needed and as needed by the university at some future date. The department chair arranges part-time teaching assignments on a semester-by-semester basis and is not obligated to employ part-time faculty for subsequent semesters. These appointments are reviewed comprehensively each spring by department chairs for the purpose of determining formal reappointments for the coming year. In keeping with the temporary and as-needed status of part-time faculty, a decision not to renew an appointment can be made at the institution's discretion; non-renewal notice provisions do not apply to part-time faculty.

### **Compensation and Benefits**

Total compensation for part-time faculty is determined on a course-by-course basis, semester-by-semester. The level of compensation per course is set in the annual part-time faculty agreement and takes into account highest degree, meritorious service at KSU, and nature of the course. Part-time faculty employed on an as-needed basis are not eligible to participate in the university's fringe benefit programs.

Attainment of an earned doctorate or terminal degree will raise the compensation level and rank of a part-time faculty member once his/her next annual appointment is renewed. The department chair must notify the Office of Academic Affairs of this achievement, and official transcripts showing the new degree must be provided for the personnel files in that office.

### **Teaching Load (Academic Course Assignments)**

According to BoR policy ([Academic & Student Affairs Handbook 4.2](#)), a part-time faculty member cannot exceed more than one-half time for the year at KSU, and a part-time faculty member teaching at KSU and one or more other USG institutions must limit his/her employment

to less than half-time employment for the year across all the USG institutions. When two or more KSU departments need to employ the same part-time faculty member, the department of the primary assignment is responsible for coordinating the part-time faculty member's total load and keeping it within the bounds of less than half-time. Faculty receiving Georgia Teacher Retirement System benefits also must restrict their part-time employment to a less-than-half-time basis following retirement. Upon appointment at KSU, part-time faculty will verify in writing that they are in compliance with this policy.

KSU's guidelines for defining the workload for teaching faculty appear in Section 2 of the Faculty Handbook. This supplemental statement serves as the operational definition of what the upper limits of a less-than-half-time faculty load will be at KSU from the perspective of the Provost/VPAA. It is important to note the distinction made in KSU's workload guidelines between a "full faculty load" and a "full teaching load" and the reference to a "principally teaching model" for workload as described in the Faculty Handbook. The Provost's interpretation of the upper limit of a less-than-half-time faculty workload is the teaching of no more than five three-hour courses or four four-hour courses during the 9-month academic year (two during one semester and three or two during the other). An increase can be made up to six three-hour courses during the 9-month academic year if there is a single course preparation. The six three-hour courses can be distributed as three during one semester and three during the other or four during one semester and two during the other, but not five during one semester and one during the other. One or both of the following conditions make this "teaching load" a less than-half-time "faculty load":

Unlike the expectations for full-time faculty, there are no additional or minimal KSU expectations for the part-time colleague to be engaged in professional service, scholarship, academic achievement or advisement responsibilities at KSU.

The four or five courses are typically limited to two course preparations (or six courses with one course preparation) offered repeatedly for multiple sections, reflecting substantially less preparation effort than would be required for teaching several different courses. Likewise, the granting of dual credit for a single class would constitute substantially less "contact time" than teaching two distinct classes.

During the Summer Session, a part-time faculty member should be limited to teaching no more than one three-hour or four-hour course in order to be employed less than half-time during that abbreviated term. An increase can be made up to two three-hour courses if there is a single course preparation.

### **Credit Hour Equivalency (Non-academic Course or Non-instructional Assignments)**

Part-time faculty members teaching non-academic courses (i.e., Continuing Education courses) or participating in non-instructional assignments (i.e., grant work or workshops) are paid per assignment rather than the standard instructional semester hour rate for academic course assignments. However, these non-academic course or non-instructional assignments must be

accompanied by a credit hour equivalency because such assignments are included in the part-time faculty member's less-than-half-time faculty workload.

### **Performance Review**

The instructional effectiveness of part-time faculty will be evaluated by department chairs each semester and will be considered in decisions to employ part-time faculty in subsequent semesters. When reviewing the teaching effectiveness, the department chair should follow the general institutional policy on assessing teaching effectiveness outlined in Section 2.5. of the Faculty Handbook. Part-time faculty members who demonstrate notable performance in teaching effectiveness two semesters a year for at least three consecutive academic years may be recommended by their department chairs for a merit adjustment in their course compensation.

#### **4.1.13. Conversion from Tenure-Track to Non-Tenure-Track Faculty Status**

In accordance with BoR policy ([Academic & Student Affairs Handbook 4.1](#)), a tenure-track faculty member may request a conversion from a tenure-track to non-tenure track faculty status. The request form, which is on the Academic Affairs webpage (<https://web.kennesaw.edu/academicaffairs/forms>), must be approved by the faculty member's dean, the Provost, and the president.

#### **4.1.14. Salary Conversion for Fiscal and Academic Year Appointments**

According to BoR policy ([Academic & Student Affairs Handbook 4.3.5](#)), when a faculty member on an academic year contract is given a fiscal year administrative appointment, the institution should pay the faculty member an administrative stipend based on the job description and responsibilities related to the administrative role. The administrative stipend will be identified separately from the base salary amount in the faculty member's contract and the contract will specify that the stipend is no longer available when the administrative appointment ends.

The nine-month faculty salary is set based on a comparison to other faculty members in the administrator's academic department who have similar rank and qualifications. Because all KSU academic administrators are on twelve-month contracts, a twelve-month salary is determined by multiplying the nine-month salary by 1.3. An administrative stipend may be added to the twelve-month salary based on market conditions for a particular position, and/or to recognize additional requirements and/or unique qualifications for the position. Some academic administrators may not receive administrative stipends because their nine-month faculty salary equates to the appropriate twelve-month administrative salary.

Calculating the total administrative salary in this manner allows for both consideration of internal equity (salaries for faculty already employed by KSU) and external equity (market salaries for individuals holding similar administrative positions at other institutions.)

If an academic administrator leaves the administrative position to return to the faculty, the administrative stipend is removed and the salary is converted from twelve to nine-months by dividing the twelve-month salary (minus the administrative stipend) by 1.3.

Merit dollars are available for the full amount of the administrative salary including the stipend. Based on the recommendation of the supervisor and the approval of the Provost and Vice President for Academic Affairs, the merit pay increase can be applied to the total salary, or used to increase the stipend. Stipend amounts are renewed yearly, and the administrator's supervisor should adjust the stipend as needed in order to maintain both an appropriate nine-month faculty salary and a competitive twelve-month administrative salary including stipend.

Forms for administrative stipend requests are available through the Faculty Affairs Office in Academic Affairs.

#### **4.1.15. Adjunct Faculty Appointments**

The University System of Georgia usually reserves "adjunct faculty status" for courtesy or honorary appointments by institutions. The primary characteristic that usually distinguishes "part-time faculty status" from "adjunct faculty status" is that part-time or visiting faculty are compensated for their services, and adjunct faculty are not.

KSU grants adjunct faculty status through the office of the Provost and Vice President for Academic Affairs, typically upon the recommendation of a department chair and dean. Adjunct faculty are individuals who regularly make significant volunteer contributions of their personal time, talents, energy and resources to the instructional program of the university. Regular and significant volunteer contributions are typically made by student teaching supervisors, nursing preceptors, coop and internship supervisors, regular guest lecturers (who provide significant components of courses or programs annually) and others. These courtesy appointments will be made on an annual basis, renewable at the discretion of the university and serve as a small token of the university's appreciation and recognition for the valuable contributions made to the instructional program and its students.

The title, "Adjunct Professor" will be used for the courtesy appointments of individuals who hold a doctoral or equivalent terminal degree. All others will be appointed "Adjunct Instructor." Adjunct instructors will normally be expected to hold at least a master's degree unless the individual has established an exceptional record of accomplishment and demonstrated success in the area of contribution to the university's instructional program. Submission of formal credentials and transcripts will not be required for these courtesy appointments.

Unless a special exception is granted by the Provost and vice president for academic affairs (and required credentials and transcripts are on file), adjunct faculty will not serve as the instructor of record for any KSU course or grade roster. Adjunct faculty will normally not be compensated by

KSU for their contributions or service, nor will they normally have employment status at KSU. Adjunct faculty status is courtesy or honorary appointment and earns no credit toward tenure.

### **Supervising Master Teachers**

Because of their unique contribution to the preparation of teachers through the on-site supervision of student teachers, the Provost and vice president for academic affairs has granted an exception and these adjunct faculty can serve as the instructor of record for student supervision only. Because they are the instructor of record, the required credentials and transcripts must be on file in the office of academic affairs.

#### **4.1.16. Visas for Non-U.S. Citizens**

Faculty members must have current, valid proof of employment eligibility in the US due to citizenship, status as a permanent resident or status as an employment-eligible non-resident when they begin work at KSU.

Non-resident international faculty at KSU can be sponsored either as short term visiting scholars (J-1 visa) through the Institute for Global Initiatives or for extended employment under an employment sponsored visa (such as an H1B) through Human Resources. International faculty may contact Human Resources for advice and assistance regarding employment eligible visa status. Department chairs wishing to sponsor short-term scholars for J-1 visas should contact the Office of International Services and Programs for assistance.

KSU sponsors filings for employer-sponsored petitions (ex. H1B) and permanent residency for full time tenure track faculty only. Information is available from Human Resources and at <https://web.kennesaw.edu/hrinternational/>.

#### **4.1.17. State Restrictions on Kennesaw Faculty Employment Elsewhere in the University System**

According to State law as recently interpreted by Georgia's Attorney General, employees of one unit of the University System are generally not to be employed by another unit or office of the University System. This includes part-time and/or summer teaching employment. Exceptions can be made, but special conditions must be met, involving negotiated written agreements between the two institutions.

If you are engaged in or plan to accept any additional employment elsewhere in Georgia's University System over and above your employment at Kennesaw State, please contact your department chair so that steps can be taken to bring your plans into compliance with State Law.

## **4.2 Compensation & Benefits**

### **4.2.1. Academic Year Pay Procedures**

Each paycheck will include one-tenth of the faculty member's academic year salary. Fringe benefit deductions that are required for 12-month coverage (e.g., health insurance, long-term disability insurance, etc.) are deducted on a monthly premium schedule August through December and on a seven-fifths monthly premium schedule January through May. In utilizing this method, the full-year's premiums are deducted over the 10 paychecks. Paychecks are distributed by electronic transfer (direct deposit) for all full-time and part-time faculty as required by Board of Regent policy. The first five checks will correspond to the fall semester and the last five will be for the spring semester.

### **4.2.2. Summer Employment and Compensation**

All faculty members employed under academic year contracts are eligible for employment during the summer term for extra compensation. This extra compensation cannot exceed 33-1/3% of their salary for the immediately preceding academic year (BoR policy [8.3.12.3](#)). This 33-1/3% is from any funding source including grant funds or employment at another USG institution. The university makes no guarantee of availability of summer employment. Any employment opportunities are dependent on enrollment and the best interests of the university. Summer employment opportunities may include instructional or non-instructional assignments. Non-instructional assignments include sponsored program activities and/or other special assignments for the university (usually limited to high priority needs such as SACS self study preparation, special initiatives, etc.) and require the prior approval of the faculty member's college dean. Compensation for instructional assignments is at the rate of 10% of the faculty member's academic year salary for a three semester hour course. Summer compensation for field supervision and individualized course instruction will be based upon the approved equivalents of such activity per semester hour or per 3-hour semester course. Compensation for non-instructional assignments will vary with the assignment and should be based on the percentage of time devoted to the project. For example, if a faculty member devotes approximately half a full-time summer commitment to the non-instructional assignment, they would be paid 15% of their academic salary. Faculty employed during the summer term are to be paid in two checks, one on the last working day in June and the other on the last working day in July.

### **4.2.3. Faculty Compensation and Benefits while Teaching or Doing Research Abroad**

#### **KSU Faculty Exchanges**

If one's teaching and research abroad are part of an official KSU exchange (i.e., has the Department's, College's, Institute for Global Initiatives, or University System's sponsorship and

endorsement), salary and benefits will ordinarily be continued as usual. The faculty member is simply on a special assignment when doing teaching and research abroad.

### **Leave Without Pay**

Faculty members who individually negotiate international teaching and research opportunities that occur during the contract term of KSU's academic year should approach their department chair, dean, and the Provost for permission to take an appropriate leave. Such leave is ordinarily without pay. However, so long as the leave is approved by the President, University contributions to fringe benefits such as health insurance and life insurance can continue. While on leave without pay, the individual is "off the clock" in terms of earning years of service toward tenure, promotion, or retirement. Once proper approval for the leave of absence has been obtained, the faculty member must contact Human Resources to make arrangements for continuing and/or discontinuing benefits elections.

### **Fulbright Grants**

KSU strongly supports the U.S. government's Fulbright-Hays programs in international education. If a faculty member is offered an opportunity abroad on a Fulbright teaching or research grant, a president's approved leave and continuation of benefits as outlined in the previous section will typically apply. In addition, the Office of Academic Affairs is open to discussion of partial leave with pay in conjunction with the Fulbright compensation in order to make acceptance of this prestigious award financially feasible for KSU faculty. Call 770-423-6336 for assistance with Fulbright Hayes Grants.

#### **4.2.4. Overload Compensation Guidelines**

According to the Board of Regents Academic Affairs Handbook (section [4.10](#)), overload compensation may be paid under certain circumstances. The BoR policy states:

Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at the home institution. Whenever possible in this situation, the institution should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities. A contract modification should also be done when faculty are involved in joint staffing agreements that warrant additional compensation at another USG institution (see Section [5.3.3](#) in the Business Procedures Manual).

Contract modifications should be done using the USG Contract Addendum for Temporary Overload Compensation. Because overloads involve a modification to a faculty member's original contract, Section [5.3.2](#) of the Business Procedures Manual on Extra Compensation does not apply to faculty overloads.

KSU's procedures for complying with and interpreting Regents Policy are outlined below. Prior approvals for proposed overload compensation are expected to be secured using the required form (which is on the Academic Affairs webpage) before the overload assignment commences.

### **Conditions of an Overload Assignment**

Faculty who assume overload assignments for overload pay must meet expectations in all of their normal in-load work assignments. In-load work assignments typically include the expected full-time commitment of the faculty member to teaching, supervision and mentoring duties, professional service (including administration), scholarship and creative activity, and academic achievement and professional development. Overload pay is not appropriate for an individual if the work can be readily assigned on an in-load basis to another qualified person or if the individual's existing assignments can accommodate the work or can be readily reduced, rearranged, or reassigned in order to accommodate the work on an in-load basis.

Since KSU is in full or partial operation seven days a week in the mornings, afternoons and evenings, many faculty do not share the same daily or weekly work schedules. A "normal full load" must take flexible scheduling into account, regardless of when and where an individual's faculty-related work is done during the week.

### **Avoiding Conflicts with Regular Duties**

Because faculty are salaried professional employees, overload assignments are most acceptable when the nature of the work in the overload assignment is significantly different from the nature of an individual's work assignments in the normal full load. When the nature of the work is similar for in-load and overload pay, the potential for an appearance of a conflict of interest or conflict of obligation exists and should be avoided or thoroughly justified. Faculty members who write themselves into grants or contracts for services that involve overload pay create the potential for a perceived conflict of interest or obligation.

When an apparent conflict of interest exists within a department, college, or division, an administrator at another level of authority beyond that unit must confirm that the overload compensation is appropriate and does not constitute a conflict of interest or obligation.

Teaching a degree credit course typically constitutes a substantial workload assignment. KSU faculty loads are considered too heavy by most faculty to justify the teaching of extra degree credit courses on an overload basis. Every effort should be taken to avoid assigning degree credit courses on an overload basis.

Faculty with the rank of dean and above will not be eligible for overload pay because of the extensive workload carried by those individuals and the breadth of their professional obligations in those positions. Exceptions, if any, must be approved by the president.

### **4.2.5. KSU Employee Benefits**

KSU Human Resources Benefits Website - <https://www.kennesaw.edu/hr/benefits/>.



## **Vacation Leave**

Teaching faculty who receive contracts with work commitments of less than twelve (12) months do not accrue vacation (annual) leave. Teaching faculty who receive twelve (12) month contracts accrue vacation (annual) leave at the rate of 1 3/4 days per month. The maximum number of days of vacation (annual) leave that may be carried from one calendar year to the next is 45 days. Earned vacation (annual) leave shall be taken at times mutually acceptable to both the employee and his/her department chair. In the event of termination of employment or conversion to a work commitment of less than twelve months, accrued vacation (annual) leave shall be paid in a lump sum amount. The maximum amount of paid vacation (annual) leave shall be 45 days.

## **Sick Leave Benefit and Reporting Responsibility for Faculty**

One of the faculty's employment benefits in the University System of Georgia is the award, accumulation and use of sick leave. A day of sick leave (8 hours) is awarded to a faculty member for each month of full-time employment. Accumulated unused sick leave is summarized monthly on an eligible faculty members pay stub.

The use of accumulated sick leave allows a faculty member to continue to be paid a salary during days when the faculty member is unable to perform his/her teaching, service, scholarship, and professional development responsibilities due to illness, injury, disability (including maternity leave), or family leaves and emergencies. If the use of accumulated sick leave extends into a sixth consecutive work day, the individual must contact [Human Resources](#) to file for the use of Family Medical Leave Act (FMLA). Once a faculty member's unused accumulated sick leave has been exhausted, the individual shifts to a leave without pay status if the individual is unable to resume his/her faculty responsibilities. While this shift automatically occurs, the individual must contact Human Resources to discuss benefits continuation and further FMLA requirements. The faculty member should also contact the Academic Affairs Faculty Affairs office to complete those Leaves of Absence (Paid and Unpaid) [forms](#) as well.

The sick leave benefit is particularly important during periods of long-term disability, illness, or injury. If a faculty member has sufficient accumulated sick leave, this paid leave can provide an important financial bridge between the onset of a disability and the delay in the start-up of disability insurance benefits. All employees are afforded long-term disability benefits. Short-term disability and "bump up" for long-term disability are optional coverages.

Accumulated sick leave also may provide a benefit at retirement. Effective July 1, 1998, House Bill 859 provided that accumulated sick leave could be used for retirement benefit purposes under the Teachers Retirement System. Effective July 1, 1999, one month of service credit in Georgia Teachers Retirement is granted for each 20 days of accrued sick leave not used or paid. The employee must have at least 60 days of accrued sick leave in order to be eligible for this benefit. For more information, visit <http://www.trsga.com>.

Faculty frequently work days, nights and weekends teaching and preparing for classes; grading, mentoring and supervising students; conducting scholarship and creative activities; performing

professional service; attending professional development workshops and conferences; pursuing formal academic achievements; and participating in work-related special events. The resulting work schedules of the faculty are highly diverse, variable, and flex-time oriented. Thus, the reporting of sick leave taken necessitates the exercise of substantial initiative and professional judgment on the part of individual faculty members.

Whenever the faculty member is unable to fulfill his or her responsibilities during a day that is usually devoted to teaching, service, scholarship or professional development and those responsibilities are not completed at another time during the month, that day should be reported as a day (8 hours) of sick leave. Although many faculty devote more than 40 hours a week to their full range of faculty responsibilities, no more than 40 hours a week are expected to be reported as sick leave if a faculty member is unavailable or incapacitated for a week's time. Resuming some, but not all, of one's KSU responsibilities while on sick leave requires only partial use of sick leave days in proportion to the amount of work not completed.

Sick leave applies to days in a work week in which the faculty member is unavailable or incapacitated, regardless of whether the faculty member has formal teaching responsibilities on those sick days or not. Having a colleague cover one's classes does not relieve the faculty member from the responsibility of reporting sick leave taken.

If one's sick leave extends beyond one week, the faculty member is required to submit to the administrator to whom he/she reports and subsequently to the Human Resources Department, a physician's statement, confirming the need for an extended leave and indicating when the faculty member could be expected to resume his or her work responsibilities, along with a request to use the Family Medical Leave Act (FMLA).

For more information on FMLA, visit:

[https://web.kennesaw.edu/hr/content/leave\\_absence\\_and\\_fmla](https://web.kennesaw.edu/hr/content/leave_absence_and_fmla)

The faculty member who takes sick leave is typically responsible for making arrangements for the coverage of missed classes and meetings, notifying the person to whom he/she reports at KSU, rescheduling his/her appointments, and reporting the number of days of sick leave used each month to the payroll office.

Faculty members are expected to report the use of sick leave to the payroll services at least monthly, copying the administrator to whom he/she reports. Repeated failure to make appropriate reports of sick leave taken constitutes neglect of duty by a university employee and is subject to appropriate restitution and disciplinary action. Department chairs, directors, deans, and vice presidents are responsible for ensuring to the best of their abilities that sick leave is being reported in a proper and timely manner by faculty members in their administrative units.

## **Leaves of Absence**

KSU leaves of absence policies conform to the BoR's leaves policies ([8.2.7.4](#), [8.2.7.5](#), [8.2.7.6](#), and [8.2.7.7](#) ). The faculty member requesting the leave must ensure that the appropriate leave of absence form, which is on the Academic Affairs webpage, is completed, including securing appropriate administrative approvals, and returned to the Academic Affairs office.

1. Leaves of absence of one year or less with or without pay may be granted by the KSU president and reported to the chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the chancellor or his/her designee.
2. In considering a request for a leave with pay, the KSU president adheres to BoR policy that such leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The president will examine carefully the program or project on which the employee proposes to work, and he/she will also consider the likelihood of the faculty member's being able to accomplish the purposes for which leave is requested. It is expected that scholarly and professional leaves shall be granted without pay where the leave is supported by an external grant or stipend. In considering the request for a leave, the president will take into consideration the effect that the granting of the leave will have on the institution or the department in which the faculty member is a member. If the faculty member's work cannot be handled by other faculty and/or staff and if funds are not available for the employment of a substitute, the president will be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave. For extensions of educational and professional leaves, or the initial granting of such leaves of more than one year, the president's request to the chancellor for such leaves must include the following:
  - A statement that the faculty member's absence will not adversely affect institutional programming.
  - Strong justification for the request for leave with pay to a faculty member who has not been employed at KSU for at least three years.
  - A statement of the direct and significant benefits that will accrue to the institution as a result of the faculty member's activities during the period of leave.
  - If the granting of leave with pay will require additional institutional expenditures, provide a note of that fact.
  - The amount of leave pay, determined with reference to the following:
    - The normal rate of leave pay shall be considered as an amount up to one-half of the regular salary of the faculty during the period of leave.
    - Extraordinary justification must accompany a recommendation of leave pay in an amount exceeding one-half of the faculty member's regular salary during the period of leave or for leave pay at full regular salary for the period of leave.

- The amount of any external stipend or any other external remuneration to be received by the faculty member for his/her activities during the period of leave shall be taken into account in the determination of institutional leave pay recommended. The recommendation for leave must indicate the source and the amount of applicable external remuneration.

The president ordinarily will not approve a request for a leave with pay if the applicant for leave has been employed at KSU for a period of fewer than three (3) years. Any faculty member who has been granted a leave of absence with pay shall be required, before beginning the leave, to sign an agreement indicating that:

- For a leave with pay of less than one year, the employee will return to KSU at the termination of the leave for a period of at least one (1) year;
- For a one-year leave with pay, the employee will return to KSU at the termination of the leave for a period of at least two (2) years; and that,
- If the employee does not return to KSU for the full amount of time specified in the agreement, the employee will reimburse KSU for the amount of compensation received while on leave, as well as any other expenses paid by the USG during the leave, including all benefit costs.

A faculty who returns from an authorized leave which enhances professional study and development shall be entitled to a salary which will include, at a minimum, the mandated across-the-board salary raises which occurred during the period of leave.

3. In all cases in which an approved leave of absence is based on FMLA (the Family Medical Leave Act) or for educational/professional purposes, the faculty member's third-year/tenure/post-tenure review (or third-year/promotion/sixth-year review for Lecturers/Senior Lecturers) clock will automatically be stopped for one academic year if the leave of absence is for one semester or more. The faculty member must make a request to the Provost that the third-year/tenure/post-tenure review (or third-year/promotion/sixth-year review for Lecturers/Senior Lecturers) clock be delayed for one academic year for an approved leave of absence due to FMLA or for educational/professional purposes lasting less than one semester.
4. Based on BoR policy ([8.3.7.4](#)), no leaves of absence will be granted beyond two years for any non-tenured, tenure track faculty member.
5. No leaves of absence will be granted to USG retirees and who are drawing retirement benefits from the Teachers' Retirement System of Georgia or from the USG.
6. Approved leave shall allow employees the right to elect to continue group insurance benefits with institutional participation.

## **Faculty and Administrative Emeritus Status and Benefits**

BoR policy ([8.3.13](#)) and KSU policy state that KSU confers, at its discretion, the title of "emeritus" on any retired and tenured professor or associate professor who, at the time of retirement, had ten or more years of honorable and distinguished service in the University System of Georgia. KSU may confer, at its discretion, the title of "emeritus" on any Board of Regent's approved retired administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished service to the University System of Georgia. KSU's president may recommend the emeritus title for faculty members of other ranks upon the recommendation of the dean of the college in which the faculty member was employed. This title may be conferred by the USG-BoR upon the recommendation of the KSU president.

## ***4.3 Workplace Policies and Procedures***

### **4.3.1. Outside Employment Policy**

Kennesaw State University is a dynamic, developing regional university in the University System of Georgia and is committed to providing an inviting and supportive learning environment. The university values and promotes excellence in its central missions of teaching and service and encourages scholarly activity and research in support of these aims and to further professional development. In order to attract and retain the most highly qualified and accomplished scholars, practitioners, and administrators from the academic disciplines and the professions, Kennesaw State University recognizes that faculty must have the opportunity for self-renewal and revitalization on a continuing basis. Practicing their professions outside the university can contribute greatly to their service to students, the institution and society.

### **Definitions**

Consulting is defined as “additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year” (BoR Policy [8.2.15.2](#)). This includes providing professional advice, services or products to a client in return for a fee, honorarium or other tangible advantage (NOT “WAGES”). A client, for purposes of this policy, is defined as: one who applies to a professional for advice.

Outside activity for compensation may be related to the professional expertise for which the employee was hired or may be unrelated to that field. In either case these activities must be communicated to the employee’s immediate supervisor as described in the pertinent sections that follow.

Exclusions: The above definitions do not include, for purposes of this policy:

- Non-compensated services to the profession, such as editing a journal, serving as an officer of a professional organization, etc. These are assumed to be included in the general guidelines of institutional responsibilities.

- Contract research or grant, in which an outside agency, public or private, “buys” an employee’s “time” from teaching in order that research or other activity be accomplished, and in which there is a contractual relationship between the university and the outside agency.

### **Conflict of Interest and Conflict of Commitment**

Conflict of commitment is defined as any activity which interferes with an employee’s contractual duties. Such conflicts should be resolved by the procedures outlined in this policy. Conflict of interest is defined as any activity or situation in which personal gain or interest is in conflict with the individual’s obligation to the institution. Public employees have a need to be especially sensitive to outside activities which provide personal gain at public expense. As a result, situations or activities which have potential for a conflict of interest should be discussed thoroughly and must be approved in writing before any agreements are finalized.

Conflict of interest questions should be guided by the policies established by the Board of Regents of the University System of Georgia. The pertinent policies are [8.2.13.2](#), [8.2.15.1](#), [8.2.15.2](#), and [8.2.15.3](#).

In cases where questions of conflict of interest arise, initial discussion and resolution should be undertaken at the lowest level possible. If resolution is not possible at that level, discussion with higher level supervisors may be necessary. Final resolution of conflict of interest questions will rest with the president of Kennesaw State University.

### **Relationship of Outside Activity Agreements to Kennesaw State University**

Kennesaw faculty involved in outside employment activity must make clear to the contracting party that they are operating as independent contractors — NOT as agents of Kennesaw State University. An agent is defined as one who has the authority to act on the behalf of another, in this case the other being Kennesaw State University.

Kennesaw State University assumes no responsibility concerning the outside employment agreement unless arrangements are made with an authorized agent of the university. The employee will not be considered as an appropriate agent for this purpose. If the name of Kennesaw State University is to be used in the establishment of an outside agreement, written authorization must be obtained from the department chair, college dean, Provost and vice president for academic affairs and vice president for business and administration.

### **Use of University Facilities, Equipment and Resources**

Use of university resources is permitted only when advanced arrangements have been made to enable the university, or the University System, to recover the costs of materials, computer time, etc. Computer time will be charged at the commercial rate. Use of university letterhead and business cards are not permitted in outside activities for compensation. Prior to initiating an

outside activity agreement involving use of university services, arrangements for reimbursement must be made in the business office or computer services.

## **Reporting Procedures and Related Expectations**

### **Unrelated Outside Employment Activity**

Employees engaged in outside activities for compensation should exercise good judgment to insure that such activities do not result in a “conflict of interest” or a “conflict of obligation” to Kennesaw State University. In order to avoid such conflicts the following procedures should be used.

Any employee engaged in such activities must report such activities to their immediate supervisor at the inception of those activities and should thereafter report quarterly as to the nature and extent of such activities.

Any potential conflicts identified in discussion of such activities should be resolved by discussion between the employee and the employee’s immediate supervisor with the college dean or other appropriate second-level supervisor providing final review and resolution if necessary.

### **Related Outside Professional Activity**

Outside activities for compensation related to the professional field of a faculty member are encouraged by Kennesaw State University as such activities may provide for personal and professional development and provides exposure for the university.

The implementation of the following guidelines for related outside activity for compensation is the primary responsibility of the individual employee and the employee’s immediate supervisor.

In all cases, related outside activity for compensation should be discussed with the employee’s immediate supervisor; and the Outside Activity Form must be completed following the guidelines established in the policy statement.

Potential or actual problems arising from a related outside activity (excepting in cases of conflict of interest) are to be resolved by discussion between the employee and the employee’s immediate supervisor, with the college dean or other appropriate second-level supervisor providing final review and resolution if necessary. All outside activity for compensation must be discussed with the immediate supervisor for communication purposes and must be reported through completion of the Outside Activity Form.

In completing the Outside Activity Form the following procedures should be adhered to:

Submit a copy of the Outside Activity Form to the immediate supervisor for review and approval. In the event the employee requesting outside employment is a supervisor, the next higher supervisor will be the initial recipient of the request form.

The immediate supervisor should submit the Outside Activity Form to the second-level supervisor for review. If the second-level supervisor deems it necessary, a copy of the request will be submitted to the chief academic officer and/or chief fiscal officer, as appropriate.

In all cases where resources and/or release time are involved, the vice president for business and administration must review the related outside employment activity request to insure that the activity is appropriate and that proper accounting procedures required by the university and the University System are being followed.

Interpretations necessary for the implementation of this policy shall not replace nor negate the approval procedures as stated.

#### **4.3.2. Policy Statement on Sexual Harassment**

*“The mission of Kennesaw State University is to provide a learning environment in which all members of the university community are free to pursue their professional and personal goals. Sexual harassment is not only illegal, but an intolerable interference with the attainment of our mutual goals. Unwelcome sexual advances and conduct seriously damage the learning and work climate, and it is the university’s intention to protect our environment from such abuses. Resolution of complaints of sexually harassing behavior should be attained as informally as possible, but in the absence of that cooperation, we will enforce our policies to the fullest, up to and including dismissal.”*

– President Daniel S. Papp

Kennesaw State University follows the established policy on Sexual Harassment of the Board of Regents of the University System of Georgia. That policy ([8.2.16](#) in the Regents’ Policy Manual) is as follows:

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law. Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or academic standing; or
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual;



- Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment. (BoR Minutes, 1980- 81, p. 237-37)

Using the definition contained in the Equal Employment Opportunity Commission guidelines, the 1984 "Policy Statement on Sexual Harassment" defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment [or academic advancement], (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions [or academic decisions] affecting such individual, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work [or academic] performance or creating an intimidating, hostile, or offensive working [or academic] environment.

Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed, though women are most often victimized.

### **Examples of Sexually Harassing Behavior**

Examples of sexual harassment may be found in campus brochures and other documents. Such examples include sexual innuendoes and comments, intrusive sexually explicit questions, offensive jokes or language, unwanted physical contact, offensive gestures or motions, repeatedly asking a person out for a date, threats, leering or ogling at a person's body, stalking, displaying of sexually suggestive pictures or written materials, etc.

### **Consenting Relationships**

A relationship between a faculty member and a student should be considered one of professional and client in which sexual relationships are inappropriate. The power differential inherent in such relationships, as well as in those between a supervisor and an employee, compromise the subordinate's ability to freely decide.

Although the University does not specifically forbid sexual relationships between individuals where a professional power differential exists, it actively discourages consenting sexual relationships between faculty and student or supervisor and employee. It warns that a faculty member who enters into a sexual relationship with a student (or a supervisor with an employee) where a professional power differential exists, must realize that if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on grounds of mutual consent.

### **AAUP Statement on Sexual Harassment**

Kennesaw State University follows the basic principles and procedures recommended by the American Association of University Professors in its “Sexual Harassment: Suggested Policy and Procedures for Handling Complaints” printed in its Policy Documents & Reports (1984).

### **Procedures for Handling Complaints of Sexual Harassment**

As illustrated in the examples, sexual harassment includes a range of behaviors, some more harmful than others, but none acceptable. If an individual is uncertain about whether something happening is sexual harassment, he or she should seek the advice of a trusted individual about the situation.

If the person harassing an individual has power over his or her education or employment, it is understandable that the individual might fear reprisal if steps are taken to end the harassment. An individual has the right to pursue an education and work in an environment free of this kind of interference. The University’s policies are intended to protect an individual against reprisals.

### **Informal Resolution**

Early efforts to control a potential harassing situation are very important. Sometimes an individual can stop sexual harassment by telling the person directly that he or she is uncomfortable with the person’s behavior and would like it to stop. Writing a letter can also be effective.

### **Formal Complaints and Grievances**

A faculty or staff member who wishes to file a formal complaint of sexual harassment against another employee of the university should contact the university’s Affirmative Action/EEO Officer. Once a complaint is received the following process shall be followed.

- a. The EEO officer (or his/her designee) must notify in writing the person(s) whose actions or behavior is/are at issue of the allegation of sexual harassment as soon as possible, but definitely within one week of receiving the complaint from the aggrieved faculty or staff member. The immediate supervisor of the person against whom the complaint is made should be notified at the same time.
- b. If the EEO officer (or his/her designee), after investigation, finds that the complainant does not have reasonable grounds for complaint he/she shall so notify in writing the complainant, the person(s) about whom the complaint is made, and that person(s)’ immediate supervisor. This investigation and notification will take place within sixty days of the receipt of the complaint by the EEO office.

- c. If the EEO officer (or his/her designee), after investigation, finds the complainant may have reasonable cause for complaint he/she will so notify in writing the complainant, person(s) about whom the complaint is made, and that person(s)' immediate supervisor. The investigation and notification will take place within sixty days of the receipt of the complaint by the EEO's office. On the same date that such written notification is delivered to the parties, the EEO officer (or his/her designee) will contact the chair of the university council. The chair of the council will then be responsible for establishing an ad hoc committee of five (faculty/administrative faculty/staff members) to hear the discrimination complaint and make recommendations. The names and contact information of the five members of the ad hoc committee shall be communicated by the chair of the university council to the EEO officer (or his/her designee).
- d. Prior to the hearing the EEO officer (or his/her designee) will arrange that the ad hoc committee shall meet and elect a chair from among the five members. The chair will conduct the hearing. The chair may participate in all deliberations, but will not vote except in the case of a tie.
- e. The hearing committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved, but minimum due process shall include the right of both parties to be notified in writing at least ten business days in advance of the date, time, and place of the hearing; the right of the person against whom the complaint has been made to be informed in writing of the specific nature of the complaint against him/her and of the evidence and/or witnesses on which it is based; and the right of both parties to present evidence and witnesses on their behalf and to question witnesses. The EEO officer (or his/her designee) shall act to make certain these due process rights are met. The supervisor of the person about whom the complaint is made will be notified that a hearing has been scheduled. The EEO officer (or his/her designee) will attend the hearing and may present any report created or evidence or information obtained during the EEO office's investigation if requested to do so by either party or by the committee. The EEO officer (or his/her designee) shall retain all records associated with the complaint, his/her investigation, the hearing, the committee's written report, and the president's written decision for such length of time as required by Georgia law.
- f. Each party has the right to a non-attorney adviser to assist in preparing and presenting his/her case before the committee. Those present during the hearing will be the members of the ad hoc committee, the EEO officer (or his/her designee), the parties to the complaint, one non-attorney adviser for each party, and such witnesses as are necessary. Each witness shall be present only when his/her presence is necessary to present information and/or answer

questions. No other persons shall be present unless agreed upon in writing by the chair of the committee, both parties, and the EEO officer (or his/her designee).

- g. All decisions and recommendations will be based on a majority vote, and be rendered according to the principle of the preponderance of evidence. Only the five members of the ad hoc committee should be present during deliberation except that the EEO officer (or his/her designee) may be present to answer policy questions.
- h. The hearing committee will be expected to produce a written report summarizing the information presented, indicating and explaining its decision, and making recommendations, if desirable, to any party or parties. Copies of the written report will be submitted to each party in the case (complainant and person about whom complaint is made), immediate supervisor of person about whom complaint is made, the EEO officer (or his/her designee), the chief legal officer for the university, and the president of the university within five business days from the completion of the hearing. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. The opinions and recommendations of the ad hoc committee are advisory and in no way bind the president to the recommended actions.
- i. After consideration of the ad hoc committee's written report, the president shall make a decision and communicate it in writing within five business days to the complainant, the party or parties against whom the complaint has been made, the EEO officer (or his/her designee), the chief legal officer of the university, and the immediate supervisor(s) of the employee(s) against whom the complaint has been made.
- j. Nothing in this process prohibits the parties from settling this matter at any stage with the assistance of mediation through the Office of the University Ombuds (770-423-6112), if appropriate. However, any attempt to settle the matter through mediation does not affect time deadlines for this process.
- k. Any faculty or staff complaints of sexual harassment against a KSU student or student complaints of sexual harassment against other students should be addressed to the KSU Department of Student Conduct and Academic Integrity (formerly Office of Judiciary Programs).
- l. Any student complaint of sexual harassment against a KSU faculty or staff member shall be addressed as outlined in the Statement of Student Rights and Responsibilities (found in the catalogue) under the heading, "Student Grievance Procedures for Discrimination and/or Retaliation."

### **4.3.3 Amorous Relationships**

See Board of Regents' Policy on Amorous Relationships found here:

[http://www.usg.edu/hr/manual/amorous\\_relationships](http://www.usg.edu/hr/manual/amorous_relationships)

## **4.4 Administrative Procedures**

### **4.4.1. Grants and Contracts**

The Office of Research (OR) (<http://www.kennesaw.edu/ogc/>), an organizational unit under Academic Affairs, is the service and support office for external funding activities. This office provides services to support faculty throughout the proposal and grant process. The OR is responsible for all pre-award and post-award functions and provides a full array of services such as identification of funding sources, interpretation of guidelines, project/program development, technical writing and editing, budget development, proposal submission, award and contract negotiation, technical reporting, and project accounting and billing. The earlier the OR is informed about an upcoming submission, the more comprehensive these services can be. All proposals for external grant or contract funding must be routed through the OR and should be forwarded to the OR at least five working days prior to the submission date. The proposal must be accompanied by a Proposal Routing Form (PRF) which is available online at [http://www.kennesaw.edu/ogc/preaward\\_toolkit/forms.htm](http://www.kennesaw.edu/ogc/preaward_toolkit/forms.htm). The PRF must be signed by the project director, department chair, and dean; other signatures may be required, if applicable. Prior to submission, the OR will review the proposal for compliance with all federal, state, and University regulations; obtain the final signatures on the PRF and proposal (if applicable); and complete the submission process.

Once a grant or contract has been awarded to the University, the OR negotiates and finalizes the terms and conditions of the award with the sponsor. The OR works closely with faculty in the fiscal management of grants and contracts awarded to the University. Once an award has been finalized, the staff contacts the project director and sets up a meeting to go over the award conditions. The OR is responsible for insuring that the business interests of the University are protected and that the University complies with award provisions. The staff maintains auditable records in support of direct and facilities and administrative charges to contracts and grants and prepares and files fiscal reports required by the sponsor.

A few reminders:

- Kennesaw State University is the legal applicant for all proposals submitted by faculty.
- Funds and resources of the University cannot be obligated without the required approvals explained above.
- The Vice President for Operations (or his designee) is the official authorized representative for signing all contracts.

- Line-item budgets that include facilities and administrative costs (indirect costs) must accompany all proposals and awards; contact OR for assistance.

#### **4.4.2. Procedures for Handling Student Complaints Against Faculty Members**

##### **Introduction**

From time to time, students may feel that they have legitimate complaints against a faculty member. It is important that they and the accused faculty member have a common understanding of how such complaints may be resolved. To alert students, faculty, and administration to channels available for complaints, the following procedure is presented. This procedure is not applicable to cases involving discrimination, sexual harassment, or violation of stated grading policy. In those instances, the established KSU procedures (see KSU undergraduate catalog) should be followed.

##### **Procedure**

It is the responsibility of the student to bring his/her concerns or complaints for resolution.

Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the president, Provost and vice president, or dean will refer grievants to the faculty member or to the department chair as the first level of resolution.

##### **Step 1**

Whenever a student has a complaint against a faculty member, s/he should first talk with the faculty member and attempt to reach a solution.

##### **Step 2**

If the student has attempted to resolve the complaint with the faculty member and fails to reach a resolution or if s/he feels uncomfortable discussing his/her problem with the faculty member because of the highly sensitive nature of the complaint, s/he may bring the complaint to the department chair.

##### **Step 3**

If the issue is not resolved at the level of the department chair, the student may direct his/her complaint, in writing, to the dean of the college.

##### **Step 4**

If the issue is not resolved at the level of the dean, the student may direct his/her complaint, in writing, to the Provost and vice president for academic affairs.

## **Step 5**

If the issue is not resolved at the level of the Provost and vice president, the student may direct his/her complaint, in writing, to the president of the University. The president's decision is final as far as institutional grievance procedures are concerned.

Just as students may file a written appeal of a decision to the next level, faculty may also appeal a decision, in writing, to the next level of review. The faculty member will receive copies of any written documents produced during the complaint resolution (at any level) and will be given the opportunity to respond to each document. The faculty member will be informed at any point at which written documents concerning the complaint are placed into his/her personnel file and will be allowed to respond, in writing.

### **4.4.3. KSU Faculty Conflict Resolution Procedures**

#### **Section I - Introduction**

##### **I-A. Policy**

Kennesaw State University is committed to the prompt and fair resolution of the concerns of administrative and teaching faculty. Kennesaw State University does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, or veteran status in its recruitment, employment, practices, programs, or activities.

The Faculty Conflict Resolution Procedures described below have been formulated to ensure fairness and consistency in the University's relations with its administrative and teaching faculty. No person's status with Kennesaw State University will be adversely affected in any way as a result of using these procedures. Retaliatory actions taken against a person using these procedures will not be tolerated.

##### **I-B. Purpose of Faculty Conflict Resolution Procedures**

The purpose of the University Faculty Conflict Resolution Procedures is to assure that there are venues where complaints may be heard and resolved at the lowest level possible. The procedures in this document allow for an immediate attempt to resolve all types of conflicts informally at the level where they occur. In addition, these policies also provide for an administrative review at the department, division, college, and University level when requested.

All faculty members are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. If a faculty member is not able to resolve an issue he/she is strongly encouraged to meet with the Ombuds as soon as possible for assistance in seeking an informal resolution. All faculty are required to utilize the Ombuds in an attempt to resolve any complaint(s) with the respondent before initiating a formal complaint. The

University System Consortium on Negotiation and Conflict Resolution (CNCR) is also available for use in this process.

### **I-C. General Information**

These procedures assure that any faculty member within the University community who has a complaint will have access to an internal process that provides elemental fairness to all Parties involved and that has as its objective the resolution of the conflict.

These procedures are not intended to discourage faculty from attempting to resolve a conflict themselves through discussion with the involved parties. These procedures should not be interpreted as a means to eliminate or weaken first-level supervisory or administrative roles of individuals or to prevent them from attempting immediate and impartial resolution of conflicts that develop within their areas of responsibility. Nothing in these procedures should be interpreted as providing a forum for an institutional-level hearing before the Kennesaw State University Faculty Grievance Panel on matters involving the exercise of the legitimate discretionary authority of administrators or supervisors, except where it is alleged that a) some unlawful discriminatory factor has influenced the exercise of such authority, or b) actions have been taken in an arbitrary manner, or c) academic freedom, as defined by the American Association of University Professors, has been violated.

These procedures do not in any way restrict the right of aggrieved Parties to seek resolution of their grievances, either through the courts, or through agencies of the State or Federal government within limits imposed by the concurrent jurisdiction of the University System of Georgia Board of Regents and other agencies of the State of Georgia. However, a formal grievance hearing is not available once a formal complaint has been filed with a governmental agency or if legal action has been initiated dealing with the same complaint.

The formal hearing procedures (Section IV) will be used only after the aggrieved party has consulted with the Ombuds and has exhausted the administrative review procedures (Section III-C) in attempting to resolve a complaint.

### **I-D. Timeframe for Filing a Complaint in Preparation for a Formal Grievance Hearing**

A formal complaint must be filed within six (6) months of the occurrence of a grievable action or the last occurrence of a pattern of grievable actions.

### **I-E. Definitions**

**Arbitrary:** for the purposes of these procedures, actions and decisions can be considered arbitrary if:

- a. decisions or actions result from a failure to comply with established policies and/or procedures as adopted by a department, division, college, the University, or the Board of Regents of the University System and/or



- b. no rational connection between the evidence and the actions and/or decisions can be found. **Complaint:** a complaint is any problem or issue that needs to be resolved between two Parties. **Complaint Form:** see Section III.C.

**Conflict Resolution File:** a Conflict Resolution File contains all written documentation associated with the complaint or grievance.

**CNCR:** Consortium on Negotiation and Conflict Resolution provides external mediators throughout the University System of Georgia on request.

**Faculty:** includes any member of the administrative or teaching faculty as defined in Section 1.1 of the Faculty Handbook.

**Complainant:** a faculty member who has a complaint or grievance.

**Grievance:** a complaint that has not been resolved through informal means or alternative dispute resolution and has been judged worthy of a grievance hearing by the Grievance Oversight Committee.

**Grievance Oversight Committee:** a Standing University Committee that determines whether a complaint warrants a grievance hearing, according to the criteria described in Section II. The committee is also responsible for proposing changes in these policies and procedures.

**Grievance Panel:** five (5) individuals selected from the Grievance Pool (Appendix II) for the purpose of hearing the grievance presented.

**Grievance Pool:** a pool of administrative and teaching faculty eligible to serve on grievance panel.

**Ombuds:** provide facilitation and mediation services to members of the University community in order to resolve disputes.

**Parties:** refers to the Complainant and the Respondent(s).

**President:** refers to the President of Kennesaw State University.

**Petition for grievance hearing:** see Section IV-A, step 1.

**Resolved:** a complaint or grievance is considered resolved by KSU when both the Complainant and the Respondent(s) agree to a particular solution or when a final decision is rendered by the President or by the Board of Regents in those cases that are appealed.

**Respondent(s):** individual(s) against whom a complaint is brought.

**Review Administrator:** person who has immediate responsibility for the respondent and to whom the completed Complaint Form is first submitted.

## **Section II - Grievable and Non-Grievable Actions**

### **II-A. Grievable Actions**

The following complaints/grievances are appropriate for review using the Faculty Conflict Resolution Procedures:

Complaints/grievances of alleged discrimination under

- i) that portion of the following acts that prohibits discrimination based on race, color, religion, national origin, gender or sexual orientation<sup>1</sup>:
  - a) Executive Order 11246/Revised Order No. 4;
  - b) Titles VI and VII of the Civil Rights Act of 1964 as amended;
  - c) Title IX of the Education Amendments of 1972;
- ii) Equal Pay Act of 1963 (prohibits discrimination based on gender with regard to wages when jobs require substantially equal skill, effort and responsibility and are performed under similar working conditions within the same establishment);
- iii) Age Discrimination in Employment Act of 1967 (prohibits discrimination based on age with respect to individuals who are at least 40 years of age);
- iv) Sections 503 and 504 of the Rehabilitation Act of 1973 (prohibits discrimination based on disabilities);
- v) Vietnam Era Veterans Readjustment Assistance Act of 1974 (protects the rights of individuals providing military service in terms of re-employment rights, retention in employment, and entitlement of other benefits of employment, which would otherwise accrue, to any other faculty member);
- vi) Americans with Disabilities Act of 1990 (prohibits discrimination against a qualified individual with a disability who can perform the essential functions of a job, with or without accommodation);
- vii) Other laws relative to illegal discrimination that may be appropriate.

(See the appropriate resource officials, listed in Section III, for more detailed, current information).

<sup>1</sup> Although sexual orientation is not a class protected by law, University policy also precludes discrimination on the basis of sexual orientation.

Complaints/grievances by administrative and teaching faculty administrative and teaching faculty alleging arbitrary actions/decisions dealing with:

- i) the implementation of procedural and policy matters related to the following:
  - a) salary
  - b) promotion
  - c) performance requirements
  - d) performance assessment
  - e) reassignment or suspension (with or without pay);

- ii) the denial of access to department, division, college or university resources; and/or
- iii) Persistent and recurrent patterns of actions that indicate alleged arbitrary assignment of duties and scheduling;

Complaints/grievances alleging abridgment of academic freedom (as defined by the American Association of University Professors).

## II-B. Non-Grievable Actions

Except when such decisions are alleged to be unlawful discrimination or the arbitrary conduct or infringement of academic freedom, the actions/decisions based on the following are considered to be non-grievable and are not subject to the procedures outlined in Sections III and IV below.

- The legitimate, non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
- Non-renewal of a contract of a non-tenured faculty member;
- Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
- Tenure and Promotion Decisions that have been upheld by appropriate application of approved T&P policies and procedures;
- Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy [8.3.9](#).

## Section III — Informal and Administrative Review Procedures

### III-A. Role of Resource Officials

Administrative and teaching faculty must utilize the steps outlined below. If the faculty member is unable to resolve the complaint by working with the person involved, he/she should consult with the identified Resource Officials in an attempt to resolve a complaint. A Resource Official is a University employee or external mediator who is available to assist the Complainant. The Resource Officials who handle various types of complaints are listed in the table below.

TYPE OF GRIEVANCE	RESOURCE OFFICIAL
Administrative and teaching faculty alleging discrimination on the basis of race, color, religion, national origin, sex, age, disability or veteran status	Director of EEO and Diversity Programs
Any teaching faculty member with a complaint/grievance	Ombuds
Administrative and teaching faculty alleging failure by the institution to provide access to	Director of Plant Operations

facilities under the Americans with Disabilities Act (ADA)	
Administrative faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Director of Human Resources
Teaching faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Associate Vice President for Academic Affairs
Any administrative or teaching faculty member with complaint/grievance that cannot be resolved on campus	University System Consortium on any Negotiation and Conflict Resolution (CNCR)

All faculty are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. If a faculty member is not able to resolve an issue he/she is strongly encouraged to meet with the Ombuds as soon as possible for assistance in seeking an informal resolution. All faculty are required to utilize the Ombuds in an attempt to resolve any complaint(s) with the respondent before initiating a formal complaint. The University System Consortium on Negotiation and Conflict Resolution (CNCR) is also available for use in this process.

### **III-B. How to Resolve a Complaint - Informal Process**

The initial step in this Conflict Resolution Procedure is for the faculty member to attempt to resolve the matter with the Respondent(s). If the Respondent is the faculty member's first line supervisor or some other person that the faculty member does not wish to approach directly, the faculty may talk with the appropriate resource official (as described in Section III-A above).

If initial discussions do not serve to resolve the complaint, the Complainant must bring the matter to the Faculty Ombuds before formal procedures are initiated. The Ombuds, consistent with the authority entrusted to the office, will assist the Parties in seeking a fair resolution of the matter through facilitation and/or mediation. If no means of resolution can be found, the complainant may initiate an Administrative Review of the complaint.

### **III-C. How to Resolve a Complaint - Administrative Review Procedures**

#### **Step 1.**

Complaints that are not resolved informally may be submitted by the Complainant to the individual who has immediate administrative responsibility for the Respondent(s) for review and possible resolution. At this time:

- 1.1) The Complainant must submit a completed Complaint Form to the individual who has administrative responsibility for the Respondent(s) (herein after referred to as the “review administrator”). The Complainant must also send a copy of the form to the Respondent(s). The Complaint form is available from the Center for Conflict Management and includes the following:
  - a) the name of Complainant,
  - b) the name(s) of the Respondent(s),
  - c) a description of the nature and effect of the alleged actions/decisions that have resulted in the complaint,
  - d) substantive evidence supporting the complaint,
  - e) a statement of the desired outcome,
  - f) Signature of Complainant and date.
- 1.2) Within ten (10) working days of receipt of the completed Complaint Form, the review administrator will create a Conflict Resolution File and notify the Respondent(s) and the Complainant that a complaint form has been received.
- 1.3) Within ten (10) working days of notification, the Respondent(s) must provide a written response to the review administrator and send a copy to the Complainant;
- 1.4) Upon receipt of the written response, the review administrator will place it in the Conflict Resolution File and notify the Complainant that a response has been received.
- 1.5) Within 10 working days of receiving a response from the respondent(s), the review administrator will:
  - a) review the Conflict Resolution File,
  - b) meet with both Parties to develop an understanding of their views,
  - c) consult with the appropriate Resource Official(s), as needed, for clarification of any policies or procedures
  - d) review appropriate written policies and procedures,
  - e) render a written decision to the Complainant and
  - f) provide a copy of the decision to the Respondent(s) and the Conflict Resolution File.

## **Step 2.**

- 2.1) Upon receipt of the review administrator’s written decision, either party may appeal that decision. Appeals should be made in writing and will be added to the Conflict Resolution File. Appeals are allowed at each Administrative level up to the Appropriate Vice President or Chief Informational Officer. If the decision is appealed, the review administrator will forward the complete Conflict Resolution File to the next person in the chain of responsibility within 5 working days.
- 2.2) Within 10 working days, the next review administrator will:
  - a) review the Conflict Resolution File,
  - b) meet with both Parties to develop an understanding of their views,
  - c) consult with the appropriate Resource Official(s), if necessary
  - d) review appropriate written policies and procedures, and

- e) render a written decision to the Complainant and provide a copy of the decision to each Respondent and the Conflict Resolution File.

### **Step 3.**

If the complaint advances to the appropriate Vice President or Chief Informational Officer and the Review Administrator is unable to resolve the complaint, the Complainant may request a formal hearing before a Faculty Grievance Panel (Section IV).

The completed Conflict Resolution File will be retained as a case file in the Center for Conflict Management.

## **Section IV—Formal Hearing Procedures**

If a conflict is not resolved through the Administrative Review Procedures outlined in Section III, the Complainant may petition for a formal hearing. The Grievance Oversight Committee will make the decision regarding whether a specific complaint is grievable. The Complainant may request a formal hearing by submitting a Petition for Grievance Hearing (forms can be obtained from the Center for Conflict Management). The Complainant may only petition once per grievance for a formal hearing.

### **IV-A. Filing a Formal Complaint**

#### **Step 1.**

The Complainant submits a copy of the Complaint Form and a completed Petition for a Hearing to the Chair of Grievance Oversight Committee. The Petition for grievance hearing form will include:

- a. Name of Complainant
- b. Name(s) of the Respondent(s)
- c. List of administrators who have reviewed and rendered decisions on this complaint
- d. Request for specific representation on the hearing panel from protected classes (e.g., Gender, African-American, Hispanic, Native American, Disabled, Veteran etc. see Section II above)
- e. Signature of Complainant and date.

#### **Step 2.**

The Chair of the Grievance Oversight Committee will schedule a confidential meeting of the Grievance Oversight Committee within ten (10) working days of receipt of the Petition for a Grievance Hearing.

#### **Step 3.**

The Complainant and respondent will be invited to meet with the Grievance Oversight Committee to encourage an informal resolution of the complaint. The oversight committee meetings will be closed proceedings.

#### **Step 4.**

If no informal resolution is effected, then the committee will determine whether the conflict is grievable using the information in the Conflict Resolution File and the criteria outlined in Section II.

- a. The full committee of 5 members (or their respective alternates) must participate in the discussion and must vote.
- b. No committee member who is directly involved in the conflict may participate in the Grievance Oversight Committee discussions. Therefore the Dean of the complainant's College must not participate. Faculty members or Chairs from the complainant's college must recuse themselves if there is an actual or perceived conflict of interest. Alternate committee members will be available to serve for principal committee members who are unable to participate.
- c. All votes of the committee will be cast by secret, written ballot. The recommendation of the Grievance Oversight Committee must be based on a majority vote.

#### **Step 5.**

The committee will provide all parties with a written copy of their decision within 5 working days after the decision is made and decision of the committee will be added to the Conflict Resolution File.

#### **Step 6.**

If the committee determines that the issue is not grievable, the complainant may again seek mediation of the conflict with the help of the Ombuds. If the committee decides that the issue is grievable, then the complainant will be offered a formal hearing before a Faculty Grievance Panel (Section IV-B).

### **IV-B. Outline of Activities for a Formal Hearing Before a Grievance Panel**

(See Section IV and Appendix I for detailed procedures)

#### **Step 1.**

Within ten (10) working days of a recommendation by the Grievance Oversight Committee, the Chair of Grievance Oversight Committee will meet with both the Complainant and the Respondent(s) to select a Grievance Panel.

#### **Step 2.**

An initial organizational meeting of the Grievance Panel with both the Complainant and Respondent(s) present, will be called within ten (10) working days from the date of selection of the Grievance Panel.

#### **Step 3.**

A formal Grievance Hearing takes place before the Grievance Panel.

**Step 4.**

The Grievance Panel submits written recommendation(s) to the President.

**Step 5.**

The President considers the recommendation(s) of the Grievance Panel and renders a decision within 10 working days .

**Step 6.**

Under policies of the University System of Georgia, Presidential decisions may be appealed to the Board of Regents of the University System of Georgia within twenty (20) working days of receipt of written notification from the President (The Policy Manual, Article IX, Board of Regents of the University System of Georgia).

**IV-C. Formal Hearing Procedures**

**Formation of a Grievance Panel**

A Grievance Panel will consist of five (5) individuals selected from the Grievance Pool (Appendix I) for the purpose of hearing the grievance presented. Steps in the selection of a Grievance Panel are outlined below:

- a. Within ten (10) working days of a recommendation by the Grievance Oversight Committee, the Chair of Grievance Oversight Committee will meet with both the Complainant and the Respondent(s) to select a Grievance Panel. The names of all eligible administrative and teaching faculty will be placed in the appropriate pool (see Appendix I).
- b. From the appropriate pool(s) a total of five (5) potential Grievance Panel members will be selected as follows:
  - i) Four (4) names will be randomly drawn from the pool (administrative or teaching faculty) representing the peer group of the Complainant. Of the four (4) individual selected, two (2) can be randomly chosen from one of the protected categories if the Complainant so desires and if there are members of the protected class available. The remaining two (2) will be selected from the Complainant pool at large. (Individuals with teaching faculty status but who are assigned administrative duties more than one-half time may identify their pool as either administrative or teaching faculty.)
  - ii) Three (3) names will be randomly drawn from the pool representing the peer group of the Respondent.
  - iii) Both the Complainant and Respondent(s) must each strike one (1) of the randomly selected Grievance Panel members bringing the total number of Grievance panel members to five (5). Whether the Complainant or Respondent(s) makes the first strike will be determined by the flip of a coin.



As soon as the composition of the Grievance Panel is determined, the Chair of Grievance Oversight Committee will specify a time and place for the organizational meeting of the Grievance Panel. Notice of the hearing will be made in writing at least ten (10) working days prior to the organizational meeting. This notice will be sent to the Complainant, Respondent(s) and Grievance Panel members.

### **Organizational Meeting**

The Chair of Grievance Oversight Committee will proceed to make all arrangements for a formal hearing before a Grievance Panel and assure that all materials submitted are available to the Complainant, the Respondent(s) and Grievance Panel members in advance of the formal hearing. The initial organizational meeting of the Grievance Panel will be within ten (10) working days from the date of selection of the Grievance Panel. Upon convening the Grievance Panel, and in the presence of both the Complainant and the Respondent(s), the Chair of Grievance Oversight Committee will give a brief charge to the Grievance Panel, specifying the allegations and summarizing the University policy. The Grievance Panel will elect a Chair by majority vote. The meeting will then be turned over to the Grievance Panel Chair who will preside over all the meetings of the Grievance Panel until the review is completed. The Chair of Grievance Oversight Committee will remain available to respond to procedural questions but will not be present during the hearing.

### **Conduct of the Hearing**

- a. The hearing will be closed because of the confidential nature of many of the issues raised.
- b. During the proceedings, both Parties will be permitted to have a personal advisor in attendance. Personal advisors must be chosen from current KSU employees. The Ombuds and principals in the grievance may not serve as the personal advisor to either party in the grievance proceeding. With the approval of the Grievance Panel Chair, the personal advisor may be called upon to question witnesses. During the hearing the Parties will be given reasonable time to consult with their advisors.
- c. Each party will be permitted to have one observer in addition to the personal advisor. The observer will not be allowed to participate in the proceeding. Observers must be chosen from current KSU employees.
- d. An audio tape recording or complete transcript of the proceedings will be kept and made available, upon request, to both Parties. Tapes and records of the hearings will be deemed confidential but may be subject to disclosure under the Georgia Open Records Act. These records will be stored in the Center for Conflict Management.

- e. The Grievance Panel may grant breaks to enable either party to investigate evidence if a valid claim of surprise is made or, if in the opinion of the Grievance Panel, an interruption in the proceedings would be desirable.
- f. Both Parties will be given an opportunity to obtain necessary witnesses, documentation or other evidence. Witnesses will be admitted to the hearing only when their personal participation is required.
- g. Both Parties will have the right to question all witnesses. When the witness cannot appear and the Grievance Panel determines that the interests of fairness require the admission of his/her statement, the Grievance Panel may, by affidavit, record the sworn testimony of the witness. The Grievance Panel will identify the witness, disclose his/her statement, and if possible, provide for follow-up questions to which the witness may respond.
- h. The Grievance Panel will not be bound by formal rules of legal evidence. However, the Panel may admit any evidence it deems of value.
- i. The findings and the decision of the Grievance Panel will be based solely on the record of the hearing.
- j. There will be no public statements by any persons involved in the hearing until the grievance has been resolved.
- k. Grievance Panel members must be present for hearings and voting. Any recommendation of the Grievance Panel must be based on a majority vote. All votes will be cast by secret, written ballot. The precise Grievance Panel vote will be reported to the President and both Parties.
- l. The Grievance Panel Chair will submit the Panel recommendation(s) to the President with copies to both Parties.

### **Presidential Review**

The President will review the Grievance Panel recommendation(s) and render a written decision for the institution within ten (10) working days. If the President does not agree with the recommendation, he/she may state the reasons, in writing, to the Grievance Panel before rendering a final decision. The President will send a written decision by certified mail to the Complainant and Respondent(s). A copy of the written decision will be added to the Conflict Resolution File. The Complainant or Respondent may appeal the President's decision to the Board of Regents of the University System of Georgia within twenty (20) working days of receipt of the President's decision.

## **Section V — Amendment Process**

These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the University Senates and University Council and approved by an affirmative vote of the majority of the Senate. The Grievance Oversight Committee has the responsibility of reviewing these procedures and recommending appropriate changes. No amendment or alteration will be in effect until it has been approved by the President.

## **APPENDIX I — FORMATION OF GRIEVANCE POOLS**

A grievance hearing will be heard by a five (5)-member grievance panel to be selected from the appropriate Grievance Pools. Membership of the Grievance Pools will be determined as follows:

### **A) Grievance Pool**

The Grievance Pool will consist of all eligible administrative and teaching faculty. Any regular, full-time administrative or teaching faculty member at Kennesaw State University (except as noted below) is eligible for inclusion in the Administrative Faculty Grievance Pool or Teaching Faculty Grievance Pool, respectively. These pools will be based on the following categories:

- i) Administrative Faculty: Persons who are identified as members of the President's Cabinet, Deans, Directors, Department Heads or other individuals with administrative faculty-status.
- ii) Teaching Faculty: Teaching faculty holding non-administrative positions.

### **B) Employees Not Eligible for Inclusion in a Grievance Pool.**

The following people are not eligible for inclusion in a Grievance Pool and therefore cannot serve on a Grievance Panel:

- i) The Chief Informational Officer, Vice Presidents and President will not be included in the Grievance Pool because these Offices may be involved at other levels in resolving a campus grievance.
- ii) The Ombuds, EEO and ADA officers as Resource Officials.
- iii) Principals involved in the grievance including any administrative faculty who have been in the line of appeal.
- iv) Any faculty member who may be called to testify on behalf of the Complainant or Respondent(s).
- v) Any administrative or teaching faculty member currently serving on another Grievance Panel (i.e., a person may serve on only one panel at a time).
- vi) Current members of the Grievance Oversight Committee

Any questions regarding a person's eligibility for membership on the Grievance Panel will be resolved by the Chair of Grievance Oversight Committee. Individuals selected as members of the Grievance Panel who believe their impartiality or ability to render an objective judgment might be in question may ask to be excused from service. In addition, persons may be excused from service because of illness, scheduled travel, or other acceptable circumstances that in the sole discretion of the Chair of Grievance Oversight Committee would delay completion of the process.

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