Kennesaw State University Faculty Handbook

2015-2016

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Sections of this handbook are subject to change as recommendations made during consolidation are approved.

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, research professors, research associate professors and research 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 except as noted below (BoR Policy Manual, Section 3.2)

The term "teaching faculty" is used at KSU in reference to those members of the Corps of Instruction who hold rank including Librarians, Lecturers and Senior Lecturers who are non-tenure track faculty with renewable contracts as indicated in the BoR Policy Manual (Sections 8.3.8.1 and 8.3.8.2).

Administrative Faculty positions are generally senior administrators who perform work related to the management of the university, college, department or other recognized unit for at least fifty percent (50%) of their work. The role of administrative faculty is characterized by positions whose primary responsibility includes a) the active, continuing involvement in formulating, interpreting and implementing institutional policy; b) the exercise of substantial independence, authority and discretion in areas such as program planning, budgeting, design and allocation of resources; and c) making personnel decisions such as hiring, annual review evaluation, tenure and promotion reviews. Administrative faculty serve in executive leadership roles such as President, Vice Presidents, Provost, Vice and Associate Provosts, Associate Vice Presidents, Assistant Vice Presidents, Deans, Associate Deans and Assistant Deans of schools and colleges, and Directors, Associate Directors or Department Heads of instructional units or centers/institutes under the auspices of the Division of Academic Affairs.

Only Administrative faculty who have 50% or more of their workload designated as "administrative" are given administrative contracts and are eligible to receive administrative stipends. Per BoR Policy Manual (Section 8.3.5.4), administrative faculty on administrative contracts will have their PTR clocks stopped. Administrative faculty are not eligible to serve as teaching faculty on Department, College, or University committees nor on the Faculty Senate. (If serving on a committee or the Faculty Senate as a teaching faculty at the time of appointment to an administrative position, the faculty member will be replaced following procedures outlined in department, college, and/or university guidelines). Administrative faculty are not eligible to be considered for any teaching faculty awards.

1.2. Descriptions of Organizational Divisions, Colleges, and Departments

Academic Affairs Office

The Office of Academic Affairs is 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, 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 Vice Provost for Institutional Effectiveness, 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 aid; 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 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: initiatives focused on student retention, progression and graduation, and providing campus-wide leadership in achieving the academic goals and objectives of KSU.

Vice Provost for Global Affairs and Chief International Officer oversees the functioning of the Division of Global Affairs. The Division of Global Affairs 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, international student and scholar services, and domestic and international partnerships.

Vice Provost for Institutional Effectiveness is responsible for ensuring that Kennesaw State University can provide clear, convincing, and consistent evidence that meets federal, regional, state, and institutional standards.

The Associate Vice President for Curriculum works with the Undergraduate Policies and Curriculum Committee (UPCC), the Graduate Policies and Curriculum Committee (GPCC), and the General Education Council on curriculum matters, and with 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 and performs other duties as assigned. In addition, the Associate Vice President for Faculty oversees the work of the Center for Excellence in Teaching and Learning.

Associate Vice Provost for Enrollment Services oversees all enrollment-related functions. The Enrollment Services division is a collaborative unit comprising the Offices of Undergraduate and Global Admissions, Office of the Registrar, and the Office of Student Financial Aid.

The Associate Vice President of Technology Enhanced Learning 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 and performs other duties as assigned.

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 all enrollment-related functions. The Enrollment Services division is a collaborative unit comprising the Offices 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 Offices 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 Vice President for Research and Dean of Graduate College

The Office of the Vice President for Research and Dean of the Graduate College 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 the University's graduate programs, including promoting and ensuring graduate program quality, identifying graduate faculty, and advancing graduate student success; overseeing the Graduate Policies and Curriculum Committee (GPCC), the Graduate Council (comprised of all Graduate Program Directors), the Institutional Review Board (IRB), the Institutional Animal Care and Use Committee (IACUC), and the Institutional Biosafety Committee (IBC); producing the Graduate Catalog and publications; adjudicating appeals of college deans' graduate program and graduate admission decisions; awards graduate assistantships and tuition waivers; fosters the development of new graduate programs; awards status in the Graduate Faculty; 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 Graduate College (please see listing under "Academic Colleges").

The Office of Research serves faculty seeking external funding for research, service projects, and creative activity. 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 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.

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/.

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 Architecture and Construction Management

The College of Architecture and Construction Management offers accredited, professional degrees in the discipline of Architecture and the discipline of Construction Management.

The Architecture Department in the College of Architecture and Construction Management (CoACM) offers a five-year bachelor's degree program -- two years of design foundation and three years of professional courses. The program is fully accredited by the National Architectural Accrediting Board (NAAB). This is the only nationally accredited undergraduate Architecture degree offered by a public institution in Georgia. The program emphasizes students' understanding of the connections between people and their physical environments, as well as the integration of this information into relevant design solutions. The Architecture Department also offers a Master of Science in Architecture degree.

The department is committed to providing a multidisciplinary curriculum that nurtures critical thinking, embraces new technologies and encourages creativity and innovation through the integration of the theory, art, technology and science of the built environment.
Architecture courses stress applied learning methods that emphasize hands-on exploration designed to provide the student with the knowledge, skills and experience necessary to be productive, contributing members of the architectural profession and the civic community.

The Architecture Department supports and encourages outreach programs designed to maintain vital connections with the architectural community, improve effective communication, support continued professional development and build future leaders. The Architecture faculty advocate for an appreciation of good design and the benefits of responsible architecture through the education of our students and the broader community.

The Architecture Department holds as its core values:

> **Professionalism**- The Architecture program emphasizes design expertise, aesthetic competency and sound contextual responses. We believe this serves to strengthen our goal to develop and nurture a culture of professionalism and a strong sense of ethics within our students.

Balancing Theory and Practice- The curriculum emphasizes applied learning, hands-on experience and theoretical exploration. This contributes to higher design standards, and technical prowess, as well as more challenging projects and intellectual dialogue.

Diversity- The Architecture program values diversity in its student body, faculty, supportive interdisciplinary climate, commitment to teamwork, and learning environment. This diversity encourages collaboration and strong professional relationships among students, faculty, alumni and professionals and strengthens our commitment to encouraging critical thinking, creativity and innovation.

These values contribute to our student's proficiency and preparedness in addressing issues facing the profession, an awareness of environmental issues, sustainability and the challenges of urbanism, necessary to fulfill our commitment to improve the built environment.

The Construction Management Department in the College of Architecture and Construction Management (CoACM) offers a four year, fully accredited Bachelor of Science in Construction Management degree. The Construction Management department also offers a fully accredited Master of Science Construction Management degree. While professional experience is preferred, students with a bachelor's degree or higher in architecture, construction management, technology, engineering, or related fields are successful in the Construction Management programs. Certificates are also available in project management, land development, and specialty construction.

The department, in addition to offering degree programs, offers three certificates each of 22-23 credit hours. The Construction Management Department also has an excellent job placement program for their graduates. The Construction Management Department places emphasis on the application of knowledge and use technology for solving real world construction problems. Local construction projects, combined with strong industry support, provide vast laboratory opportunities and educational resources for Construction Management students.

The Construction Management Department offers BS and MS Programs that are accredited by the American Council of Construction Education (ACCE) since 1985. The department is committed to their mission and continuous quality improvement based on assessments. Also, the Bachelor of Science in Construction Management Facility Management Concentration is accredited by the International Facility Management Association International Facility Managour-year accredited Facility Management degree program in the Southeast.

The local chapters of the following organizations and their students' chapters at Kennesaw State University Construction Management Department represent the construction industry's involvement and commitment to both our program and school:

ABC: Associated Builders and Contractors
AECA: Atlanta Electrical Contractors Association
AGC: Associated General Contractors & GA Chapter
ASHRAE: American Society of Heating Refrigeration and Air Conditioning Engineers
CMAA Construction Management Association of America
GUCA: Georgia Utility Contractors Association
IFMA: International Facility Management Association
MCAA: Mechanical Contractors Association of America
NECA: National Electrical Contractors Association

The Construction Management Department is also active in student competitions and has won national championships and consistently places in the top tier of competition universities.

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 200 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.
The Onyx Theater – The Onyx is a "Black Box" theater space, which allows for innovative, experimental, and intimate productions. Seating varies with production configuration.
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.
Bailey Performance Center - The Bailey Center houses a 600-seat acoustically superior performance hall for music, and the Brooker Rehearsal Hall.
Art Galleries– The Zuckerman Museum of Art, The Malinda Jolley Mortin Gallery, and the Fine Arts Gallery provide venues for student, faculty and professional exhibitions. These galleries are part of the KSU division of Museums, Archives, and Rare Books.

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/.

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.

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.

College of Computing and Software Engineering

The College of Computing and Software Engineering is comprised of the Departments of Computer Science; Information Technology; and Software Engineering and Game Development. We offer degree and certificate programs in all aspects of computing, including computer science, information technology and software engineering, that combine hands-on experience with a thorough grounding in the underlying theory, thereby enabling our students to apply computing, software engineering techniques and information technologies to solve today's real-world problems and face tomorrow's challenges.

Computer Science

The Department of Computer Science offers the Bachelor of Science in Computer Science, a Bachelor of Arts in Applied Computer Science, a minor in Computer Science, the Master of Science in Computer Science, and is a partner in other graduate degree programs including the Ph.D. in Data Science and Analytics residing in the Department of Statistics. The BS in Computer Science program is a strong technical program with breadth across the discipline and strength in software development, with options in High Performance Computing, and Data Mining. (This program has earned the notable ABET program accreditation). The BS-CS is a traditional intensive on-campus program. The Bachelor of Arts in Applied Computer Science program has an applied focus, where each theory course has hands-on applications. The program requires an interdisciplinary minor and provides for a more rounded and balanced university education with the minor and foreign language requirements. The BA includes robotics, web design, .Net programming, Linux OS, and other in-demand technical knowledge. The CS department also offers a Minor in Computer Science. At the graduate level, the department offers a Master of Science in Computer Science**,** which is a research-oriented computer science graduate program. The MS Computer Science includes thesis options, applied computing options, and an interdisciplinary-computing option. Courses are offered using a hybrid distance learning delivery model that supports remote attendance and asynchronous attendance.

The CS Department also offers graduate and undergraduate certificate programs in High Performance Cluster Computing (HPCC) sponsored by LexisNexis, and offers a non-credit practitioner certificate as well. The department runs its own cluster-computer system running the LexisNexis HPCC infrastructure and development tools for data mining and analytics.

Information Technology

As part of the College of Computing and Software Engineering, the Department of Information Technology offers an undergraduate Bachelor of Science in IT (BSIT), Bachelor of Applied Science (BASIT - requiring a 2 year AAS degree from one of our Technical College System of GA schools), and the Master of Science in IT (MSIT). To ensure that our students receive the highest quality education possible, our curriculum incorporates various courses from information technology, and computing and software engineering focusing on meeting the needs of IT users within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. The BSIT program is accredited by ABET. All of our degree programs - the BSIT, BASIT, and MSIT may be completed online. We also offer a graduate certificate in Health Information Technology.

Software Engineering and Game Development

Finally, the Department of Software Engineering and Game Development represents fields at the forefront of high-impact developments. We take pride in our student-centered degree and certificate programs, which are enhanced by state-of-the-art instructional technology and applied research activities. The distinctions of our programs include high quality and accessibility to both traditional and non-traditional students.

For undergraduates, we offer a Bachelor of Science in Software Engineering as well as a Bachelor of Science in Computer Game Design and Development. We offer a Minor in Software Engineering and a Minor in Computer Game Design and Development as well. The Bachelor of Science in Software Engineering is accredited by the Engineering Accreditation Commission of ABET. The Bachelor of Science in Computer Game Design and Development is accredited under the general criteria of ABET (www.abet.org).

Our graduate programs include a Master of Science degree in Software Engineering and Graduate Certificates in Software Engineering Foundations and Software Engineering. In addition to welcoming full-time students with undergraduate degrees in computing fields, we also cater to two major non-traditional groups of students: those with baccalaureate degrees in other majors and those whose schedules allow for only part-time studies. We have a substantial array of evening course offerings. Moreover, we offer an increasing number of our courses fully online.

In addition to a wide selection of courses, the programs allow students to take advantage of the many opportunities. Many graduate and research assistantships are available, as are several student assistant positions, some through sponsored research. The colloquium series features talks by invited speakers on current topics in the discipline. We support student organizations

and offer Game Jams throughout the year to encourage development of student knowledge and skills outside the classroom.

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 Educator Preparation Provider (EPP) 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 EPP has enabled faculty through its organizational structure to work effectively across disciplines and benefit from different perspectives on matters common to all programs. The EPP 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 EPP 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 EPP 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/.

The Graduate College

The Graduate College oversees and advances the University's graduate enterprise, establishing and maintaining institutional standards for graduate program quality while advancing the University's graduate mission. This mission includes the oversight of all aspects of the University's graduate presence, including the University's graduate programs, faculty, and students. In cooperation with the Graduate Faculty, The Graduate College reviews and approves the institution's graduate curriculum, policies, and institutional graduate mission. The Graduate College establishes standards for graduate instruction, reviewing and approving admission to the University's Graduate Faculty and granting permission to engage in graduate instruction. The Graduate College is responsible for reviewing and approving students for admission to graduate programs (see Office of Graduate Admissions), reviewing and affirming or modifying all departmental and college decisions relating to graduate education, reviewing and approving awards of graduate degrees, approving modifications to graduate programs, and the University's graduate research and teaching assistantships.

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 substantive and procedural evaluation of graduate student applications. This office works with the graduate program offices to market and recruit graduate students, and interacts with prospective students inquiring about the University's graduate degree programs. The website address for graduate admissions is http://www.kennesaw.edu/graduate/admissions/.

The Graduate Policies and Curriculum Committee receives graduate course and program proposals from colleges and departments, ensuring their compliance with University policies and goals. This committee also approves changes in curriculum, including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee recommends changes in graduate policies and procedures and monitors assessment of graduate programs. The committee also makes recommendations regarding the curriculum development and review process to the Faculty Senate.

The Graduate Council is a body consisting of the University's faculty members who have primary disciplinary responsibility for the University's graduate programs. The Graduate Council works cooperatively with The Graduate College on issues relating to the delivery of graduate programs.

WellStar College of Health and Human Services

The WellStar College of Health and Human Services (CHHS) 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 WellStar School of Nursing. Additionally, the college includes the campus-wide Wellness Center and the Academy of Inclusive Learning and Social Growth.

The WellStar CHHS offers graduate programming through the WellStar School of Nursing, the Department of Social Work and Human Services, and Department of Exercise Science and Sport Management. Graduates are employed in a wide variety of health/human service fields, as registered nurses, social workers, exercise and fitness professionals, 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, housed within the WellStar School of Nursing, 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 Nursing Administration and Health Policy and Leadership in Nursing Education, as well as a Doctorate of Nursing Science focusing on vulnerable populations and nursing education. The graduate clinical social work program within the Department of Social Work and Human Services prepares graduates to work in a wide range of nonprofit organizations and clinical health settings. The Department of Exercise Science and Sports Management offers a masters degree in Applied Exercise and Health Science which prepares students for careers in sports and exercise science.

The WellStar CHHS offers five (5) distinct undergraduate degrees: 1) B.S. in Human Services that prepares students for entry level case-management and nonprofit administrative roles in nonprofit, public, and private human service organizations; 2) B.S. in Exercise and Health Science that prepares students for careers in the field of exercise science; 3) B.S. in Health and Physical Education which prepares students to take the licensure exam and teach grades P-12 in health and physical education; 4) B.S. in Sport Management that prepares students for careers in the sports and sports-related industries; and 5) B.S. in Nursing. .The Academy for 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 different levels of intellectual abilities. In addition to the two-year program, the Academy offers an additional two-year education to students who have completed the first two years of a program. The additional two years focuses on leadership and career growth. A major goal of the program is to challenge Academy students to expand their education, social, and career skills while integrating them into the college and employment community.

Members of each of the college units are actively engaged in the pursuit of excellence in undergraduate and graduate education, as well as in scholarship and community engagement. Please visit the College website for other details: wellstarcollege.kennesaw.edu.

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 wellstarcollege.kennesaw.edu/wellness

College of Humanities and Social Sciences

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

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 and centers 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.

Academic Departments	
Communication	History and Philosophy
Digital Writing and Media Arts	Interdisciplinary Studies
English	Political Science and International Affairs
Foreign Languages	Psychology
Geography and Anthropology	Sociology and Criminal Justice

Academic Programs (leading to a Baccalaureate Degree)	
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
Geographic Information Sciences	Psychology
Geography	Sociology
Programs Leading to a Master's Degree	
American Studies	International Policy Management
Conflict Management	Professional Writing
Criminal Justice	Public Administration
Integrated Global Communication	Teaching in Foreign Language
Programs Leading to a Doctor of Philosophy Degree	
International Conflict Management	
Programs with an Interdisciplinary Focus	
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

Programs leading to a Certificate—Undergraduate	
Alternative Dispute Resolution	Professional Politics
European Union Studies	Public History
Geographic Information Systems	
Programs leading to a Certificate—Graduate	
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, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, and Spanish; and courses in the following critical languages: Arabic, Hindi, Russian, and Turkish.

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.

Center for Conflict Management
Established in 1998, the Center for Conflict Management works closely with the Master of Science in Conflict Management (MSCM) and the Ph.D. in International Conflict Management (INCM) programs 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 explores 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.

Undergraduate Advising Center
The Undergraduate Advising Center provides consultative academic advising in a collaborative environment for students who have declared or are considering a major or minor in the College of Humanities and Social Sciences. The Center assists students with

appropriate course selection, fulfilling general education requirements, understanding pre-requisite requirements for their major, creating academic plans, and finding and using other campus resources for their academic success. The website address for the Undergraduate Advising Center is http://www.kennesaw.edu/hssadvising/home.php.

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 though engagement in collaborative discovery research activities.

The college offers baccalaureate degree programs in biology, biology education, biochemistry, chemistry (chemistry education track), mathematics, mathematics education and statistics. Students with career interests in the laboratory sciences, mathematics, and statistics 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 Applied Statistics, Integrative Biology, and Chemical Sciences. 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 college also offers a Ph.D. in Analytics and Data Science which has been developed to meet the market demand for Data Scientists.

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: Chemistry and Biochemistry; Ecology, Evolution and Organismal Biology; Mathematics; Molecular and Cellular Biology; Physics; and Statistics and Analytical Sciences.

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/.

The A.T.O.M.S. (Advancing the Teaching of Mathematics and Sciences) Center is a collaboration with Bagwell College of Education to address the needs of Georgia's K-12 schools in Science and Mathematics. The A.T.O.M.S. Center focuses on the following areas: 1. Enhancement of in-service teacher development and effectiveness, 2. Implementation of innovative strategies to retain new teachers in the classroom, 3. Stimulation of K-12 student interest in science and mathematics, and 4. Recruitment of future science and math teachers at the secondary school level. The Center also enhances faculty excellence by promoting scholarship and research efforts of all faculty members engaged in K-12 science and mathematics education. The Center improves practicing teachers' overall effectiveness in the classroom and retain more teachers in the profession. Our professional development programs will enable teachers to show students how science and mathematics relate to the world around them as well as introduce students to the many professional career opportunities related to college degrees in science, technology, engineering, and mathematics (S.T.E.M.) fields.

The Southern Polytechnic College of Engineering and Engineering Technology

The Southern Polytechnic College of Engineering and Engineering Technology at Kennesaw State University produces graduates ready to find solutions to today's real-world problems and tomorrow's challenges. The **s**econd-largest engineering college in Georgia, Southern Polytechnic College is the only institution in the state of Georgia where students can choose among a wide variety of diverse Engineering or Engineering Technology degree programs which best suit their talents, skills, goals, and aspirations. All of Southern Polytechnic College's undergraduate degrees are accredited by the Accreditation Board for Engineering and Technology (ABET).

Southern Polytechnic College has a rich legacy of faculty who are excellent teachers, student-oriented, professionally active, and focus on practical research. Student advising and mentoring is a valued service provided to all students. The Engineering Technology Center is a state-of-the-art LEED-certified building with laboratories designed to enhance student learning. Students gain valuable practical experience through team projects and laboratory experiences. Students also have numerous opportunities to gain real-world experience in their field through co-ops and internships as well as by working one-on-one with faculty on research projects. Our student engineering teams rank among the nation's engineering elite at national competitions. Our

graduates are immediately prepared for career work in industry or accepted into top notch graduate schools.

Southern Polytechnic College also offers master's degrees in civil engineering, engineering technology, quality assurance, and systems engineering. The M.S. degree programs offer a balance between higher-level course work and collaborative discovery research in each discipline. The programs are offered either in the evenings or fully online to allow students the opportunity to work full-time while earning their master's degree.

Instructional departments in the Southern Polytechnic College include: Civil and Construction Engineering, Electrical and Computer Engineering Technology, Electrical Engineering, Mechanical Engineering, Mechanical Engineering Technology, Mechatronics Engineering, and Systems and Industrial Engineering. For more information, the website address for the Southern Polytechnic College is http://engineering.kennesaw.edu/.

Special Units:

Alternative Energy Innovation Center

The Alternative Energy Innovation Center (AEIC) strives to promote innovation in the alternative energy field. AEIC conducts a coordinated and extensive program of research to design, develop, model, and evaluate new alternative energy technology, techniques, and test procedures.

The AEIC provides emphasis in sustainability throughout the curriculum for KSU students by partnering with a wide variety of departments across campus. The AEIC is a center for energy related technology transfer. Through online educational resources and continuing education courses, the knowledge and expertise within the AEIC is disseminated to the surrounding community. The website for the Alternative Energy Innovation Center is http://centers.kennesaw.edu/aeic/.

Center for Additive Manufacturing (3D Center)

Center for Additive Manufacturing (CAM) is where we bring products to life through creative design solutions and the application of advanced engineering technologies like 3D printing and 3D scanning. The mission of the CAM is to provide additive manufacturing capabilities across the curricula at KSU, to transfer additive manufacturing and advanced engineering technologies to business and industry, and to provide opportunities for faculty and students to develop creative design solutions to

solve real world problems. The website for the Center for Additive Manufacturing is http://centers.kennesaw.edu/3dcenter/.

Center for Advanced Materials Research and Education (CAMRE)

The Center for Advanced Materials Research and Education (CAMRE) brings together experts in engineering and technology (mechanical, civil and electrical) and science (chemistry, physics and biology) to establish integrated research, education, and student-mentoring in an effort to understand and improve engineering materials by controlling the composition, structure, and properties from the microscopic to the macroscopic. The website for the Center for Advanced Material Research and Education is http://centers.kennesaw.edu/camre/**.**

Center for Georgia Aggregates Research (CGAR)

The Center for Georgia Aggregates Research (CGAR) was established in 2010 and serves industry and the state DOT as a forum for research, consulting, and discussion. The center is where civil, construction, pavement, and geotechnical engineering stakeholders can go to seek answers. The center's mission is enhanced by the active participation of state DOT and federal agency representatives in formulating our research and consulting programs, and overseeing its accomplishment. Through seminars, reports, and newsletters, CGAR is putting the most practical and state-of-art technology into the hands of aggregate industry, state and federal agencies. The website for the Center for Georgia Aggregates Research is http://centers.kennesaw.edu/cgar/**.**

Center for Nuclear Studies

The Nuclear Studies Center was created to spearhead the implementation of educational and research programs that result in preparing the next generation of nuclear industry professionals. The Center for Nuclear Studies is committed to supporting the growth of the nuclear industry by offering undergraduate academic courses in nuclear engineering and professional workshops through the continuing education department. These courses are designed to provide the participants with the knowledge and the practical skills that are needed to address the industry's challenging issues. The website for the Center for Nuclear Studies is http://engineering.kennesaw.edu/nuclear-studies/index.php.

Georgia Pavement and Traffic Research Center (GPTRC)

The Georgia Pavement and Traffic Research Center (GPTRC) at Kennesaw State University was founded in 2009. Since its inception, the center has focused on serving the needs of the pavement and transportation stakeholders. The center not only conducts the research projects to find sustainable solutions to pavement and transportation problems, but also strives to provide training and material testing services to agencies and industry. The website for the Georgia Pavement and Traffic Research Center is http://centers.kennesaw.edu/gptrc/.

Mechatronics Research and Education Center (MeREC)

The Mechatronics Research and Education Center (MeREC) develops and delivers mechatronics course work for processionals, conducts mechatronics research, and expands the public awareness of mechatronics engineering. MeREC establishes mutually beneficial partnerships with KSU, other educational establishments, and industries involved in mechatronics to provide high quality research of mechatronics systems and processes. Research focuses on improving manufacturing automation systems, monitoring of health systems and processes, communication and networking between and within mechatronics systems, and robotic techniques and applications. The center also delivers technology transfer through education and training courses. The website for the Mechatronics Research and Education Center is http://engineering.kennesaw.edu/centers/merec-center.php.

University College

University College is an innovative degree-granting college focusing on interdisciplinary curricular and co-curricular initiatives. University College is the home of the Michael A. Leven School of Culinary Sustainability and Hospitality. It also houses the Department of First-Year and Transitions Studies and the Department of Leadership and Integrative Studies. It is the academic home for the Center for Student Leadership, a shared structure between Academic Affairs and Student Affairs.

Based on the Kennesaw campus, University College provides academic support initiatives for both undergraduate and graduate students on the Kennesaw and Marietta campuses. Orientation and Transition Programs is a unit that assists first-year and transfer students as they transition to

the KSU community. The NEST (New and Exploratory Students in Transition) is the advising office for first-year students and those exploring degree options. The SMART Center offers science and mathematics tutoring, and Supplemental Instruction provides weekly peer-facilitated sessions to assist students in challenging gateway courses. The ESL Center assists international students in writing, reading, pronunciation, and presentation skills.

Two undergraduate degrees are offered in University College: the B.S. in Culinary Sustainability and Hospitality and the B.S. in Integrative Studies. The undergraduate certificate in Leadership Studies is a 15-credit-hour embedded certificate program. The college's only graduate program is the M.S. in First-Year Studies.

The Department of First-Year and Transition Studies teaches KSU's nationally recognized first-year seminars, administers first-year learning communities, teaches transitions seminars for transfer students and sophomores, and is the home for the university's digital literacy course. The Department of Leadership and Integrative Studies not only administers the Integrative Studies degree, but its faculty teach Leadership Studies courses, the Senior-Year Seminar, and remediation courses in English and mathematics. The Michael A. Leven School of Culinary Sustainability and Hospitality offers one of the university's newer and growing degree programs, which offers a unique approach to the study of culinary and hospitality management. Transcending the traditional culinary arts or hospitality management curricula, the program infuses the study of sustainable best-practices employed around the world emphasizing areas like food science, nutrition, agro-ecology, resource conversation, and essential business management skills.

For more information on University College, visit www.kennesaw.edu/uc.

Honors College

The Honors College offers academically talented, highly motivated students who enjoy lively discussion, creative expression, and intellectual challenge, a community within a university. We offer small honors sections of core courses and interdisciplinary honors seminars, where students will be able to focus on deep understanding within an innovative curriculum. We also provide unique opportunities for students, including community service activities, undergraduate research, and domestic as well as international travel experiences.

Housed within the Honors College are the Undergraduate Honors Program for currently enrolled students and the Dual Enrollment Honors Program for qualified high school juniors and seniors who desire to take courses on the KSU campus for both high school and college credit. KSU's Undergraduate and Dual Enrollment Honors Programs provide a "community-within-a-university" for academically talented, highly motivated students who enjoy lively discussion, creative expression, and intellectual challenge. Taught by outstanding faculty recognized for teaching excellence, our small honors sections of core courses and interdisciplinary honors seminars offer an exclusive liberal arts experience in a large university, as well as an alternative to large lecture-hall classes.

For more information about the Honors College, visit http://www.kennesaw.edu/honors/

Academic Division Institutes and Centers

Division of Global Affairs

The Division of Global Affairs 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, international student and scholar services, and domestic and international partnerships. The DGA 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 Division of Global Affairs is: dga.kennesaw.edu.

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 dga.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 dga.kennesaw.edu

Office of Education Abroad

The Education Abroad Office (EAO) promotes international and cross-cultural understanding by offering more than two-dozen faculty-led study abroad programs in 30+ countries, as well as several foreign exchange and international internship opportunities. Kennesaw State University believes such international understanding is vital to student and community success in an increasingly global marketplace. The EAO works collaboratively with a wide range of academic departments, student groups, and community organizations. The website address for the Office of Education Abroad is dga.kennesaw.edu/educationabroad

The Confucius Institute at KSU

The Confucius Institute at KSU (CIKSU) promotes the teaching and understanding of Chinese language and culture among educators, businesses, and the general community in the metropolitan Atlanta area 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 dga.kennesaw.edu/confucius

'Year Of' Country Study Program

The "Year Of" Program takes a wide-ranging look at a specific country or region over the course of a full academic year with a series of lectures, performances, exhibits, and films, using a multidisciplinary approach to examine the country or region from its earliest history through present-day. The program offers a unique opportunity for our campus and

community to develop a rich, complex understanding of the area under study, to break down stereotypes and build connections across cultures, with an emphasis on student learning, faculty development, and community engagement. The website for the "Year Of" program is yearof.kennesaw.edu.

India China & America Institute

The India, China & America Institute is a non-profit organization dedicated to fostering economic growth through innovation, entrepreneurship, and inclusiveness between India, China, and America. ICA works to promote trade and investment between these three economies, which are now known as the new triad of economic power. The website for ICA Institute is http://www.icainstitute.org.

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. It also works to provide language training for international professionals hoping to improve their skills for working in an English-speaking environment. The website address for the Intensive English Program Center is dga.kennesaw.edu/iep

KSU in Tuscany

Building on highly successful study abroad programs in Montepulciano Italy, KSU is working with departments, colleges, and universities across the State of Georgia to create innovative education abroad opportunities for our students and for the communities we serve. These new opportunities include traditional faculty-led study abroad programs, student internships with Italian businesses, and symposia and leadership training workshops for business and civic leaders from the State of Georgia and Italy. The programs are housed in KSU's first permanent international education facility in Montepulciano. The website for KSU in Tuscany is kennesaw.edu/ksuintuscany.

Strategic Internationalization Grant Initiative

The Division of Global Affairs awards Strategic Internationalization Grants to projects that advance the goals established by the Strategic Plan. Through targeted seed-funding, the DGA can promote innovative global engagement activities within one or more of the

following thematic areas: Global Learning, International Research, International Community Engagement, International Student Support, and Transformative Campus Internationalization. The website for the SIG initiative is dga.kennesaw.edu/sig.

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://cetl.kennesaw.edu.

Technology Enhanced Learning Division

The Associate Vice President of Technology Enhanced Learning oversees distance and technology enhanced learning. The division is a collaborative unit comprising the Office of Academic Testing Services and Testing Centers, the Adult Learning Consortium and Prior Learning Assessment, the Distance Learning Center, eCore and related system-wide collaborative online programs, and KSU's New Learning Models including KSU's MOOC and Competency Based Education initiatives.

Adult Learning Consortium and Prior Learning Assessment

In 2015, Kennesaw State University joined the University System of Georgia's Adult Learning Consortium (ALC). The ALC recognizes the Ten Standards for Assessing Learning of the Council for Adult and Experiential Learning (CAEL). The Office of Technology Enhanced Learning is the home of the KSU Adult Learning Committee and the centralized Credit for Prior Learning program which includes portfolio assessment, advance standing examinations, and CLEP. The Credit for Prior Learning website is forthcoming at http://www.kennesaw.edu/pla.

Academic Testing Services

KSU Academic Testing Services (ATS) offers a wide range of academic testing support to faculty and staff at the Kennesaw (KSU Center) and Marietta (J-Building) campuses. ATS currently offers the following exams: 1) Compass (for learning support placement); 2) College-Level Examination Program (CLEP); 3) Miller Analogies Test; 4) US & Georgia Constitution and History exemption exams; 5) eCore proctored exams; 6) KSU faculty requested exams (non-Final Exams); and 7) Final Exams for online and hybrid courses. In the future, the list of exams offered will be expanded based on a combination of market research and faculty feedback and demand. Collectively, KSU testing centers

have the capacity to administer 107 exams simultaneously on computer-based testing stations featuring a fully automated, user-friendly appointment scheduling and payment system that allows students to set up exam dates and times at their convenience. A team of trained testing professionals is dedicated to meeting the needs of KSU's faculty, staff, and students. The website address for Academic Testing Services is http://testing.kennesaw.edu.

Distance Learning Center

The KSU Distance Learning Center (DLC) resides in the Division of Technology Enhanced Leaning and has locations on the Kennesaw and Marietta campuses. The DLC is a "one-stop shop" for faculty designing and building distance learning content and courses. Its instructional designers and digital media specialists provide faculty with administrative and technological support for the creation, delivery, and enhancement of academic classes and programs delivered through technology-enhanced mediums (online, hybrid/blended, and open). The DLC engages in the following activities: 1) supports faculty in the conceptualization, design, construction and delivery of online, hybrid and open courses; 2) identifies, disseminates, and integrates new technologies to support distance learning; 3) provides digital-media support and resources to online and technology enhanced academic degree programs; 4) coordinates student support services for fully online and partially online students including technology support, tutoring and academic support, testing, advising and registration; and 4) coordinates its efforts closely with other KSU units that serve distance and technology enhanced students, faculty and programs. The website address for the Distance Learning Center is http://www.kennesaw.edu/dlc.

KSU eCore

eCore, the University System of Georgia's electronic core curriculum, offers students the opportunity to complete undergraduate, general educational requirements online through accredited colleges and universities. Qualified faculty trained in online teaching and course management, are selected to teach eCore classes after approval by their Department Chair, Dean and VPAA. The KSU eCore office assists faculty in navigating the application process, orientation course, teaching assignment and payment processing. The office also provides student support in registering for eCore courses, completing the orientation quiz and getting started successfully. The website for KSU eCore is http://www.kennesaw.edu/eCore.

New Learning Models

The Division of Technology Enhanced Learning coordinates new learning model initiatives across the university. With a focus on innovative models, increased access, reduced cost, and high quality engaged learning, new learning models occur in the opportunity spaces where teaching and learning are catalyzed by technology. To succeed, new learning models require an environment where experimentation and innovation are encouraged and supported. The Division of Technology Enhanced Learning provides technical and administrative support to colleges, departments, and programs in the designing, building, and piloting of new learning models and open access resources. The website address for New Learning Models is http://mooc.kennesaw.edu.

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 10% of their time to professional service activities essential to the life of the institution. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and, equivalencies for non-standard faculty activities (e.g., supervision of significant student research), 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 three faculty performance areas:

Teaching;

Research and Creative Activity (R/CA);

Professional Service;

These guidelines, as well as the individual Faculty Performance agreements negotiated under them, will be established through KSU's shared governance process by bodies and officers detailed in the University Handbook under "Shared Governance." Given that department review guidelines are most discipline-specific and are approved by deans and the Provost/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 the University 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 three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the university (see 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 Example of the Workload Model

Some examples of possible FPA workload combinations appear below. The examples reflect various percentages of effort in the three faculty performance areas. The examples given are merely illustrative. Individual FPAs can vary almost infinitely, as agreed by the faculty member and chair and as approved by the dean.

SOME ILLUSTRATIVE WORKLOAD EXAMPLES*

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

Teaching emphasis	**Workload**
4-4 course load Teaching	80
R/CA	10
Service	10
Total	**100**

Teaching – Research/Creative Activity balance	
3-3 course load Teaching	60
R/CA	30
Service	10
Total	**100**

Teaching – Service balance	
3-3 course load Teaching	60
R/CA	10
Service	30
Total	**100**

Research/Creativity Activity emphasis	
2-2 course load Teaching	40
R/CA	50
Service	10
Total	**100**

Administration emphasis	
Service	70
R/CA	10
Teaching	20
Total	**100**

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 (http://www.kennesaw.edu/curriculum/gened-program-info.html).

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., EPP 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, EPP 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.

2.7A Textbooks

KSU follows BOR policy 3.10 and BOR Academic Affairs policy manual 2.19 concerning the sale and use of academic textbooks or other instructional course materials in the classroom. Faculty involvement in the writing and editing of instructional materials published and marketed through national and regional publishing houses, such as academic textbooks, is regarded by KSU as legitimate and recognized forms of scholarship. As outlined in BOR policy, there are conditions on the adoption of textbooks and other instructional materials written by faculty members. Prior to adoption of such materials in a faculty member's own course, approval must be obtained from a department selection committee. The existence of such a committee is necessary to prevent any possible conflict of interest.

As outlined in BOR policy, faculty cannot resell sample texts provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts.

At times, faculty members may wish to develop instructional materials that are compilations for local use in their own classrooms. Consistent with BOR policy, royalties may not be paid to

individual faculty for compilations he/she produces for copy and resale through any bookstore (internal or external to the institution). Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through any bookstore (internal or external to the institution).

Conflicts of interest concerns arising as a result of sales of textbooks or other instructional materials should be directed to the Provost.

2.7B. Procedures Associated with Textbook Policy

Each KSU academic department will internally determine the makeup and process of the department selection committee according to their own customs and shared governance documents. If multiple departments share a course, those departments will determine whether a single or multiple department or college selection committee is used. It is recommended that department selection committees use the following guiding principle when determining whether a faculty member can use his/her own textbook and/or instructional materials in a course: Faculty are encouraged to author their own course materials at KSU as part of an acceptable form of scholarship and creative activity. The review of faculty authored material by a department committee is for the sole purpose of clearing any potential conflict of interest by the university. Accordingly, the following questions are relevant to a department review of a faculty authored book or material: A) Are the textbook and/or instructional materials relevant to the goals and objectives of the course? B) Does the course syllabus indicate whether the text and/or instructional materials are required vs. recommended for the course? C) Are the textbook and/or instructional materials sold to the students directly by the instructor (not allowable) or through retailers such as the KSU Bookstore (allowable)? D) Is there any evidence that the use of the textbook and/or instructional materials would create an apparent or actual conflict of interest for the university?

The selection committee will give faculty seeking to adopt their own published materials in their own course(s) a decision and rationale for that decision in writing within a reasonable amount of time after a request for approval is made (within 30 days).

Appeals of selection committee decisions, if any, will proceed to the Dean, and appeals of the Dean's decision, if any, will proceed to the Provost. The appealing party at each level will state anew the basis for the appeal in writing within seven days after notice of a decision by a selection committee or Dean. Denial or acceptance of an appeal by the Dean or Provost will be in

writing, issued within 30 days, and communicated to the requesting faculty, the selection committee, and the Dean.

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:

Grades	Definition	Quality Points per Credit Hour
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 ALL credit by examinations.

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.

WM – This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in Section 7.3.5.3 of this Policy Manual. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

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 up to the last week 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 week 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.

Compliance with Federal Regulations Governing the Disbursement of Financial Aid Attendance Verification Procedures

Federal regulations governing the disbursement of financial aid require institutions to verify student attendance in class. Institutions disbursing Federal funds are also required to record the last date of attendance for students who stop attending class and return the appropriate funds to the U.S. Department of Education, based on institution refund percentages. Federal Regulation is part of the "Pell Recalculations" – 34 CFR 690.80.

To comply with these regulations, the following Attendance Verification procedures will be implemented at the time of final grade submission each semester.

1. Verification of Attendance: (Effective Fall 2013)
   Faculty should submit a "NA" grade for students who never attended class where attendance/roll is recorded or never participated in an academically-related activity. "Academic attendance" and "attendance in an academically-related activity", include, but are not limited to:

   - Submitting an academic assignment;
   - Physically attending a class where there is an opportunity for direct interaction between the instructor and students by taking an exam, an interactive tutorial, or computer-assisted instruction;
   - Attending a study group that is assigned by the institution;
   - Participating in an online discussion about academic matters; and
   - Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

   "Academic attendance" and "attendance in an academically related activity" do not include activities where a student may be present, but not academically engaged, such as:

   - Living in institutional housing;

- Participating in the institution's meal plan;
- Logging into an online class without active participation;
- Attending an on-campus class without any level of academic/active participation or
  participating in academic counseling or advisement.

For example, if a student attended during class before the add/drop deadline, but never attended after then or did not complete any academic-related activity, the grade should be a "NA."

2. Unofficial Withdrawals- Last Date of Attendance: (Effective Spring 2014)
   Faculty should submit a W or WF grade for students who stop attending class and do not officially withdraw as follows:
   - For students who stop attending class on or before the published "Last Day to Withdraw without Academic Penalty date, a grade of W or WF should be assigned based on the student's status in the course.
   - For students who stop attending class after the published "Last Day to Withdraw without Academic Penalty" date, and prior to the last day of class, a grade of WF should be assigned.

   Faculty should also submit the last known date of academically-related activity (i.e., exam, test, assignments, etc.) should be entered into the "Last Attend Date" field. If the last date of attendance or class participation is unknown, faculty should leave this field blank.

   The university recognizes two types of F grades – an earned F and WF. The WF grade is assigned when a student stops attending class (unofficial withdrawal) after the published "Last Day to Withdraw without Academic Penalty" date, and prior to the last day of class.

All W and WF grades assigned as part of the Attendance Verification Procedures will count towards the number of W grades allowed, as defined in the University Course Withdrawal 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.
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. 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 polices 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

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. See also section 2.9, Compliance with Federal Regulations Governing the Disbursement of Financial Aid Attendance Verification Procedures

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. 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

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 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;
- 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 and research 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 and research faculty (optional);
- Sixth year reviews of non-tenure track faculty with professorial rank, including clinical and research faculty.

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 three basic performance areas in which faculty may be evaluated at KSU are teaching, research and creative activity, and professional service. 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 noteworthy achievement in all three areas but must be noteworthy in at least two and satisfactory in the third. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual Sections 8.3.5, 8.3.6, and 8.3.7). What constitutes appropriate activities/noteworthy achievement in all three 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 10% 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; research and creative activity; professional service;
- 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 basic categories of faculty performance at KSU are teaching, research and creative activity; and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. 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,

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. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions 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.

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

B. 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 (peer-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. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review.

College and departmental guidelines must identify the specific criteria for determining quality and significance of 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, the faculty are expected to demonstrate the quality and significance of the faculty member's accomplishments.

In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished 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 Department, College, or 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. Those faculty serving as administrators may engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities 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.

For those in administrative roles, they should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of research or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass

University, college, and departmental goals in teaching, research and creative activity, and professional service.

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

A. Definitions of Scholarly Activity and Scholarship

Scholarly is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. 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 critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas. 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.

Examples of Scholarly Accomplishments in Teaching

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. Professional development activities such as attending workshops and conferences related to teaching are another example of scholarly accomplishments.

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

Examples of Scholarly Accomplishments in Professional Service
Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. 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:

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

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

B. Quality and Significance

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

Clarity and Relevance of Goals

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

Mastery of Existing Knowledge

Faculty members must be well-prepared and knowledgeable about developments in the relevant context of their scholarly activity. The ability to educate others, conduct meaningful 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). 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 (BoR Policy Manual 8.3.7.4; Academic and Student Affairs Handbook, 4.4.1). 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).

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 limited term, 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 part-time, limited term, temporary or visiting faculty member at KSU does not earn credit toward the probationary period if the individual is hired later into a regular permanent faculty status. However, BoR policy (8.3.8) does allow for credit toward tenure for a lecturer/senior lecturer.

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 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.

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 and credit towards promotion (BoR Academic and Student Affairs Handbook 4.5.1) 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
Associate Professor	4 years as Assistant Professor
Professor	4years as Associate Professor

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. 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.

2. 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.

3. 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).

Non-tenure track lecturers 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 two full academic years of service at KSU (including the year of review) at the rank of lecturer to be eligible for promotion to rank of senior lecturer.

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

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.

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 six 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; 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	4 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	4years 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.

Conversion from Tenure Track to Non-Tenure Track Faculty

If a tenure track faculty requests and is granted a conversion to a 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.

4. **General Expectations for Librarian Faculty at the Professorial Ranks**

Librarian faculty at Kennesaw State University are educators-practitioners engaged in professional librarianship. Professional librarianship is defined within the field as professional library service in support of the educational, research, and service functions of the university. Professional librarianship includes, but is not limited to, the following activities:

- Ensuring high quality service, consultation, and comprehensive reference services to students, faculty, and other clients
- Providing enhanced access to information and contributing to global, networked information resources
- Acquiring, organizing, managing, and preserving information resources in a broad range of formats
- Creating an environment conducive to learning and research
- Teaching information retrieval and evaluation using current and emerging technologies

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 librarian 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.

The terminal degree appropriate for initial appointment to all academic ranks as a library faculty member in the Horace W. Sturgis Library is an ALA-accredited master's degree or international equivalent in librarianship/information science. For those library faculty with specialties in other areas, such as archives or automation, an additional master's degree in the appropriate field may be a valid terminal degree.

Similar to tenure track faculty, faculty performance is evaluated for librarian faculty through two processes: annual reviews and multi-year reviews. Librarian 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 librarian 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 librarian faculty at the different ranks.

Librarian Assistant Professor
Faculty members at this rank are adapting to the expectations of the academy and KSU and getting established in the library. This rank provides opportunities to learn job responsibilities and develop expertise in one's area of specialization. As Librarian Assistant Professors gain experience, they are expected to improve their job performance and take progressively more responsibility for their own day-to-day assignments.

Librarian Associate Professor
Librarian Associate Professor is the rank for library faculty with four or more years of experience who have demonstrated an excellent quality of job performance in their area of specialization. Individuals at this rank provide contributions to the library and the institution. Individuals at this rank also demonstrate significant engagement in professional activities. Individuals at this rank also build leadership and administrative skills and begin to demonstrate the ability to anticipate the needs of the organization.

Librarian Professor
Librarian Professor is the rank for librarians with nine or more years of experience who have consistently demonstrated excellent and outstanding job performance. Individuals at this rank are leaders within the library and the institution. In addition, individuals at this rank are recognized as leaders within the profession through contributions in areas of professional activities.

Librarian 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
Librarian Associate Professor	4 years as Librarian Assistant Professor
Librarian Professor	4years as Librarian 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.

Librarian 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 librarian 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 librarian faculty; third and sixth-year reviews stop at the level of the dean.

Librarian faculty must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The librarian 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 Librarian Faculty. Similar to the annual review and tenure and promotion process for tenured and tenure track faculty, librarian 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.

General Expectations for Research Faculty at the Professorial Ranks

Research Faculty engage in scholarly and creative research appropriate to their field of specialization and to the mission(s) of their particular unit. They are expected to investigate new ideas, to reinterpret established ideas, and to disseminate results of their research through media appropriate to their discipline. These individuals have potential to establish a research program and obtain independent research grants and contracts as principal investigators. They may also be involved with instructional, service, and administrative roles related to research and may apply for Graduate Faculty status to allow them to serve on graduate committees and direct graduate students and postdoctoral scholars. (Note that Research Faculty who will be instructor of record for an academic course must obtain prior approval through the Office of Academic Affairs.). Research faculty are expected to have obtained the terminal degree of the discipline (or equivalent), and most often have postdoctoral research experience prior to appointment. These guidelines apply equally to temporary, part-time and full- time Research Faculty.

The following Research Faculty ranks are recognized at KSU: Research Assistant Professor, Research Associate Professor, and Research Professor. Research 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), Research faculty generally spend the large majority of their time engaged in research and creativity activity. They may give "distinguished" titles such as Professor of Professional Practice, Professors of Practice, Artist in Residence; However, research faculty using such distinguished titles will be officially classified as, and meet/follow the criteria, rules etc. for, one of the official titles/positions described above that we recognize and use. It is only their official title/classification that goes on any contract, agreement, official paperwork, etc.

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 Research 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.

A department must receive approval from the dean and Provost/VPAA to become a Research faculty appointment and promotion department. Departments and colleges with approval for Research faculty must incorporate into their guidelines the criteria for the third year review, promotion, and sixth year review of Research 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 Research faculty through two processes: annual reviews and multi-year reviews. Research 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: a) their grant or other funding support expires, or 2) they are 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 Research 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 Research faculty at the different ranks.

Research Assistant Professor
Individuals eligible for appointment to this rank should possess strong potential for creative and productive research. In addition, they should show clear potential for obtaining independent research grants or contracts on which they would serve as co-principal or principal investigators.

Research Associate Professor
A candidate must have demonstrated consistency and direction in his/her research or research service, and must have achieved a substantial measure of accomplishment or creative contributions in the field of specialization. The faculty member establishes a strong record of research accomplishments with broader impact and recognition within and beyond the University.

Research Professor

Research Professors are experienced and senior members of the faculty who have become highly accomplished in their research 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 research specialty areas. These contributions are in on-campus and off-campus work. Research professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit national or international attention and recognition. Research professors continue to grow and develop in their research 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.

Research 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 research 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
Research Associate Professor	4 years as Research Assistant Professor
Research Professor	4years as Research 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.

Research 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 Research 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 Research faculty; third and sixth-year reviews stop at the level of the dean.

Research faculty must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The Research 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 Research faculty. Similar to the annual review and tenure and promotion process for tenured and tenure track faculty, Research 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.

General Expectations for Academic Professionals

According to BoR policy 8.3.8.3, the following stipulations apply to all Academic Professional positions:

1. The position requires an appropriate terminal degree, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution president (BoR Minutes, February 2007).
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment.
3. The position is not a tenure-track position, and the holder of the position is not eligible for consideration for the award of tenure, or for probationary credit toward tenure.

The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions. Examples include:

1. Managing instructional laboratories;
2. Assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs;
3. Being responsible for general academic advising;
4. Assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs; and,
5. Working with tenure-track faculty members in course and curriculum development and in the laboratory.

(BoR Minutes, October 2008)

The following Academic Professional ranks are recognized at KSU: Academic Professional Associate, Academic Professional, and Senior Academic Professional. Academic Professional 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), Academic Professionals generally spend the large majority of their time engaged administrative activities. These guidelines apply equally to temporary, part-time and full- time Academic Professionals.

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 Academic Professional 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.

A department must receive approval from the dean and Provost/VPAA to become a Research faculty appointment and promotion department. Departments and colleges with approval for Research faculty must incorporate into their guidelines the criteria for the third year review, promotion, and sixth year review of Research 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 Academic Professionals through two processes: annual reviews and multi-year reviews. Academic professionals 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: a) their grant or other funding support expires, or 2) they are 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 Research 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 Academic Professionals at the different ranks.

Academic Professional Associate

This is an entry-level rank which normally requires completion of the terminal degree in a disciplinary area related to position responsibilities.

Academic Professional
Appointment to this rank ordinarily requires completion of the appropriate terminal academic degree. It also requires significant related experience or promotion from the rank of Academic Professional Associate. Ordinarily at least four years as an Academic Professional Associate would be required before promotion to the rank of Academic Professional. The quality of performance and potential for development must be recognized by peers.

Senior Academic Professional
Appointment to this rank ordinarily requires the appropriate related terminal degree. It also requires evidence of superior performance in the chosen field, recognition by peers, and successful related experience. Promotion to Senior Academic Professional from the rank of Academic Professional requires at least five years at that level, evidence of superior performance and recognition by peers (whether national, regional, or local as appropriate for the position).

Academic Professionals 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 academic professional to be eligible for promotion to rank of academic professional associate and five full academic years of service at KSU (including the year of review) at the rank of academic professional associate to be eligible for promotion to the rank of senior academic professional.

For Promotion to	Minimum Service in Rank
Academic Professional	4 years as Academic Professional Associate
Senior Academic Professional	4years as Academic Professional

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.

Academic professionals of all ranks 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 academic

professionals and academic professional associates) and for the required sixth year review (for senior academic professionals). 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 academic associate'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 academic professionals 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 academic professionals; third and sixth-year reviews stop at the level of the dean.

Academic professionals must prepare a portfolio for the optional promotion consideration and the required third year and sixth year performance reviews. The Academic Professional'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 Academic Professionals. Similar to the annual review and tenure and promotion process for tenured and tenure track faculty, Academic Professionals 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.

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. 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 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

- For Administrators, additional 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

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), , and Tenured Faculty with Professorial Rank)	
Mid-August	Submit Portfolio to Department Office
Mid-August to Mid-September	Department Review Committee review (see NOTE)
Mid-September to Early October	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)
Early October	Portfolio is Transferred to the Dean's Office by the Department Chair
Early October to Early November	College Dean's review (see NOTE)
Early November	Portfolio is transferred to Provost/VPAA's Office (except portfolios with any negative decisions or requests for additional review go directly to College committee)
November to December	College Committee review (portfolios with any negative decisions or requests for additional review)
November-December-January	Provost/VPAA Review and Referral to College Committee as needed
January to Early February	College reviews as needed Based on Provost/VPAA's request (see NOTE)
February and March	Provost/VPAA and President recommendations (see NOTE)
April	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, , and All Faculty with Professorial Rank) and Sixth Year Reviews (for Senior Lecturers and Non-Tenure Track Faculty with Professorial Rank, including Clinical Faculty)	
Mid-September	Submit Portfolio to Department Office
Mid-September to Mid-October	Department Review Committee review (see note)
Mid-October to Early November	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)
Early November	Portfolio is Transferred to Dean's Office by Department Chair
Early November to Early December	College Dean Review (see note)

For Post-Tenure Review (for Tenured Faculty)	
Early October	Teaching Faculty Submit Portfolio to Dean's Office
Early-October to Early November	College PTR Committee Reviews Teaching Faculty (see note)
Mid-November to Early January	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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Brand, M. (Nov/Dec 2000). Changing roles in research universities. Change, 32(6), 42-46.

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

Boyer, E. L. (1996). The Scholarship of Engagement. Journal of Public Service & Outreach, 1(1), 21.

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).

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, research, and librarian faculty with rank
- Full-time academic professionals with faculty status
- Limited term, 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, 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, Research 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, Research 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, Research 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.

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.

Academic Professionals - The designation Academic Professional applies to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions. Academic professionals are not eligible for the award of tenure. Academic professionals are appointed on a year-to-year basis. Deadlines for providing written notice to academic professionals on non-reappointment for the subsequent year are provided in Section 3 of this handbook in the section on non-tenure-track faculty.

All teaching faculty must have qualifications that satisfy all SACSCOC accreditation requirements

4.1.2. Graduate Faculty Status and Permission to Teach Graduate Courses

The Office of the Vice President for Research and Dean of The Graduate College, who is responsible for ensuring institutional standards for graduate programs, grants permission to teach graduate courses and admission to the University's Graduate Faculty. Consistently with University policy and accreditation standards, instructors may not serve in a primary instructional role in any post-baccalaureate activity for which University graduate hour credit is sought or awarded without prior or concurrent review and approval by the Office of the Vice President for Research and Dean of The Graduate College.

Appointment to the Graduate Faculty carries approval to teach graduate courses, eligibility to participate on graduate committees, and eligibility to elect representation to graduate committees. Graduate Faculty members 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. Appointment to the Graduate Faculty 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. Appointment to the Graduate Faculty does not carry with it the right to teach a particular graduate course or engage in graduate educational experiences (e.g., service on dissertation or thesis committees). These assignments are made at the departmental level.

Criteria for Granting Permission to Teach Graduate Courses

In determining whether an instructor is academically qualified to teach graduate courses, The Graduate College is guided by the Academic Credentials standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for teaching graduate and post-baccalaureate courses. SACSCOC uses a graduate course – not a program – as the unit of

compliance, requiring instructors to hold an earned doctorate/terminal degree in a teaching discipline relevant to the particular course being taught. SACSCOC also recognizes that, in unusual circumstances, individuals may demonstrate the competence, effectiveness, and capacity to teach graduate courses through means other than a terminal degree, including relevant professional licensures, examination, certification, awards, or continuous documented excellent in teaching. In such cases, the individual must provide acceptable evidence of these proficiencies prior to being assigned to teach a graduate course.

All applications to the Graduate Faculty or requests for permission to teach graduate courses must be submitted in writing through the process identified by The Graduate College. Permission to teach graduate courses will be given in writing, and will be recorded in the University's Faculty Information System (FIS). Permission to teach graduate courses is limited to those courses specifically identified by The Graduate College, and subsequent requests to teach additional graduate courses must be submitted separately.

Appointment to Graduate Faculty or Graduate-Affiliated Instructors

Graduate Faculty

Graduate instruction at Kennesaw State University consists of the Graduate Faculty (Full and Provisional members of the Graduate Faculty), and graduate-affiliated instructors.

Full Membership in the Graduate Faculty

For a Full Appointment to the Graduate Faculty, 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 Graduate College's expectations for graduate faculty, and
· Hold an appropriate terminal degree for the faculty member's discipline, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

Full Appointments are made for a period of up to five years.

Provisional (or Initial) Membership in the Graduate Faculty

For a Provisional (or Initial) Appointment to the Graduate Faculty, 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,
· Hold an appropriate terminal degree for the faculty member's discipline, 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.

Graduate-Affiliated Instructors

Graduate-affiliated instructors include temporary members, clinical professionals of practice, and instructors granted permission to engage in graduate instruction.

Temporary
For a Temporary Appointment, 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...

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.

Clinical Professional of Practice

For appointment, a Clinical Professional of Practice member must:

- Hold any form of non-tenure track position at KSU (part-time, temporary, adjunct, visiting, clinical, etc.),
- Have some teaching experience, or demonstrate high potential for effective teaching consistent with The Graduate College's expectations for graduate faculty based upon professional experience, and,
- Have an active program of scholarship or creative activity consistent with The Graduate College's expectations for graduate faculty based upon professional experience, and,
- Hold the relevant terminal disciplinary degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience (i.e., professionally qualified).

A Clinical Professional of Practice appointment is typically awarded to a non-tenure track faculty member who will teach a graduate course or serve on a graduate student committee. Clinical graduate appointments are typically made for a one (1) to three (3) year period reflecting the assignment in the graduate domain (MS or PhD committee member, temporary teacher, outside reviewer of graduate performance, Visiting Scholar, etc.). They may be renewed. Appointment as a Clinical Professional of Practice does not carry the rights and privileges of Full or Provisional membership on the Graduate Faculty (such as serving on committees limited to Graduate Faculty members or voting on Graduate Faculty matters). However, when assigned to a students' graduate committee and solely in that context, they do have the right to vote as a Member of the Graduate Faculty would.

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.

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 appointments to the Graduate Faculty. The Vice President for Research and Dean of the Graduate College approves all other graduate teaching appointments. 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. The status is effective as of the day of the award.

The Graduate Dean may review the award of Graduate Faculty status or permission to teach at any time.

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[1]

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.

[1] *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.*

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.

Joint Academic and Administrative Appointments Involving Two or More Divisions[2]

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

[2] *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.*

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.

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). Contracts for 12 month faculty begin at the first of the month and usually begin on July 1 of the contract year.

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 limited term 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 (http://kennesaw.edu/facultyaffairs/assets/faculty-search-guidelines.pdf).

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 (assistant professor, associate professor, professor, clinical assistant professor, clinical associate professor, clinical professor, librarian assistant professor, librarian associate professor, and librarian professor, research faculty) 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, limited term, or part-time positions, or persons with courtesy appointments, such as adjunct appointments.

Full-time Lecturers, Senior Lecturers and Academic Professionals

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, Senior Lecturers, and Academic Professionals have the presumption of reappointment for the subsequent year unless notified in writing as follows.

a. for lecturers, senior lecturers, and academic professionals 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, senior lecturers, and academic professionals 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 lecturers, senior lecturers, and academic professionals 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 academic professionals and promotion of lecturers to senior lecturers and promotions for academic professionals 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 limited term faculty is used for visiting faculty.

4.1.11. Limited Term Faculty Appointment

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 limited-term assignment. Such a limited term 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 limited term 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. Regular Faculty who are not hired through a competitive search will typically be given a "term" appointment for one academic or fiscal year, and may be reappointed for one (1) additional year, not to exceed a total duration of 2 years.

4.1.12. Part-time Teaching Faculty Appointment

Part-time faculty are non-tenured faculty employed at a single USG institution or at more than one USG institution and are subject to the following conditions:

1. Are employed as-needed, on a-per-course, per semester limited term basis, based on standard work hours, at the discretion of the institution without a contract and will receive no compensation unless a part-time assignment is given
2. Are not accruing time toward tenure
3. Are required to sign a letter of agreement for each appointment period
4. Are not the same as adjunct (courtesy) faculty appointments
5. Are not eligible for USG benefits, unless the part-time appointment is regular and .5 FTE or greater, in which case the benefits offered will be based on FTE in accordance with the Employees Categories policy in the BoR Human Resources Administrative Practices Manual (http://www.usg.edu/hr/manual/employee_categories)
6. Are required to work an average of less than 20 standard hours per week over the academic year or else become fully or partially benefits eligible. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 20 standard hours per week condition (BoR Human Resources Administrative Practices Manual)

An institution employing faculty at a 0.5 FTE or greater, other than in a temporary status based on the definition in the Employee Categories policy in the Human Resources Administrative Practices Manual, must be considered partially or fully benefits eligible and treated accordingly.

Academic Qualifications

Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts and have qualifications that satisfy all SACSCOC accreditation requirements. 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 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

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. Part-time faculty employed on an as-needed basis are not eligible to participate in the university's fringe benefit programs. All part-time faculty workloads (both teaching load plus additional duties) must comply with the Affordable Care Act (ACA) mandates. Calculations for standard work hours can be found in the BoR Human Resources Administrative Practices Manual (http://www.usg.edu/hr/manual/employee_categories).

Attainment of an earned doctorate or terminal degree will raise the compensation level and rank of a part-time faculty member effective the next semester after receipt of official graduate

transcripts. 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 19.5 standard work hours per week. (See BoR Human Resources Administrative Practices Manual)

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.

During the Summer Session, a part-time faculty member should be limited to teaching no more than one three-hour or four- credit hour course in order to be employed less than half-time during that abbreviated term.

Part-time 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 based on actual hours worked rather than the standard instructional semester hour rate for academic course assignments.

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. Conversions to and from 12-month status are effective at the start of the new fiscal year (July 1).

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.

4.1.18. KSU Academic Affairs Electronic Records Policy

The Office of Academic Affairs at Kennesaw State University recognizes electronic records as the official and authoritative records.

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 contract (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 Hays 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

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 within 14 days of the beginning of the leave 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

Emeritus/Emerita status is a title signifying honorable and distinguished service to Kennesaw State University. Consistent with Board of Regents policy (8.3.13), a president may, at his or her discretion, confer the title of emeritus/a on any retired (not resigned) tenured associate professor or professor, who at the time of retirement from KSU, had ten (10) or more years of continuous, full-time service (not equivalent) to the University System of Georgia with a minimum of the last five (5) of those years at KSU. For teaching faculty members with the rank of professor or associate professor, the "emeritus" designation is appended to the rank held at the time of retirement, e.g., professor emeritus. For academic administrators, the emeritus designation, upon approval by the Provost and the President, is appended only to the most senior administrative title held at Kennesaw State University, which may be held at or prior to the time of retirement, e.g., dean emeritus. The emeritus designation is not awarded for administrative titles held on an "acting" or "interim" basis. 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. Emeritus appointment is not guaranteed and is not accorded to part-time faculty members nor to faculty terminated for cause.

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from Kennesaw State University for the "emeritus/emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon:

1. Meritorious service to Kennesaw State University.
2. Notable career performance at Kennesaw State University.
3. Nomination and recommendation by a department peer review committee, chair, dean, and the Provost and Vice President for Academic Affairs.

The following procedure will be used to develop recommendations:

The employee seeking the "emeritus/emerita" title shall submit the *"Recommendation for Award of Emeritus/Emerita Status"* form to his or her Chair within a timeframe of 30 days prior to or 30 days following the official retirement date. An employee may be nominated for emeritus status by another employee in the same unit, with the nominee's consent.

A) Process for faculty and academic administrators requesting Emeritus Status:

1. The *"Recommendation for Award of Emeritus/Emerita Status"* form must be accompanied by a one page description summarizing the faculty member's accomplishments at KSU, and a current vita.
2. The Chair or unit head will appoint a peer review committee consisting of a minimum of three members. This review committee may be the Department Tenure & Promotion committee. After reviewing all materials submitted, by checking the appropriate box on the *"Recommendation for Award of Emeritus/Emerita Status"* form, the committee shall indicate their recommendation (either positive or negative). Their recommendation will be based on a simple majority vote of the committee. They will then forward the form, the employee's summary of accomplishments, and vita to their Department Chair/School Director.
3. After reviewing all materials submitted, by checking the appropriate box on the *"Recommendation for Award of Emeritus/Emerita Status"* form, the Chair/Director shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to their Dean.
4. After reviewing all materials submitted, by checking the appropriate box on the *"Recommendation for Award of Emeritus/Emerita Status"* form, the Dean shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to their Provost.
5. The Provost will forward all recommendation materials to the President for final action.
6. The recommendation of the President shall be conveyed to the candidate no later than three months after the initial request date.

Upon approval of emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:

- KSU emeritus faculty/administrator photo identification card.
- Full library privileges, using emeritus I.D. card, including borrowing rights and interlibrary loan privileges.
- Emeritus Faculty and Administrators not currently employed by KSU may park in visitor parking at no charge.
- Faculty discount on selected KSU Bookstore purchases.
- Admission to campus events the same as an active employee.
- Invitation to march in academic procession at Commencement or other occasions
- Invitation to attend opening of university faculty meetings.

- Living emeritus faculty and administrators will be listed in the university catalogues and the faculty/staff directory.
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest, unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited.
- Emeritus faculty shall have continued use of KSU e-mail address.
- Emeritus faculty and administrators may serve as a consultant to various standing and *ad hoc* committees of the University, College or Department when called upon by a committee chairperson and approved by the President, Provost/VPAA, Dean, or department Chair.
- All emeritus faculty and administrators are eligible for a free membership at the KSU Fitness Center on the same basis as regular faculty & staff.
- All emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the Department Chair, Dean and Provost/VPAA and subject to procedures for rehiring retired employees.
- Mail services shall be provided by the department for emeritus faculty, subject to certain restrictions.

In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an emeritus faculty may be entitled to:

- Laboratory/experimental/performance/studio space. This **is not** an entitlement for all faculty who make the transition to emeritus status. Rather, such space will be recommended by department chairs to the dean whenever possible for those individuals who maintain an active research/creative activity program that is characterized by: (a) sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students; (b) continuing contributions to the department's academic mission and vision; and (c) demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (e.g. books, articles, chapters, patents, presentations, performances, etc.).
- Retention or use of certain pieces of equipment, computers etc. as approved by their Department Chair and Dean. The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of KSU.
- An emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters or undergraduate students with approval from the respective Department Chair and subject to procedures for rehiring retired employees.

- Serve as a dissertation/thesis committee member with approval from the respective Department Chair and subject to procedures for rehiring retired employees.
- Emeritus business cards upon request to the Chair of their home department and subject to budgetary constraints.

Implementation of Emeritus Policy

Individuals retiring from KSU prior to implementation of this policy who were not awarded Emeritus Status at the time of retirement may submit a written request for Emeritus Status to the appropriate the office of the Associate Vice President for Faculty. This request, inclusive of supportive documentation, must be received by no later than 30 August 2014. All requests will be reviewed and a decision regarding Emeritus Status will be made no later than 30 September 2014. No requests for consideration for Emeritus Status (for those individuals not awarded Emeritus Status at the time of their retirement) will be considered after the 30 August 2014 deadline.

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 (470-578-6112), 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

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. 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

I. Overview

Kennesaw State University is committed to the prompt and fair resolution of the concerns of faculty. The Faculty Conflict Resolution Procedures described below have been formulated to help members of the Faculty resolve interpersonal workplace disagreements. No person's status with Kennesaw State University will be adversely affected in any way as a result of using these conflict resolution procedures. Any attempt to retaliate against a person for participating in conflict resolution under these procedures will be subject to disciplinary action, up to and including termination. 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.

Except when conduct is alleged to violate established policies and procedures, a grievance review will not be available to dispute claims about:

1. investigations or decisions reached under Kennesaw State University's Title IX/Sexual Misconduct or Non-Discrimination Policy (See KSU Office of Diversity and Inclusion),
2. promotion and tenure decisions (See Kennesaw State University Faculty Handbook Section 3.5 – General Expectations for Tenure, Promotion, and Post-Tenure Review),
3. performance evaluations (See Kennesaw State University Faculty Handbook Section 3.7 – Faculty Review Process),
4. hiring decisions (See Kennesaw State University Faculty Handbook Section 4.1.5 – Filling Vacant Faculty Positions and Faculty Search and Screening Process),
5. changes to administrative appointments (See KSU Faculty Handbook Section 1.1),
6. administrative changes to student grades,
7. salary decisions (See Kennesaw State University Faculty Handbook Section 4.2 – Compensation & Benefits),

8. transfers or reassignments (See Kennesaw State University Faculty Handbook Section 4.1.7 – Redirection and Reassignment of Filled Faculty Positions),
9. removal of a faculty member or non-renewal of a contract of a non-tenured faculty (see KSU Faculty Handbook Section 4.1.9; BoR Policy Manual 8.3.9.1, 8.3.9.2, 8.3.9.3),
10. termination or layoff because of financial exigency or program modification (Board of Regents Policy Manual 8.5.2 – Layoffs or Terminations; 8.3.7.10 – Termination/Layoff of Tenured Personnel due to Program Modification),
11. normal supervisory counseling (for example, chair discussing classroom management issues with a faculty; dean discussing handling of personnel issues), and
12. scholarly misconduct (KSU University Handbook Section 5.2.3).

II. Informal Procedures for Resolving Conflict

While informal resolutions are not required, all faculty are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. As necessary, a faculty member may also informally resolve conflicts by contacting their immediate supervisor. The supervisor should then arrange a meeting with the faculty member, and all concerned should make a good faith effort to resolve the problem. Good faith efforts to informally resolve the conflict may include conferring with University administrators to evaluate and assist with the informal resolution of the conflict.

If the faculty member's conflict is with his/her first line supervisor or some other person that the faculty member does not wish to approach directly, the faculty member may talk with their next line supervisor or the Office of the Ombudsman.

The Office of the Ombudsman provides confidential and informal assistance in the resolution of university-related concerns. An Ombuds cannot impose solutions, but can help identify options and strategies for resolution.

Parties interested in consulting with the Ombuds are encouraged to contact the office as soon as possible, but may seek informal assistance at any point in their attempts to resolve a conflict or grievance.

If the conflict cannot be resolved through the efforts outlined above, then a faculty member may pursue a formal grievance review and resolution as described below.

III. Formal Procedures for Resolving Grievances

A grievance is a written complaint. A grievance review will be available to handle claims that a person has been harmed by any action that violates the policies of either Kennesaw State University or the Board of Regents of the University System of Georgia. These procedures assure that any faculty member within the University community who has a complaint will have access to an internal process that provides 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. While the Ombuds is available to consult with anyone at any time during the formal process, the Ombuds is never a part of the formal process.

Formal Grievance Resolution

In general, all formal grievances should be reviewed at a minimum of two levels if possible, within the complainant's college/unit including the head of the academic or administrative unit or his/her designee. If the respondent (individual against whom complaint is brought) is the faculty member's immediate supervisor, then the review process will start at the next administrative level below the level of the Provost. If two levels of review are not possible, then the grievance is reviewed by the Associate Vice President for Faculty prior to submission to the Grievance Hearing Committee (see "Routing of Formal Grievance Complaint Form" and flowchart below).

Supervisory Level Review

A complainant (aggrieved faculty member) must file a formal written grievance using the Grievance Form, by the last day of the next semester (fall and spring semesters only) of the event that has given rise to the grievance. Within 21 calendar days of receipt of the grievance, the complainant's immediate supervisor must investigate and provide a written response to the complainant's grievance including sources of information used to make a decision. The investigation may include:

1. meeting with complainant, respondent (and any other necessary parties) to develop an understanding of the grievance,
2. reviewing appropriate written policies and procedures, and
3. consulting with the appropriate University administrators, as needed, for advice and clarification of any policies or procedures.

Next Level Review

The complainant will have 10 calendar days from the date of the immediate supervisor's decision letter to appeal to the next level within the complainant's employment unit. The next level supervisor will review the grievance, investigate and provide a written response within 21 calendar days. The investigation may include:

1. meeting with complainant, respondent (and any other necessary parties) to develop an understanding of the grievance,
2. reviewing appropriate written policies and procedures, and
3. consulting with the appropriate University administrators, as needed, for advice and clarification of any policies or procedures.

Petition for Review

If a complainant wishes to appeal after completion of the next level review of the matter, a petition for review (the completed Grievance Form) must be submitted to the Grievance Hearing Committee through the Associate Vice President for Faculty within 10 calendar days of the date of the final decision letter of the head of the academic or administrative unit or his/her designee. A copy of the petition for review will be provided to the respondent(s).

To ensure that the petition clearly identifies pertinent issues, the Grievance Form must be completed in its entirety that will include the following:

1. Name of complainant;
2. Complainant's job title;
3. Name of complainant supervisor (or next level supervisor if direct supervisor is named as a respondent);
4. Name(s) of the respondent(s);
5. The nature of the problem or complaint including any attempts at an informal resolution; all relevant documentation must be included at this time;
6. The event(s) that has/have led to your grievance against the respondent;
7. The communication that has taken place between the complainant and his or her academic department head, supervisor and/or next level supervisor concerning the matter;
8. Responses from supervisor(s);
9. The reason the complainant disagrees with the response from your supervisor (or 2nd level supervisor if direct supervisor is a respondent);
10. The complainant's suggestion for proper resolution of the matter;
11. Identification of any witnesses who may have relevant information regarding the complaint; and
12. Signature of complainant and date (electronic submission of Grievance form constitutes your signature).

Pursuant to Section IV of this policy, the Associate Vice President for Faculty will constitute the Grievance Hearing Committee within 15 calendar days of receipt of the petition for review. Within 14 calendar days of the establishment of the Grievance Hearing Committee, the Associate Vice President for Faculty will convene the initial organizational meeting of the Grievance Hearing Committee. The Chair of the Grievance Hearing Committee will schedule a meeting to review the petition for review within 10 calendar days of the initial organizational meeting, unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

The respondent will have an opportunity to identify witnesses and provide documents to the Grievance Hearing Committee. A copy of the documents will be provided to the complainant.

A complainant who wishes to address the Grievance Hearing Committee orally must make the request in the written petition. If no oral presentation is requested, the review

will be based upon the written record. The Grievance Hearing Committee may call a hearing if they deem necessary. If a hearing is called, it must be conducted within 21 calendar days, unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

When a hearing is called, the following procedures will apply:

1. The Grievance Hearing Committee chair will notify complainant and respondent of the date, time, and place of the hearing.
2. The hearing will be recorded via audio recording. Tapes and records of the hearings may be subject to disclosure under the Georgia Open Records Act. Archives will be kept in Faculty Affairs.
3. The petition will be heard by members of the Grievance Hearing Committee.
4. Members of the Grievance Hearing Committee will be excused from service on a particular case under the following circumstances:
    a. If they have a personal or professional relationship with any party to the case which would prejudice them from rendering an objective judgment in the case.
    b. If the case involves a student, faculty member or staff member in the same department or unit as a member of the Grievance Hearing Committee.
    c. In the event a committee member is excused from service on a particular case, the Faculty Senate, Chairs' and Directors Assembly, or Deans' Council will select an alternate from the appropriate constituency to serve on the committee for that case.
5. If an oral hearing is to be held, the complainant making the appeal shall present first in the hearing; respondent(s) shall present after the complainant.
6. The respondent against which the appeal is directed will be afforded the opportunity to attend and participate orally in the hearing if one is granted.
7. The Grievance Hearing Committee has the discretion to limit the presentation time of all parties; time limits will be determined in advance of any testimony and the same time limits will apply to all parties.
8. A faculty member may utilize an advisor of his/her own choosing to assist and advise the faculty member; however, attorneys are not authorized to participate in hearings before the Grievance Hearing Committee. Any Kennesaw State University faculty member may participate as an advisor in Grievance Hearing Committee hearings because of the faculty member's designation as a Kennesaw State University faculty member. The advisor is for advice and moral support. The advisor is not a witness and will not make statements to the Grievance Hearing Committee or present evidence at the hearing.
9. The Grievance Hearing Committee may invite witnesses identified by either party or any other witnesses that they deem necessary to participate by meeting with the Grievance Hearing Committee; if they prefer they may respond in writing to the Grievance Committee's request for information.

10. The Grievance Hearing Committee has the discretion to accept any additional information from either party as they deem necessary, and to request additional information from other university sources.
11. If an oral hearing is to be held, the chair of the Grievance Hearing Committee will choose the option that the complainant and respondent appear (a) separately, or (b) together. Parties will not be permitted to cross-examine each other during the hearing. Formal legal rules of evidence do not apply in the hearing.
12. The complainant has the burden of proving by the preponderance of the evidence that he/she has been wronged. If, at the conclusion of a review, the Grievance Hearing Committee is unable to reach a decision, the complainant fails to carry this burden and the finding should be in the respondent's favor.

Grievance Hearing Committee Findings

When the Grievance Hearing Committee has received the information it deems necessary to render a recommendation in a case, it will determine by majority vote what the Grievance Hearing Committee's findings and recommendations will be. Absent good cause, the findings and recommendations must be transmitted to the Provost, complainant and respondent(s), complainant and respondent's supervisor, within 14 calendar days of the conclusion of the hearing or committee meeting.

Decision of the Provost

Within 21 calendar days, the Provost, or his/her designee, will review the Grievance Hearing Committee's findings and render a written decision to resolve the formal grievance. The Provost has the discretion to conduct further investigation. The complainant or respondent may appeal the Provost's (or designee's) decision to the President within 10 calendar days. The Provost's findings must be transmitted to the complainant, respondent(s), complainant and respondent's supervisor, Chair of Grievance Hearing Committee.

Decision of the President

If the complainant or respondent appeals, the President or his/her designee will review the Provost's decision and Grievance Hearing Committee's findings in rendering Kennesaw State University's final decision. The Provost and Vice President for Academic Affairs or her/his designee has the discretion to conduct further investigation into the complainant's grievance. The President will normally furnish a decision to the complainant and respondent, complainant and respondent's supervisor, Chair of Grievance Hearing Committee, and Provost within 30 calendar days after receiving the Provost's decision and Grievance Hearing Committee's findings. If the President's review of a case requires longer than 30 days, the President will notify the parties of the delay.

Discretionary Review by Board of Regents

Pursuant to Board of Regents Policy 8.6, a faculty member aggrieved by the President's final decision in the matter may apply to the Board's Office of Legal Affairs ("BOR Legal Affairs") for a review of the decision. Review of the decision is not a matter of right, but is within the sound discretion of BOR Legal Affairs. If granted, the discretionary review shall be limited to the record from the institutional appeal process. Any petition to BOR Legal Affairs must be submitted in writing to BOR Legal Affairs within a period of 20 calendar days following the decision of the President. BOR Legal Affairs will determine whether the application for review shall be granted.

IV. Formation of a Grievance Hearing Committee

The Associate Vice President for Faculty will constitute a Grievance Hearing Committee of five committee members after consulting the shared governance body(ies) (Faculty Senate, Council of Academic Deans, and Chairs and Directors Assembly) of the complainant and respondent, ensuring that members of the Grievance Hearing Committee do not have a conflict of interest with the involved parties. The appropriate shared governance bodies will recommend to the Associate Vice President for Faculty the names of up to eight potential Grievance Hearing Committee members. The complainant and respondent may strike one each of the recommended Grievance Hearing Committee members. If either or both decline to strike a potential Grievance Hearing Committee member, the Associate Vice President for Faculty will randomly choose the five members. The Associate Vice President for Faculty will also select one alternate Grievance Hearing Committee member from the recommended pool of potential Grievance Hearing Committee members.

Organizational Meeting

The Associate Vice President for Faculty will proceed to make all arrangements for a formal hearing before a Grievance Hearing Committee and assure that all materials submitted are available to the Complainant, the Respondent(s) and Grievance Hearing Committee members in advance of the formal hearing. The initial organizational meeting of the Grievance Hearing Committee will be within 14 calendar days from the date of selection of the Grievance Hearing Committee. Upon convening the Grievance Hearing Committee, and in the presence of both the Complainant and the Respondent(s), the Associate Vice President for Faculty will give a brief charge to the Grievance Hearing Committee, specifying the allegations and summarizing the University policy. The Grievance Hearing Committee will elect a Chair by majority vote. The meeting will then be turned over to the Grievance Hearing Committee Chair who will preside over all the meetings of the Grievance Hearing Committee until the review is completed. The Associate Vice President for Faculty will remain available to respond to procedural questions but will not be present during the hearing.

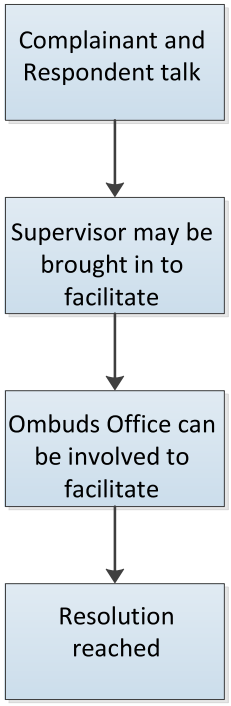
V. Amendment Process

These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the Faculty Senate, Council of Academic Deans, and Chairs and Directors

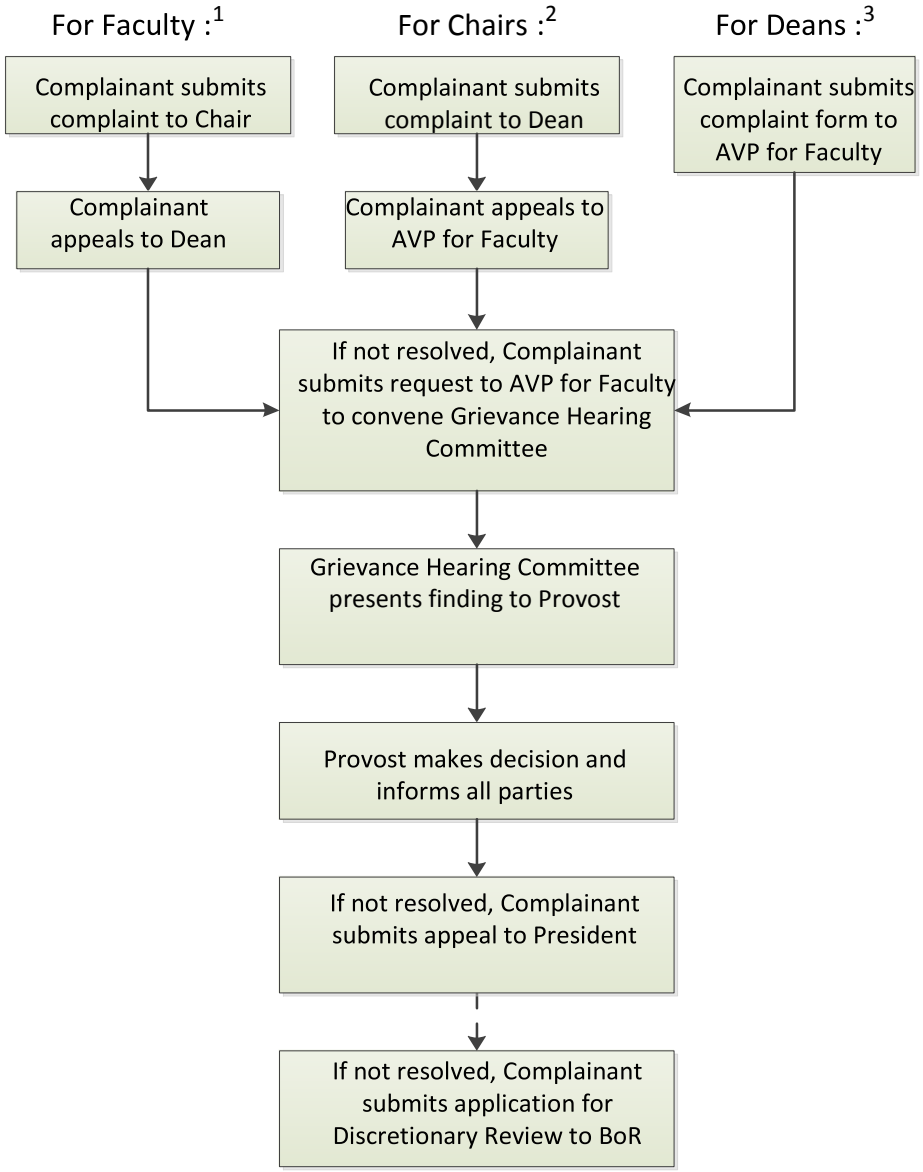
Assembly, and approved by an affirmative vote of the majority of the Senate. The Grievance Oversight Committee has the responsibility of reviewing these procedures and recommending appropriate changes. No amendment or alteration will be in effect until it has been approved by the President.

VI. Flow Chart

Informal Grievance Procedure



Formal Grievance Procedure



[1]This route is used when both the complainant and respondent are teaching faculty. The chair and dean to whom the form is submitted is/are the chair and dean of the complainant.

[2]This route is used when: a) the complainant is a teaching faculty and respondent is an assistant/associate chair or department chair/school director or vice versa; b) the complainant is an assistant/associate chair and the respondent is a department chair/school director or vice versa; or c) when both the complainant and respondent are chairs/school directors. The dean to whom the form is submitted is the dean of the complainant.

[3]This route is used when: a) the complainant is a teaching faculty and respondent is an assistant/associate dean or dean, or vice versa; b) the complainant is a chair and the respondent is a dean or vice versa; c) when the complainant is an assistant/associate dean and the respondent is a dean or vice versa; or d) when both the complainant and respondent are deans.

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