Publication Home

Welcome to the Kennesaw State University Faculty Handbook

This handbook is the authoritative source of information pertaining to the faculty policies.

Table of Contents

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, 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, other than President, 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 3.2).

In addition to the Corps of Instruction, the faculty will include the President, administrative and academic deans, registrar, librarian, and chief fiscal officer of the institution and other full-time administrative officers as the institution may designate as having ex officio faculty status (BoR Policy Manual 3.2.1.3).

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 that are non-tenure-track faculty, with renewable contracts as indicated in the BoR Policy Manual 3.2.1.

Administration refers to activities that are required to support the management of the institution. 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 performance evaluation, and promotion and tenure reviews. Administrative faculty serve in executive leadership roles such as President; Provost; assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; deans; assistant/associate deans; department chairs/school

directors; assistant/associate/directors of academic units (e.g., CETL); special assistant to President/Provost; and others per the President or the Provost. These "administrative faculty" are given faculty ranked administrator contracts.

It would be rare for a faculty member to have an assignment in one of these areas. Departmental administrators should scrutinize any effort assigned to this section for a member of the Corps of Instruction.

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

1.2.1 - Academic Affairs Office

1.2.2 - Academic Support Divisions

1.2.3 - Academic Colleges

1.2.1 - 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. As the Chief Academic Officer of the University, the Provost and Senior 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) faculty appointments and contracts; c) promotion and tenure recommendations; d) capital improvement proposals for the academic division; e) academic budget allocation and redirection; and f) 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 Senior 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 Senior 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 website address for the Academic Affairs office is https://academicaffairs.kennesaw.edu/.

1.2.2 - Academic Support Divisions

The Provost and Senior 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.

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 https://facultydevelopment.kennesaw.edu/.

The Center for Excellence in Teaching and Learning provides leadership, support, and advocacy for initiatives designed to enhance teaching effectiveness and student learning in all modalities (face-to-face, online, hybrid, and blended). CETL also cultivates a culture of ongoing professional development for faculty effectiveness. CETL has 3 dedicated arms that provide specialized support. Teaching effectiveness (https://facultydevelopment.kennesaw.edu/) provides workshops, webinars, faculty learning communities, GTA training, and special events around research-based pedagogies and the scholarship of teaching and learning. Digital Learning Innovations (dli.kennesaw.edu) provides support for the design of online and hybrid courses, open education resources, web accessibility, professional development badging and technical tools for content delivery and facilitation. Faculty Development and Recognition (https://facultydevelopment.kennesaw.edu/) provides professional development beyond teaching, in particular leadership development for chairs and administrators, support for the promotion and tenure process, and administers the KSU Faculty award process and the nomination process for the USG teaching awards.

Global Education

Global Education is at the center of Kennesaw State University's vision and mission for a 21st Century University that is infused with international sophistication and high impact practices that engage students, faculty and the community with our increasingly interconnected and globalized world. Global Education supports student success through international education, local to global community engagement. Global Education also supports faculty and staff inquiry through cross-cultural scholarship, professional development and service while also engaging our external community in global learning, executive education and leadership training and credentialing. Global Education is composed of ten units and a central administration office. Each year, our award-winning division leads a comprehensive array of scholarly, educational and community engagement programs while offering hundreds of international studies programs, courses and educational events. The website address for the Global Education is https://dga.kennesaw.edu/.

University Libraries

The Kennesaw State University Libraries are composed of the Sturgis Library, the Johnson Library, and the Library Repository. The mission of the Kennesaw State University Libraries is to provide excellent services and resources that directly support the University's efforts to become a world-class comprehensive university. Essential to achieving this mission is a library system that selects, organizes, presents, and preserves resources for the KSU community of faculty, students, and scholars. The website address for the University Libraries is https://library.kennesaw.edu/.

1.2.3 - Academic Colleges

Academic Deans

Each of the academic colleges is headed by an academic dean. The dean provides administrative oversight, academic leadership, and holds decision-making authority at the college level 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 Senior Vice President for Academic Affairs' administrative team. Under the leadership of the dean, a college's administrative team typically includes associate and/or assistant deans and department chairs/school directors.

Department Chairs and School Directors

The head of a degree-credit instructional department or school carries the title department chair or school director. The department chair/school director provides administrative oversight, academic leadership, and holds decision-making authority at the department/school level for all aspects in the operation of their area. All of these administrative faculty are responsible for managing the personnel and operations of their departments/schools and serving on the administrative team of the dean to whom they report organizationally. Department chairs and school directors 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 or school director's administrative team typically consists of the fulltime teaching faculty in the department, and may include an assistant/associate department chair/school director, who often shares administrative responsibilities as assigned by the chair or director. References in this document to responsibilities, roles, and tasks of department chairs apply to both department chairs and school directors.

College of Architecture and Construction Management

The College of Architecture and Construction Management offers programs that are accredited by the National Architecture Accrediting Board and the American Council of Construction Education with a focus on embracing new technologies, creativity, and innovation for solving real-world construction problems and creating relevant design solutions. Additional information on the College of Architecture and Construction Management can be found at https://cacm.kennesaw.edu/.

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 United States. 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. Additional information on the College of the Arts can be found at https://www.kennesaw.edu/arts/.

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. Additional information for the Coles College of Business can be found at https://coles.kennesaw.edu/.

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. The college offers degree and certificate programs in all aspects of computing, including computer science, information technology, game design and development, and software engineering. Courses combine hands-on experience with a thorough grounding in the underlying theory, and students apply computing, software engineering techniques and information technologies to solve today's real-world problems and face tomorrow's challenges. The majority of the undergraduate degrees offered are accredited by the Accreditation Board for Engineering and Technology (ABET www.abet.org). Additional information on the College of Computing and Software Engineering can be found https://ccse.kennesaw.edu/.

The Clarice C. and Leland H. Bagwell College of Education

The Clarice C. and Leland H. 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 educator preparation programs are assured experiences which help them develop a deep understanding of the subject matter they will teach and acquire skills that effectively improve B-12 student learning. Additional information for the Bagwell College of Education can be found at https://bagwell.kennesaw.edu/.

The Graduate College

The Graduate College administers and advances the University's graduate and professional education enterprises. It is responsible for establishing and maintaining institutional standards for graduate program quality while advancing the University's overall graduate mission. This mission includes providing leadership and overseeing all aspects of the University's post-baccalaureate enterprise, including the University's graduate programs, faculty, and students. In cooperation with the Graduate Faculty, and the office of Curriculum, Instruction and Assessment, the Graduate College reviews and approves the institution's graduate curriculum, policies, and institutional graduate strategy. The Graduate College establishes standards for graduate instruction, reviewing and approving admission to the University's Graduate Faculty. Additional information on the Graduate College can be found at https://graduate.kennesaw.edu/.

Wellstar College of Health and Human Services

The Wellstar College of Health and Human Services is a dynamic academic unit that consists of the Department of Exercise Science and Sport Management, the Department of Health Promotion and Physical Education, the Department of Social Work and Human Services, and the Wellstar School of Nursing. Additionally, the College includes the Academy of Inclusive Learning and Social Growth. Members of each of the College units are actively engaged in the pursuit of excellence in undergraduate and graduate education, scholarship, and community engagement. Additional information for the Wellstar College of Health and Human Services can be found at https://wellstarcollege.kennesaw.edu/.

KSU Journey Honors College

The KSU Journey Honors College provides a "community-within-a-university" for academically-talented, highly motivated students who enjoy lively discussion, creative expression, and intellectual challenge. The University Honors Program is open to all undergraduate majors on both campuses. The KSU Journey Honors College collaborates with other KSU colleges to offer small honors sections of core courses and interdisciplinary honors seminars. Taught by outstanding faculty recognized for teaching excellence, our small honors sections offer a liberal arts experience in a large university and an alternative to large lecture sections. For more information about the KSU Journey Honors College, visit https://honors.kennesaw.edu/.

Norman J. Radow College of Humanities and Social Sciences

The Norman J. Radow College of Humanities and Social Sciences has eleven academic schools/departments, two endowed chairs, and five centers. The academic schools/departments offer more than 80 programs of study leading to certificates, minors, baccalaureate degrees, master's degrees, and a doctor of philosophy degree. The College's schools/departments and centers serve Kennesaw State University and the community with research services and outreach programs such as Kennesaw Mountain Writing Project. The College serves the university-at-large by providing many of the courses in the general education curriculum. Additional information for the Radow College of Humanities and Social Science can be found at https://radow.kennesaw.edu/.

College of Science and Mathematics

The College of Science and Mathematics is staffed by approximately 150 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, mentoring relationships with the faculty, and engagement in collaborative discovery research activities. Additional information for the College of Science and Mathematics can be located at https://csm.kennesaw.edu/.

The Southern Polytechnic College of Engineering and Engineering Technology

The Southern Polytechnic College of Engineering and Engineering Technology (SPCEET) at Kennesaw State University produces graduates ready to find solutions to today's real-world problems and tomorrow's challenges. The second-largest engineering college in Georgia, SPCEET is the only institution, in the state of Georgia, where students can choose among 14 engineering or engineering technology degree programs which best suit their talents, skills, goals, and aspirations. All of SPCEET's undergraduate degrees are accredited by the Accreditation Board for Engineering and Technology (ABET). Additional information for the Southern Polytechnic College of Engineering and Engineering Technology can be found at https://engineering.kennesaw.edu/.

Section 2 - Workload and Institutional Expectations

2.1 - Academic Freedom and Responsibility

2.2 - Workload Model for Teaching Faculty

2.3 - Teaching Overloads

2.4 - Faculty Performance and Assessment

2.5 - Assessment of Teaching Effectiveness

2.6 - Course Scheduling Expectations

2.7 - Course Instructional Materials

2.8 - Class Rolls

2.9 - Grading

2.1 - Academic Freedom and Responsibility

Kennesaw State University recognizes and is committed to upholding the First Amendment rights of all individuals, including the right to freedom of speech, academic freedom, and peaceable assembly. Academic freedom rights of faculty extend only to classroom material and discussions, research, publications, and other academic activities germane to the subject matter being taught, researched, written about, or presented. Please review Board of Regents Policy 6.5 on Freedom of Expression and Academic Freedom and KSU's Freedom of Expression Policy. Additionally, KSU 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.*

The principles of Academic Freedom and Instructional Responsibilities highlighted above require diligent processes in order to create the conditions in which faculty are free to pursue knowledge as they deem appropriate, and to protect the integrity of the faculty/student relationship. The practice of Academic Freedom may include, but is not necessarily limited to, freedom from the following:

1. external and internal political pressure
2. undue interference in course content
3. retaliation or reprisal for expressing unpopular perspectives related to research, curriculum, pedagogy, and organizational procedures
4. undue interference in grading and assessment criteria

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 and 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 that 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. In order to ensure this distribution, the norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10%, respectively. Workload adjustments are made from these norms. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

The Workload Model and Shared Governance

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

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

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

The Workload Model and Faculty Performance Agreement

(See also KSU Faculty Handbook Section 3.2 - Overview of Faculty Responsibilities.)

Each individual faculty member shall divide professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see KSU Faculty Handbook Section 3.12). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection

of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

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

Some Illustrative Workload Examples*

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

Teaching Emphasis	**Workload**
4-4 course load Teaching	80
S/CA	10
Service	10
Total	100

Teaching - Scholarship/Creative Activity Balance*

3-3 course load Teaching	60
S/CA	30
Service	10
Total	100

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

Teaching - Service Balance

3-3 course load Teaching	60
S/CA	10
Service	30
Total	100

Teaching - Scholarship - Service Balance

3-3 course load Teaching.....60

S/CA.....20

Service.....20

Total 100

Scholarship/Creativity Activity Emphasis

2-2 course load Teaching.....40

S/CA.....50

Service.....10

Total 100

Administration Emphasis

Service.....70

S/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 cannot 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 KSU Faculty Handbook Section 4.2.4 for complete overload compensation guidelines and 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 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 regularly evaluate 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, supervision, 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.

Supervision

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.
- Provide feedback to students about their progress prior to the last published day to withdraw without academic penalty.
- 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.
- All courses must be taught in the format (face-to-face, hybrid, online) as defined in Banner and published in the schedule of classes. The format cannot be changed once students have enrolled.

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 virtually. Departments must establish guidelines that define 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 questions from students in a timely manner.

Course Syllabi

The syllabus helps both faculty and students accomplish the primary mission of teaching and learning.

All regularly scheduled undergraduate and graduate courses for which students receive credit, regardless of method of delivery, must have a syllabus or equivalent documentation, with the following elements: 1) course goals and objectives; 2) course requirements; 3) course content; 4) methods of evaluation; 5) meeting times, modalities, and course schedule; 6) statement on feedback expectations and feedback turn-around time; 7) faculty contact information; 8) KSU Academic Integrity statement; and 9) any other required BoR or KSU course syllabus policies.

In order to be most useful to students, syllabi must be distributed at the beginning of the course. The faculty member should make a reasonable effort to follow the course syllabus yet changes to the course syllabus can be made for extenuating circumstances with due notice of changes given to all students.

A course syllabus is required whenever a new KSU course is proposed and presented for review or vetting by curriculum committees at each level. Faculty teaching general education course(s) should include the "General Education Course Syllabus Common Language" information found on the curriculum website at https://cia.kennesaw.edu/ in their syllabi.

Faculty may use KSU's course syllabus template, which includes the required elements above and additional best practices elements. The template can be accessed through KSU's learning management system.

2.5 - Assessment of Teaching Effectiveness

Student Ratings of Teaching (SRT)

The Georgia Board of Regents Policy manual (BoR Policy Manual 8.3.5.1) requires that all faculty within the University System of Georgia be evaluated annually. More specifically, students must be provided with the opportunity to provide written feedback on faculty teaching. Kennesaw State University collects student feedback using an electronic, online system that ensures anonymity of the students. The feedback is then provided to faculty for use in improving instruction.

The items currently used by the University are listed below.

Three items rated on a 4-point Likert scale ranging from strongly agree to strongly disagree or not applicable.

1. The instructor was effective in helping me learn.

2. The instructor created a learning environment wherein I felt comfortable participating.
3. Overall, the content of this course contributed to my knowledge and skills.

Four open-ended response items.

1. Please provide your feedback on the instructor's role in supporting your learning in this course.
2. Please comment on the instructor's strengths.
3. Please comment on how the instructor can improve your learning in this class.
4. Please comment on how the course can be improved.

Guidelines for using SRTs

Individual faculty members may use SRT data to improve their own classes. The data may also be used during the annual review process or for purposes of promotion and tenure. When data are used for evaluating teaching performance, several important guidelines should be followed. First, it is important to note that SRTs constitute only one measure of teaching effectiveness, so SRTs should never be used as the sole criterion for evaluation.

Data from objectively scored items (Likert items) should be compiled in the form of frequency tables that include both counts and percentages for each Likert category (i.e., strongly agree, agree, disagree, strongly disagree, not applicable). Response rates should also be provided for each course section. Data should not be reported as an average (mean) because it is not appropriate to interpret mean values for Likert scale data. It is also not appropriate to compare means between faculty for purposes of evaluation.

Although SRTs offer useful quantitative data that is important in the overall evaluation of teaching effectiveness, the data should not be oversimplified. Qualitative data offer equally useful data about teaching effectiveness that demonstrate trends across semesters. Thus, it is important to provide guidance to faculty and administrators to ensure effective use of the data.

Additional Measures of Teaching Effectiveness

Additional measures of criteria include pedagogical skills, professionalism, assessment of student learning, professional development, and reflective practice. Examples of additional measures of teaching effectiveness were developed across each of the five criteria. Faculty may wish to include an additional measure of teaching effectiveness from among the following examples.

Pedagogical Skills

- Samples of course materials, such as syllabi, daily/weekly schedule outlining content, course readings, resources, materials, standards, learning outcomes, activities, exams, and project guidelines.
- Peer evaluation of classroom performance and/or course materials.
- Explanation of situational context and impact on pedagogy (e.g., special courses such as large lecture courses, lab courses, and/or studio courses).
- Self-report on pedagogies and technologies used in the classroom, including discussion of diversity of techniques and innovation.
- Explanation of quality and significance of administration and/or coordination activities, along with materials developed and commentary from faculty and/or students involved.
- Reports on students mentored and/or supervised and in what contexts (e.g., undergraduate, graduate, research, studio, lab, teaching, clinical work).
- Written comments on teaching, mentoring, and/or supervising from students, community partners, or clients-solicited or otherwise.
- Examples of student work completed under teacher's supervision, along with descriptions of venues for presentation and any recognition, with student permission granted or with identifying information removed.
- Letters from students commenting on mentoring/supervising that indicate how the mentoring has influenced student learning.
- Letters attesting to impact of guest presentations in classes at KSU and/or elsewhere.

- Excerpts of books, websites, or other teaching materials generated, and any letters attesting to quality/impact of those materials.

Professionalism

- Peer evaluation of classroom performance.
- Examples of work with other KSU entities (e.g., Writing Center, Library, Learning Community Program, Career Center/Experiential Learning) to support teaching and student learning.
- Written comments/letters on the professionalism of teaching, mentoring, and/or supervising from students, community partners, or clients-solicited or otherwise.
- Responses to student feedback (e.g., from student ratings of teaching, consultations with peers or chairs about student concerns).

Assessment of Student Learning

- Samples of assessments (exams, project guidelines, rubrics, etc.).
- Samples of feedback provided to students to promote learning. Trend data showing the impact of the teacher on student learning (e.g., comparing pretests and posttests).
- Samples of student work demonstrating student learning.
- Examples of work with other KSU entities (e.g., Writing Center, Library, Learning. Community Program, Career Center, Experiential Learning) to support teaching and student learning.
- Examples of any local, regional, and/or critical review and recognition of student work.

Professional Development

- Seminars attended or conducted on teaching, including description of new approaches learned from workshops or descriptions of how ideas have been incorporated into teaching.
- Examples of collaboration with faculty at KSU or elsewhere to support teaching.
- Examples/explanations of faculty colleagues mentored on teaching, including comments from colleagues about shared work.
- Evidence/explanation of participation in learning communities, book clubs, and listservs.
- Conference programs/descriptions for presentations, letters, or other evaluations of quality of presentations; samples of presentations or published proceedings.
- Explanation of quality and significance of department, school, college, and/or University teaching committees or presentations at KSU.
- Educational contributions to professional organizations.

Reflective Practice

- Narrative that articulates how supporting evidence demonstrates the faculty member's level of achievement in one or more of the specific criteria for effective teaching.
- Narrative that addresses plans for future adjustments and course development.
- Describes how evidence or artifacts demonstrate adjustments of teaching.
- Adjustments to teaching practices based on relevant evaluations (e.g., students, peers, chair).
- Evidence of change in student, peer, or supervisor evaluations.
- Evidence of engagement in the scholarship of teaching and learning.
- Uses the results of assessments to improve the quality of instruction.

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 course schedules in consultation with the department chairs 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.

All faculty assigned to teach a course must possess qualifications that satisfy expectations outlined in the SACSCOC Faculty Credentials Guidelines and SACSCOC Principle 6.2a accreditation standards.

2.7 - Course Instructional Materials

Whereas 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 (textbooks, lab manuals, music scores, software, 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.

2.7.1 - Textbooks

KSU follows BoR policy (BoR Policy Manual 3.10; USG Academic & Student Affairs Handbook 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 the faculty member 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.

2.7.2 - 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 that faculty member's 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 versus 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 30 days after a request for approval is made.

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 rosters are available through the KSU Owl Express. Instructors are to check class rosters using procedures provided by the Office of 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 that student's name appears on the class roster available on Owl Express. If a student claims to be in an instructor's class and their name is not on the roster, 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 class roster in Owl Express. Ask your students if any of them are registered for AUDIT CREDIT. If so, be sure the grade V shows on the class roster. If not, have the student contact the Office of the Registrar immediately.

2.9 - Grading

General Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. The course instructor must make feedback available to each student about that student's academic progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those listed in the applicable KSU catalog. For more information on the grading system at KSU, please consult the applicable catalog (http://catalog.kennesaw.edu/).

Withdrawal from Classes

A student may withdraw from one or more courses up to one week prior to the last day of class. The student should consult the applicable academic calendar posted on the Office of Registrar website because the last day of class varies according to the part of the semester in which the student is enrolled. For more information about course withdrawals, please consult the applicable catalog (http://catalog.kennesaw.edu/).

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 view more information on the final grades and attendance verification process, please visit the Registrar's website at https://registrar.kennesaw.edu/faculty-resources.php.

Reporting Final Grades

The instructor submits the grades, via Owl Express, to the Office of the Registrar. For more information on final grades and grade submissions, please visit the Registrar's website at https://registrar.kennesaw.edu/faculty-resources.php.

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 next semester after 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 Office of the Registrar.

The Official Grade Change Form is used to correct entries and 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 that student's official transcript. The form can be obtained in the Faculty Services Tab in Owl Express. 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 additional information about grade changes, including changing an incomplete grade ("I"), consult the applicable catalog (http://catalog.kennesaw.edu/)

Grade Appeals

A student's rights to grade appeals are defined in the University catalogs. Each faculty member must specify the grading policy in the syllabus at the beginning of the course. The faculty member may change the grading policy for cause after that time but must do so uniformly with ample notification to students.

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.

To view the complete policy and procedure for grade appeals, please consult the applicable catalog (http://catalog.kennesaw.edu/).

Final Examination Policy

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

- The final exam policy applies to all courses regardless of course format (face-to-face, hybrid, online).
- 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 Catalog and Graduate Catalog can be found at: https://handbooks.kennesaw.edu/

2.10 - Student Attendance Policy

Attendance in classes, laboratories, and lectures is important. Each student is expected to attend the activities corresponding with the student's schedule of courses. The instructor determines the attendance policy for the course and at the beginning of each semester, provides the students a clear statement regarding the absence policies for the courses. Instructors will be responsible for advising the students regarding the academic consequences of absences. To view the complete student attendance policy, please consult the applicable catalog (https://catalog.kennesaw.edu/).

2.11 - Faculty Absences

Planned Brief Absences from Teaching Responsibilities

If a faculty member plans to be absent for professional (e.g., conference participation) or health (e.g., minor surgery) reasons, it is the faculty member's responsibility to make arrangements for the faculty member's classes. (For other health issues, refer to sick leave policy in KSU Faculty Handbook Section 4.2.5 - KSU Employee Benefits).

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) 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 KSU Faculty Handbook Section 4.

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 prior to any cancelations or substitutions. In addition, faculty should not cancel scheduled classes or meetings to take personal time.

2.12 - Policies Concerning Research with Human Participants, Research with Animals and Biosafety

Kennesaw State University has established committees to regulate research with human participants, research with animals and biosafety For additional information, see the KSU University Handbook Sections 5.2.16, 5.2.17, and 5.2.18.

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 5c 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://www.kennesaw.edu/student-affairs/dean-of-students/department-student-conduct-academic-integrity/index.php.

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, 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 each student understand that it is the student's responsibility to inform and clear a missed class with the student's other instructors. The Office of 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 https://www.usg.edu/copyright/.

Section 3 - Review and Evaluation of Faculty Performance

3.1 - Introduction

Kennesaw State University's mission statement fully captures the character and priorities of KSU as a major public, comprehensive, Carnegie-R2 university within the University System of Georgia. It is highly valued as a resource for educational, economic, social, and cultural advancement. KSU attracts a diverse student body with a wide range of educational goals and maintains strong connections to the communities it serves.

In order to advance the mission of 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 mission of the University.

Because department promotion and tenure (P & T) guidelines are discipline-specific and are approved by deans and the Provost as consistent with college and University standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

Any revisions made to departmental guidelines must include 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 Pre-Tenure, Promotion and/or 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 (BoR) 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;
- Pre-tenure review for tenure-track faculty;
- 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 submitted in the beginning of the sixth year;
- Reviews for elective promotion for tenured faculty in the professorial rank (optional);
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional);
- Review for elective promotion for non-tenure track lecturers (optional).

This faculty performance model requires effective and collaborative strategic planning at all levels. When a college focuses on particular aspects of the University's 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 the KSU Faculty Handbook Section 2 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 member's contributions to the University will 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 "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 written guidelines, consistent with the KSU Faculty Handbook, that specify evaluative criteria appropriate to their disciplines. These guidelines will describe the focus of their units within the larger mission and the core values of KSU and delineate which activities will receive emphasis in annual performance reviews, in promotion and tenure recommendations and decisions, and in post-tenure performance evaluation of faculty in their units. The process, guidelines, and 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 department guidelines), the College P&T Committee, the dean, and the Provost.

3.2 - Overview of Faculty Responsibilities

For the purpose of clarification, administrative faculty are those members of the corps of instruction who receive a contract for faculty ranked administrators. Teaching faculty are all others with faculty rank and status.

As described in the KSU Faculty Handbook Section 3.3, the three basic performance areas in which faculty must be evaluated at KSU are teaching, scholarship and creative activity, and professional service. While faculty may focus in all areas of student success, they are to highlight activities promoting student success in at least one of these three areas in both their annual reviews and in their multi-year reviews. Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas but must be noteworthy in two and satisfactory in the third in their promotion and tenure reviews. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other area (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievement in all three areas are defined by the specific departmental guidelines. These standards must be honored by all levels of review in the tenure and promotion process. Regardless of 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, which are 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 members of the faculty are encouraged to participate in professional development opportunities both on and off campus. Faculty should address in their portfolio narrative 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 the faculty member's Faculty Performance Agreement (FPA) (see KSU Faculty Handbook Section 3.12). 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 academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and supervisor(s) to fit current and anticipated circumstances.

The Faculty Performance Agreement (FPA) must:

- clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,
- articulate the way 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, and
- identify the performance area(s) that will include scholarship expectations and describe those expectations.
- clarify how the faculty member will promote student success in one of the three areas.

- identify how the faculty member will pursue continuous professional growth in one of the three areas

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 workload percentages assigned. 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 and/or other opportunities. If this occurs, the faculty member, in consultation with 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 promotion and tenure recommendations and decisions.

3.3 - Basic Categories of Faculty Performance

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. In addition, faculty are to highlight activities promoting student success in at least one of these three areas. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases, evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook Section 3.4) of the individual faculty member's scholarly accomplishments in respective areas of emphasis. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

Kennesaw State University is committed to the success of all its students. Student success is at the core of the University's mission and arises from those activities that help promote the academic and professional development and achievement of its undergraduate and graduate students. Those activities include, but are not limited to, "effective advising and mentoring; undergraduate and graduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning." (BoR Faculty and Student Affairs Handbook 4.4)

At Kennesaw State University, student success is embedded within the three basic categories of faculty performance-teaching, scholarship and creative activity, and professional service. As such, their evaluation is also embedded within these categories. While faculty often engage in student success activities that span all three basic categories, they must demonstrate student success activities in at least one of the three categories. They can do this by including products of student success in their evaluation documents. Focusing in one area allows faculty to strategically target meaningful and impactful activities.

Kennesaw State University encourages faculty to pursue continuous professional growth throughout their careers. Continuous professional growth for faculty can occur in their teaching, scholarship and creative activity, and/or professional service, and can range broadly from attending CETL or professional conference workshops to implementing new techniques and ideas into their classrooms to building their scholarship. Like student success, faculty should identify how they will pursue continuous professional growth in at least one area of their teaching, scholarship and creative activity, and/or professional service in their FPA. Faculty will then annually record their progress in the narrative for their ARD.

3.3.A - Teaching

3.3.B - Scholarship and Creative Activity

3.3.C - Professional Service

3.3.A - Teaching

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. The norm for workload effort expected in the area of teaching for the typical tenure-track/tenured teaching faculty is 60%. By definition, scholarly teachers (see KSU Faculty Handbook Section 3.4) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities. Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

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

Examples of Student Success in Teaching

Student success most often, though not always, occurs within a faculty member's teaching, supervision, and mentoring. Examples of student success in this area include faculty who advise or mentor students outside the classroom, employ forms of experiential learning and other high impact practices in their classrooms, and/or apply professional development activities and initiatives offered by the institution or the USG to their work with students.

3.3.B - Scholarship and Creative Activity

Scholarship and creative activity at KSU are broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. The norm for workload effort expected in the area of scholarship/creative activity for the typical tenure-track/tenured teaching faculty is 30%. The minimum workload effort in this area expected for a tenure-track or tenured teaching faculty expecting to be tenured and/or promoted is 20%. Scholarship and Creative Activity will include a broad array of scholarship with the expectation that in order for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer-review). Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review.

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

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

In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished 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, conducting, directing, design, choreography, etc. are evidence of a candidate's creativity.

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

Faculty who have designated scholarship and creative activity as their area of focus for student success should report those student success activities that occur in their scholarship and creative activity in their FPA.

Examples of Student Success in Scholarship and Creative Activity

At Kennesaw State University, student success can take place within a faculty member's scholarship and creative activity. Faculty who promote undergraduate and graduate research, especially through the dissemination of artifacts at academic conferences, in publications, or in artistic performances; and/or faculty who themselves research on student development and achievement are examples of those engaged in student success in scholarship and creative activity.

3.3.C - Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. Professional service includes service to the department, school, college, University, profession, and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or University. Service is a vital part of faculty governance and operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities that are essential to the life of the institution (see KSU Faculty Handbook Section 2.2). That is, the norm for workload effort expected in the area of service for the typical tenure-track/tenured teaching faculty is 10% (120 hours/year).

Scholarly service to communities external to the University is highly valued and frequently enhances teaching, scholarship, and creative activity. Service to the community should be related to the faculty member's discipline or role at the University. For example, a faculty member might engage in professionally related service to a community agency, support or enhance economic development for the region, provide technical assistance, or facilitate organizational development. Likewise, some scholarly service activities might rely on a faculty member's academic or

professional expertise to serve their discipline or an interdisciplinary field. This type of service might also include developing linkages with partner institutions both locally and globally.

In all types of professional service, documentation and evaluation of scholarly service will focus on quality and significance rather than on a plain recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for the evaluation of 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 roles such as:

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

Those in administrative roles should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, scholarship and creative activity, and professional service.

Faculty who have designated professional service as their area of focus for student success should report those student success activities that occur in their professional service.

Examples of Student Success in Professional Service

Student success can occur through a faculty member's work in professional service. Faculty who direct study abroad programs or other experiential learning activities, who coordinate internships, service-learning, and other community-engaged activities, and who serve on various committees dedicated to student success are examples of those engaged in student success in professional service.

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

3.4.A - Definitions of Scholarly Activity and Scholarship

3.4.B - Quality and Significance

3.4.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, and revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The norm for workload effort expected in the area of scholarship for the typical tenure-track/tenured teaching faculty is 30%. The minimum acceptable for tenure and/or promotion is 20%. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member's supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU's scholarly and scholarship expectations support the Board of Regents policy (BoR Policy Manual 8.3.1.4), Enhancing Teaching and Learning in K-12 Schools and USG Institutions.

Examples of Scholarly Accomplishments in Teaching

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

Examples of Scholarly Accomplishments in Scholarship and Creative Activity

Scholarly researchers and artists approach their scholarship and creative activity in a systematic and intentional manner. They have clear goals and plans for their work. Such faculty engage in programmatic scholarship and creativity, as opposed to random, haphazard scholarship and creative activities that have less chance of building a substantial body of work. Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, including the usual process of peer review and publication, showcasing, or presentations. Professional development activities such as attending workshops and conferences related to scholarship and creative activity would be an example of scholarly accomplishments, but not necessarily scholarship, in this area.

Examples of Scholarly Accomplishments in Professional Service

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Appropriate documentation of scholarly service describes the role of the faculty member in each service activity, how the faculty member 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 the department that is shared in professional meetings or publications and becomes nationally recognized.

3.4.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 the promise for future exemplary scholarly work are more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

Clarity and Relevance of Goals

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

Mastery of Existing Knowledge

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

Effectiveness of Communication

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

Significance of Results

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

Consistently Ethical Behavior

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

3.5 - General Expectations for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks

3.5.A - Tenure

3.5.B - Promotion for the Tenure Track Professional Ranks

3.5.C - Post-Tenure Review (PTR)

3.5.D - Faculty Performance Expectations for Tenure Track Faculty with Professional Rank

3.5.E - Joint Appointments for Tenure Track Faculty

3.5.F - Conversion from Tenure Track to Non-Tenure Track Faculty

3.5.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 (see KSU Faculty Handbook Section 4.1.9), termination or layoff of tenured personnel due to program modification (see BoR Policy Manual 8.3.7.9), or financial exigencies, or after an unsuccessful performance improvement plan (PIP). 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 an Associate Professor and who demonstrate potential for long-term effectiveness at the University. Tenure requires prior or simultaneous promotion to the rank of Associate Professor. New tenure track faculty may be initially appointed to the rank of Associate Professor or Professor without the award of tenure. 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. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved promotion and tenure 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 (BoR Policy Manual 8.3.7.3), in addition to the minimum criteria above, tenure at the

rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a 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, 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 pre-tenure 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 (BoR Policy Manual 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 Promotion & Tenure 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 Chancellor.

Pre-Tenure 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 faculty eligible for tenure must receive a pre-tenure review during their third year of appointment to that tenure track position. For these faculty, the purpose of this pre-tenure 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. The pre-tenure review does not constitute a tenure decision, but rather, provides feedback to the faculty member as to 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. The letter will also include specific suggestions for maintaining and enhancing further preparations for a successful tenure decision in the future. These pre-tenure review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review. If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). (See BoR Academic and Student Affairs Handbook 4.4 and KSU Faculty Handbook Section 3.12).

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 years, with a mandatory review for tenure being conducted in the sixth year if tenure has not already been awarded. 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; USG Academic & Student Affairs Handbook 4.4.1). This credit will be noted in writing by the President 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. A faculty member may use their probationary credit towards tenure and apply for tenure earlier than the completion of the minimum probationary period only once. Faculty who have used probationary credit towards tenure and who were denied tenure will have one additional attempt to obtain tenure which will occur in their sixth year of eligibility (i.e., their required year for tenure as outlined on their faculty tenure and promotion status sheet). 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 that must not, in either case, exceed two years (BoR Policy

Manual 8.3.7.4). A faculty member who is granted two or three years of credit toward tenure may replace the pre-tenure 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).

At KSU, if a tenure track assistant professor or associate professor is granted probationary credit upon initial hire, the same amount of credit will be granted for both tenure and promotion and can only be used once. For example, if a faculty member is using probationary credit and chooses to apply for tenure only or promotion only during their first portfolio submission at KSU, the probationary credit initially granted for both tenure and promotion will be considered used at that time.

A faculty member who was hired without credit toward tenure may apply for tenure during the fifth year of service (after serving a minimum of four years in their current tenure track position at KSU). Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure; however, the awarding of tenure for assistant professors can only be approved after a positive decision on promotion to associate professor has been made by the KSU President (BoR Policy Manual 8.3.7.5).

Tenure track eligibility for a faculty member will be stated in a letter offering employment from the Provost. 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, and temporary or visiting faculty, are not eligible for and do not accrue any credit toward tenure. Service as a non-tenure track faculty with professorial rank, 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 (BoR Policy Manual 8.3.8) does allow for credit toward tenure for service as a lecturer/senior lecturer.

Academic deans and department chairs are normally appointed with tenure. Tenure does not reside in an administrative position. Deans and chairs who are not hired with tenure 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 (e.g., due to leave of absence) 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.

According to Board of Regents Policy Manual 8.3.4.2, all non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor) are employed under written contract and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing by the President of an institution or authorized representative of the intent not to renew. 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.

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for tenure who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the tenure recommendation 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 equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for tenure and a decision on doctoral or terminal degree equivalency.

3.5.B - Promotion for the Tenure Track Professional 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 will be dependent on experience levels and the faculty member's career path.

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 the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. This credit will be noted in writing by the President 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 promotion, at the discretion of the individual faculty member. If applied toward promotion, this credit plus the number of years of service at KSU must match the minimum probationary period of five years. The promotion portfolio will include evidence from credited time and must include evidence of relevant work experience prior to employment at KSU. A faculty member may use their probationary credit towards promotion and apply for promotion earlier than the completion of the minimum probationary period only once.

Faculty who have used probationary credit towards promotion and who were denied promotion will have to receive approval to submit for "early" promotion prior to serving the minimum of five years in rank at the current institution. 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 that must not, in either case, exceed two years (BoR Policy Manual 8.3.7.4).

At KSU, if a tenure track assistant professor or associate professor is granted probationary credit upon initial hire, the same amount of credit will be granted for both tenure and promotion and can only be used once. For example, if a faculty member is using probationary credit and chooses to apply for tenure only or promotion only during their first portfolio submission at KSU, the probationary credit initially granted for both tenure and promotion will be considered used at that time.

A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Tenure track faculty can be reviewed concurrently for both promotion (from assistant professor to associate professor or from associate professor to full professor) and tenure; however, the awarding of tenure for assistant professors can only be approved after a positive decision on promotion to associate professor has been made by the KSU President.

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios.

The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

3.5.C - Post-Tenure Review (PTR)

In April 1996 the Board of Regents (BoR Policy Manual 8.3.5.4 and USG Academic & Student Affairs Handbook 4.6) developed a policy statement requiring that all institutions conduct post tenure reviews of all tenured faculty members every five years **(**beginning in the sixth year, five full years after the faculty member's most recent promotion or personnel action (e.g., post-tenure review, conversion from administrative to instructional faculty)**.**

In 2021, the Board of Regents modified its post-tenure review policy to include a five point scale to evaluate each of the three areas during annual reviews, which at KSU has also been adopted for post-tenure review; a performance improvement plan for faculty who score a 1 or a 2 during their post-tenure review; and a corrective post-tenure review leading to a performance improvement plan for faculty who score a 1 or a 2 in any performance area during two consecutive annual reviews (BoR Policy Manual 8.3.5.4, BoR Faculty and Student Affairs Handbook 4.7).

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 KSU Faculty Handbook Section 3.12 for the review process and portfolio instructions). Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee and by administrative levels of review.

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 individual roles and responsibilities. The overall outcome of the performance will be assessed on a five-point scale:

5 - Exemplary

4 - Exceeds Expectations

3 - Meets Expectations

2 - Needs Improvement

1 - Does Not Meet Expectations

Successful Post-Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score.

In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement 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.

If a faculty member receives a 4 or 5 on a traditional five-year post-tenure review, they will be entitled to a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review. Faculty who undergo a corrective or elective post-tenure review, on the other hand, are not eligible for this one-time award.

Unsuccessful Post-Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful**.** In this case, a formal performance improvement plan (PIP) must be written. (See KSU Faculty Handbook Section 3.12.)

Time Considerations for All Required Post-Tenure Review Documentation

KSU's policy on post-tenure review affects all faculty who are tenured who have primarily teaching responsibilities at Kennesaw State University. 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 successful 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 may 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 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.
- 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.

3.5.D - Faculty Performance Expectations for Tenure Track Faculty with Professional Rank

Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A 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.

Associate Professors

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Handbook 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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of associate professor requires the terminal degree in the appropriate discipline 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 associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

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 scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook 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 (BoR Policy Manual 8.3.6.2), promotion to the rank of full professor requires the terminal degree in the appropriate discipline 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 Manual 8.3.1.3).

3.5.E - Joint Appointments for Tenure Track Faculty

If a tenure track faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (Memorandum of Understanding; MOU) 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, promotion, and/or tenure reviews and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews. The joint appointment agreement must also specify the composition of the promotion and tenure committee and how members of the committee will be elected.

3.5.F - Conversion from Tenure Track to Non-Tenure Track Faculty

In accordance with BoR policy (USG 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 Faculty Affairs Forms and Templates webpage, must be approved by the faculty member's dean, the Provost, and the President. If a tenure-track faculty requests and is granted a conversion to a non-tenure-track faculty position, the individual's clock is reset, because 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.

3.6 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Faculty in 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, Scholarship and Creative Activity, and Professional Service) 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 roles and responsibilities to meet specific needs related to the University, college, and/or departmental missions.

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 (USG 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, and President. The BoR request form to convert a tenure track position to a non-tenure track position is on the KSU Faculty Affairs webpage.

Departments and colleges with non-tenure track faculty with professorial ranks must incorporate into their guidelines the criteria for the promotion review for these faculty members. Departments and colleges may also establish an optional third-year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (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 P&T Committee, the dean, and Provost.

3.6.A - Promotion for the Non-Tenure Track Faculty Professorial Ranks

3.6.B - Faculty Performance Expectations for Non-Tenure Track Faculty with Professorial Rank

3.6.C - Joint Appointments for Non-Tenure Track Faculty

3.6.D - Conversion Between Non-Tenure Track Faculty Positions

3.6.A - Promotion for the Non-Tenure Track Faculty 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 will be dependent on experience levels and the faculty member's career path.

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 the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the non-tenure track ranks of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

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. The same committee structure that is used for promotion review of tenured and tenure-track faculty will be used for the promotion review of non-tenure track faculty with professorial rank.

Non-tenure track faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, (see KSU Faculty Handbook Section 3.12 (Faculty Review Process - Portfolio Guidelines and Contents)).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college promotion and tenure guidelines, provide the basis for nonrenewal of non-tenure track faculty with professorial rank. Non-tenure track faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance, should an appeal be necessary. 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.

3.6.B - Faculty Performance Expectations for Non-Tenure Track Faculty with Professorial Rank

Faculty performance is evaluated for non-tenure track faculty with professorial rank through annual reviews. Non-tenure track faculty with professorial rank will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

Consistent with BoR Policy (BoR Policy Manual 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 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 by the Board of Regents in the USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

Below are the general expectations for non-tenure track faculty with professorial rank:

Assistant Professors

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A 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.

Associate Professors

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Handbook 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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of associate professor requires the terminal degree in the appropriate discipline 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 associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

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 scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook 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 (BoR Policy Manual 8.3.6.2), promotion to the rank of full professor requires the terminal degree in the appropriate discipline 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 Manual 8.3.1.3).

3.6.C - Joint Appointments for Non-Tenure Track Faculty

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

3.6.D - Conversion Between Non-Tenure Track Faculty Positions

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, because 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.

3.7 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Clinical Faculty in Professorial Ranks

Clinical faculty at Kennesaw State University are educator-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 and professional service. Clinical faculty must meet various discipline specific standards for professional employability that facilitate teaching 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 scholarship and creativity activity. Clinical faculty are typically making contributions in clinical, educational, lab, industry, and/or professional settings on University, college, department committees, and local, regional, and national professional organizations that have a professional, applied focus.

The holder of a non-tenure track clinical faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track clinical 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 (USG 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, and President. The BoR request form to convert a tenure track position to a non-tenure track position is on the KSU Faculty Affairs webpage.

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, prior to appointment.

A department must receive approval from the dean and Provost 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 promotion review of clinical faculty. Departments and colleges may also establish an optional third-year review for non-tenure track clinical faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (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 P&T Committee, the dean, and Provost.

3.7.A - Promotion for the Non-Tenure Track Clinical Faculty Professorial Ranks

3.7.B - Faculty Performance Expectations for Non-Tenure Track Clinical Faculty with Professorial Ranks

3.7.C - Joint Appointments for Non-Tenure Track Clinical Faculty

3.7.D - Conversion Between Non-Tenure Track Faculty Positions

3.7.A - Promotion for the Non-Tenure Track Clinical Faculty 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 will be dependent on experience levels and the faculty member's career path.

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 the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

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. The same committee structure that is used for promotion review of tenured and tenure track faculty will be used for the promotion review.

Non-tenure track clinical faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, see KSU Faculty Handbook Section 3.12 (Faculty Review Process - Portfolio Guidelines and Contents).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college promotion and tenure guidelines, provide the basis for nonrenewal of non-tenure track clinical faculty with professorial rank. Non-tenure track clinical faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance, should an appeal be necessary. 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.

3.7.B - Faculty Performance Expectations for Non-Tenure Track Clinical Faculty with Professorial Ranks

Faculty performance is evaluated for non-tenure track clinical faculty with professorial rank through annual reviews. Non-tenure track clinical faculty with professorial rank will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.12 and Section 3.13.

Consistent with BoR Policy (BoR Policy Manual 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 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 by the Board of Regents in the USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

Below are the general expectations for non-tenure track clinical faculty with professorial rank:

Clinical Assistant Professors

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 Professors

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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of clinical associate professor requires the terminal degree in the appropriate discipline 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 clinical associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

Clinical Professors

Clinical professors are experienced and senior members of the faculty who have become highly accomplished in their specialty area. They are faculty whose careers have advanced to mature and higher levels of effectiveness and productivity. Clinical 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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of clinical professor requires the terminal degree in the appropriate discipline 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 rank of clinical professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3.7.C - Joint Appointments for Non-Tenure Track Clinical Faculty

If a non-tenure track clinical faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (Memorandum of Understanding; MOU) must be developed.

This agreement must delineate how the home unit and the sharing unit(s) will provide input during the promotion process. The joint appointment agreement must specify who can provide input into the faculty member's annual and promotion reviews, and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews. The joint appointment agreement must also specify the composition of the promotion committee and how members of the committee will be elected.

3.7.D - Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track clinical faculty requests and is granted a conversion to another type of nontenure track faculty position, the individual's clock is reset, because 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.

3.8 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Librarian Faculty in Professorial Ranks

Librarian faculty at Kennesaw State University are educator-practitioners engaged in professional librarianship. Professional librarianship is defined within the field as professional library service in support of the educational, scholarship, 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 scholarship
- 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 will 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 or Lawrence V. Johnson 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.

Departments and colleges may also establish an optional third-year review for non-tenure track librarian faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (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 P&T Committee, the dean, and Provost.

3.8.A - Promotion for the Non-Tenure Track Librarian Faculty Professorial Ranks

3.8.B - Faculty Performance Expectations for Non-Tenure Track Librarian Faculty with Professorial Rank

3.8.C - Joint Appointments for Non-Tenure Track Librarian Faculty

3.8.D - Conversion Between Non-Tenure Track Faculty Positions

3.8.A - Promotion for the Non-Tenure Track Librarian Faculty 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 will be dependent on experience levels and the faculty member's career path.

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 the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

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. The same committee structure that is used for promotion review of tenured and tenure track faculty will be used for the promotion review of librarian faculty.

Non-tenure track librarian faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, see KSU Faculty Handbook Section 3.12 (Portfolio Guidelines and Contents).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college promotion and tenure guidelines, provide the basis for nonrenewal of non-tenure track librarian faculty with professorial rank. Non-tenure track librarian faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance, should an appeal be necessary. 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.

3.8.B - Faculty Performance Expectations for Non-Tenure Track Librarian Faculty with Professorial Rank

Faculty performance is evaluated for non-tenure track librarian faculty with professorial rank through annual reviews. Non-tenure track librarian faculty with professorial rank will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.12 and Section 3.13.

Consistent with BoR Policy (BoR Policy Manual 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 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 by the Board of Regents in the USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

Below are the general expectations for librarian faculty with professorial rank:

Librarian Assistant Professors

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 Professors

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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of librarian associate professor requires the terminal degree in the appropriate discipline 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 librarian associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

Librarian Professors

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. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of librarian professor requires the terminal degree in the appropriate discipline 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 rank of librarian professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3.8.C - Joint Appointments for Non-Tenure Track Librarian Faculty

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

3.8.D - Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track librarian faculty requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, because 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.

3.9 - General Expectations for Promotion and Faculty Performance for Non-Tenure Track Research Faculty in Professorial Ranks

Research faculty engage in scholarly activity 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 and scholarly activity 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, or equivalent, of the discipline and most often have postdoctoral research experience prior to appointment. These guidelines apply equally to limited term, 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 scholarly activities.

Research faculty are non-tenure track and not eligible for consideration for the award of tenure or probationary credit toward tenure. There will be no administrative transfers between tenure track and non-tenure track research 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 to become a research faculty hiring department. Departments and colleges with approval for Research faculty must incorporate into their guidelines the criteria for the promotion review of research faculty. Departments and colleges may also establish an optional third-year review for non-tenure track research faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (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 P&T Committee, the dean, and Provost.

3.9.A - Promotion for the Non-Tenure Track Research Faculty Professorial Ranks

3.9.B - Faculty Performance Expectations for Non-Tenure Track Research Faculty with Professorial Rank

3.9.C - Joint Appointments for Non-Tenure Track Research Faculty

3.9.D - Conversion Between Non-Tenure Track Faculty Positions

3.9.A - Promotion for the Non-Tenure Track Research Faculty 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 will be dependent on experience levels and the faculty member's career path.

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 the faculty member's situation and context and in relation to their stage of academic career development.

Only faculty who were hired in professorial rank with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. 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 judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

1. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree
2. Demonstrating the ability to implement one's own scholarship 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:

1. Holding a master's degree in the appropriate discipline
2. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree
3. Holding appropriate professional licensure or certifications in the discipline
4. 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
5. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration
6. Having already been promoted to the rank of Associate Professor

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for equivalency as stated in departmental, college, and University guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

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. The same committee structure that is used for and promotion review of tenured and tenure track faculty will be used for the promotion review of research faculty; third and sixth-year reviews stop at the level of the dean.

Non-tenure track research faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, (see KSU Faculty Handbook Section 3.12 (Faculty Review Process - Portfolio Guidelines and Contents).

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college promotion and tenure guidelines, provide the basis for nonrenewal of non-tenure track research faculty with professorial rank. Non-tenure track research faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance, should an appeal be necessary. 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.

3.9.B - Faculty Performance Expectations for Non-Tenure Track Research Faculty with Professorial Rank

Faculty performance is evaluated for non-tenure track research faculty with professorial rank through annual reviews. Non-tenure track research faculty with professorial rank will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.12 and Section 3.13.

Consistent with BoR Policy (BoR Policy Manual 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 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 by the Board of Regents in the USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

Below are the general expectations for research faculty with professorial rank:

Research Assistant Professors

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

Research Associate Professors

A candidate must have demonstrated consistency and direction in research/scholarship and must have achieved a substantial measure of accomplishment or scholarly contributions in the field of specialization. The faculty member establishes a strong record of research/scholarship accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of research associate professor requires the terminal degree in the appropriate discipline 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 research associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3). They should have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator or co-investigator.

Research Professors

Research professors are experienced and senior members of the faculty who have become highly accomplished in their research/scholarship specialty area. They are faculty whose careers have advanced to higher levels of effectiveness and productivity. Research professors have strong records of contribution to and leadership in research/scholarship 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/scholarship specialty area. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of research professor requires the terminal degree in the appropriate discipline 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 rank of research professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3). They should have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator.

3.9.C - Joint Appointments for Non-Tenure Track Research Faculty

If a non-tenure track research faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (Memorandum of Understanding; MOU) must be developed. This agreement must delineate how the home unit and the sharing unit(s) will provide input during the promotion process. The joint appointment agreement must specify who can provide input into the faculty member's annual and promotion reviews and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews. The joint appointment agreement must also specify the composition of the promotion committee and how members of the committee will be elected. The agreement should further specify the percent of salary funding to be allocated from each department, and the division of indirects from research contracts and grants, if applicable.

3.9.D - Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track research faculty requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, because 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.

3.10 - General Expectations for Non-Tenure Track Faculty Without Professorial Rank

3.10.1 - General Expectations for the Non-Tenure Track Lecturer Faculty Ranks

3.10.2 - General Expectations for Non-Tenure Track Academic Professionals

3.10.1 - General Expectations for the Non-Tenure Track Lecturer Faculty Ranks

The following non-tenure track lecturer faculty ranks are recognized at KSU: Lecturer, Senior Lecturer and Principal Lecturer. Faculty in lecturer ranks maintain a balance that is different from that of tenure-track faculty regarding their workload model and expectations.

BoR Policy 8.3.8.3 discourages institutions from initial hiring at the senior lecturer and principal lecturer levels. Therefore, initial hiring at the level of senior lecturer or principal lecturer is reserved for those individuals with extensive experience and accomplishments in higher education or corporate settings. Lecturers, senior lecturers, and principal lecturers are not eligible for the award of tenure.

In most cases, a lecturer's, senior lecturer's, or principal lecturer's primary responsibility is instructional (i.e., teaching, labs, supervision, clinicals, etc.) and therefore, is expected to be a highly effective teacher. In most cases, those responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of such 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. In rare cases, the responsibilities assigned to a lecturer, senior lecturer, or principal lecturer may be individualized and differ from the typical lecturer, senior lecturer, or principal lecturer workload described above. In such cases, the responsibilities must be specified in the FPA.

Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship. 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).

3.10.1.A - Appointment and Promotion for the Non-Tenure Track Lecturer Faculty Ranks

The criteria for promotion to senior lecturer or principal 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/principal lecturers with these primary responsibilities). Experience is correlated with rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. The same committee structure that is used for promotion for tenured and tenure track faculty will be used. Promotion reviews for lecturers and senior lecturers begin with the Department P&T Committee, then proceed to the department chair, dean, Provost, and President (discrepant reviews and requests for an additional review also go to the College P&T Committee).

Departments and colleges with non-tenure track lecturer faculty must incorporate into their guidelines the criteria for the promotion review for these faculty members. Departments and colleges may also establish an optional third-year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (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 P&T Committee, the dean, and Provost.

To be eligible for a Lecturer appointment at any rank, a person must have an appropriate master's degree in a discipline related to the position's responsibilities.

Lecturer

This is an entry-level faculty position. Individuals eligible for appointment to this rank should possess clear potential for delivering quality instruction.

Senior Lecturer

Evidence of highly effective teaching, including evidence of positive impact on student learning or positive student outcomes, must be demonstrated (KSU's interpretation of "six years of experience": A faculty member who was hired

without credit toward promotion may apply for promotion during the fifth year of service, after serving a minimum of four years in rank. Thus, after the review is conducted during the 5th year, a faculty member is promoted (has the new title) at the beginning of the 6th year.

Principal Lecturer

Evidence of creating and/or adopting effective instructional practices, or a positive instructional impact beyond instructional settings, such as dissemination of instructional innovation or participation in special teaching activities must be demonstrated (KSU's interpretation of "six years of experience": A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service, after serving a minimum of four years in rank. Thus, after the review is conducted during the 5th year, a faculty member is promoted (has the new title) at the beginning of the 6th year.

Only lecturers or senior lecturers who were hired with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to USG Academic & Student Affairs Handbook 4.6, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

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. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

Non-tenure track lecturers and senior lecturers must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion (see KSU Faculty Handbook Section 3.12 (Faculty Review Process - Portfolio Guidelines and Contents).

A lecturer's or senior lecturer's portfolio will be evaluated based on highly effective accomplishments in two performance areas: 1) teaching; and 2) professional service (related to teaching assignments). For lecturers and 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 that indicates poor performance, and with little or no improvement over time based on department and college promotion and tenure guidelines, provide the basis for nonrenewal of contracts for lecturers, senior lecturers, and principal lecturers. Lecturers, senior lecturers, and principal 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 letter will be considered at subsequent levels of review.

3.10.1.B - Faculty Performance Expectations for the Non-Tenure Track Lecturer Faculty Ranks

According to USG policy, reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution and if the institution determines that there is a continued need for the lecturer (BoR Policy Manual 8.3.8.2). According to USG policy, reappointment procedures for senior lecturers and principal lecturers follow the

same reappointment procedures as those for lecturers (BoR Policy Manual 8.3.8.3). At Kennesaw State University, a positive annual review will serve as documentation to continue as a lecturer, senior lecturer or principal lecturer based on exceptional teaching ability and extraordinary value to the institution.

Reappointment of lecturers, senior lecturers, and principal lecturers and promotion of lecturers to senior lecturers or principal lecturers are dependent on their performance in instruction and service as outlined in the FPA and on the programmatic needs and financial exigencies of the University and its units.

Annual reviews must be conducted for lecturers, senior lecturers, and principal lecturers according to the schedule found in Section 3.12 of the KSU Faculty Handbook.

3.10.1.C - Appointment Information

Based on BoR policy (BoR Policy Manual 8.3.4.3), full-time lecturers, senior lecturers, and principal lecturers are appointed by the institution on a year-to-year-basis. Lecturers, senior lecturers, and principal lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent year unless notified in writing as follows.

- For lecturers, senior lecturers, and principal lecturers with less than three years of full-time continuous service to KSU, notification of non-reappointment is encouraged as soon as possible, but no specific notice is required.
- For lecturers, senior lecturers, and principal lecturers with three or more years but less than six years of full-time continuous 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.
- For lecturers, senior lecturers, and principal lecturers with six or more years of full-time continuous 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.

Based on BoR policy (BoR Policy Manual 8.3.4.3), lecturers, senior lecturers, and principal lecturers who have served for six or more years of full-time continuous service at KSU in those positions 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 lecturer, senior lecturer, or principal 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 P&T committees and two deans, see KSU Faculty Handbook Section 3.12). 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 letter and may ask the administrator who provided written notice of the lecturer's, senior lecturer's or principal lecturer's non-reappointment to write a letter to the university-wide committee addressing the grounds addressed in the lecturer's, senior lecturer's, or principal lecturer's letter. A copy of the university committee's recommendation and justification will be provided to the lecturer/senior lecturer/principal lecturer, the lecturer's/senior lecturer's/principal lecturer's department chair and dean, and the Provost. A unit is justified when not reappointing a lecturer, senior lecturer, or principal 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. In cases where a lecturer, senior lecturer, or principal lecturer has requested a review by the university-wide committee, a final decision on a lecturer, senior lecturer or principal lecturer's non-reappointment is made by the President, in consultation with the Provost.

3.10.1.D - Joint Appointments for Non-Tenure Track Lecturers and Senior Lecturers

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

3.10.1.E - Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track lecturer, senior lecturer, or principal lecturer requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, because 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.

3.10.2 - General Expectations for Non-Tenure Track Academic Professionals

The non-tenure track Academic Professional title may be assigned to appropriate positions (as defined below). The workload for these individuals in the appropriate performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) is outlined in their situational context and set forth in the Faculty Performance Agreement (FPA). In many cases, employees in these positions may be assigned roles and responsibilities to meet specific needs related to the University, college, and/or departmental missions. Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service or instructional support nature.

The holder of a non-tenure track academic professional position is not eligible for consideration for the award of tenure or probationary credit toward tenure or promotion. Non-tenure track academic professionals may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Consistent with BoR Policy (USG Academic & Student Affairs Handbook 4.1), administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position require the approval of the department chair, dean, Provost, and President.

Per the Board of Regents Policy Manual, Section 8.3.8.4, 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;
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50 percent or more of the total assignment; and
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 probationary credit toward tenure.

Per the Board of Regents Policy Manual, Section 8.3.8.4, general categories for Academic Professionals include:

1. Training and instructional support, which includes educational needs assessment, program development and coordination, instructional materials and technology development, delivery of specialized or skill acquisition instruction, and program evaluation. In light of the restriction above, Academic Professionals must be persons whose instructional duties account for less than half of their total time.

2. Technical assistance in an advisory or operating role that provides specialized knowledge appropriate for program support and development with activities ranging from a significant or advisory or operating role to managing a technical support unit to development of organizational structures and function.
3. Specialized management, which includes supervision of clinical practice or field experience or providing services or out-of-class educational opportunities for students.

3.10.2.A - Performance Expectations for Non-Tenure Track Academic Professional

3.10.2.B - Joint Appointments for Non-Tenure Track Academic Professionals

3.10.2.C - Conversion Between Non-Tenure Track Faculty Positions

3.10.2.A - Performance Expectations for Non-Tenure Track Academic Professional

Employee performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

Consistent with BoR Policy (BoR Policy Manual 8.3.4.3), all non-tenure track academic professionals 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 or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track academic professional should follow the same schedule as non-tenure track lecturers with the schedule outlined by the Board of Regents in the USG BoR Policy Manual 8.3.4.3 (Employment of Lecturers, Senior Lecturers, and Principal Lecturers).

3.10.2.B - Joint Appointments for Non-Tenure Track Academic Professionals

If a non-tenure track academic professional has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (Memorandum of Understanding; MOU) must be developed. This agreement must delineate how the home unit and the sharing unit(s) will provide input during the annual review process. The joint appointment agreement must specify who can provide input into the faculty member's annual reviews and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews.

3.10.2.C - Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track academic professional requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, because 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.

3.11 - 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. Administrative faculty are those members of the corps of instruction who receive a contract for faculty ranked administrators and are eligible to receive an administrative stipend and undergo the Post Tenure Review for tenured administrative faculty, if applicable, while serving as an administrative faculty. Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include: department/school chairs/directors; assistant/associate deans; deans; assistant/associate/directors of academic units (e.g., CETL); assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; Provost; special assistant to President/Provost; others per President/Provost. (See additional details in Section 1.1).

3.12 - Faculty Review Process

Administrative and teaching faculty performance is evaluated via two basic and interrelated processes: annual reviews and multi-year reviews. An annual review is an evaluation of the faculty member's performance over one year, but 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 contribution to the department, college, and University.

3.12.A - Annual Reviews

3.12.B - Multi-year Reviews

3.12.A - Annual Reviews

The annual assessment of a faculty member's contributions to the University will be based on performance in reference to the criteria 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 progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions.

3.12.A.1 - Format: ARD and FPA

3.12.A.2 - Evaluation of Categories by Chairs

3.12.A.3 - Academic Administrative Review

3.12.A.4 - Process for Annual Review

3.12.A.5 - Performance Remediation Plan

3.12.A.6 - Corrective Post-Tenure Review

3.12.A.1 - Format (ARD and FPA)

The FPA must be updated annually in conjunction with the annual review. Both the annual review and the FPA are integral to the next annual review process. The ARD and the FPA together provide a retrospective and prospective synopsis of a faculty member's performance. They provide the basis for all levels of reviewers to properly assess the contributions of the faculty member.

The ARD addresses items in the past year's FPA. The exact format and layout of the ARD and the FPA will be determined by the faculty member's department. The College P&T Committee, the department chair, the dean, and the

Provost must approve these formats. Because the ARD and the FPA are integral to Promotion and Tenure decisions, those documents must reflect the Promotion and Tenure guidelines.

3.12.A.2 - Evaluation of Categories by Chairs

Chairs will evaluate faculty members in each of the three performance categories--teaching, scholarship and creative activity, and service-based upon the following five-point rubric:

5. Exemplary

4. Exceeds Expectations

3. Meets Expectations

2. Needs Improvement

1. Does Not Meet Expectations

(BoR Academic and Student Affairs Handbook 4.4)

In addition, chairs will evaluate faculty efforts to promote student success in *at least one* of the three areas. Although these rubrics will be developed in greater detail at the college and departmental level, they should be developed in alignment with the template below.

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member's efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level. Extensive improvements are needed.	This rating in any area necessitates a PRP for tenure-track and tenured faculty

Score	Category	Description	Comments
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenure-track and tenured faculty

According to USG policy, "Institutions must ensure that workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the 5-point scale." (BoR Academic and Student Affairs Handbook 4.4)

The overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area.

3.12.A.3 - Academic Administrative Review

Per BoR Policy Manual, Section 8.3.5.3, academic administrative officers shall be evaluated by the administrator's supervisor, using criteria that address the distinctive nature of administrators' work and leadership roles and will include constituent feedback. Administrative faculty will be evaluated annually by the administrator's supervisor and additionally will be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the administrative faculty's development plan.

3.12.A.4 - Process for Annual Review

Each full-time faculty member at KSU, regardless of rank or responsibilities or contract type, must receive an annual review of his or her performance (BoR Policy Manual, Section 8.3.5). In January of each year, the department chair or direct supervisor of the faculty member conducts an annual review of the faculty member's activity (provided in the ARD) in relation to the FPA goals for the previous calendar year. Administrators reviewing candidates should be very clear in stating their expectations and in discussing problems in detail with the faculty member.

The annual review process begins when the faculty member submits documentation and materials for the annual evaluation (including ARD and FPA). The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and his/her progression towards achieving future milestones. The faculty member will be given 10 calendar days to respond in writing to the annual written evaluation. Within 14 calendar days, the appropriate supervisor will acknowledge in the digital workflow the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. (BoR Academic and Student Affairs Handbook 4.4)

The entire package is then forwarded to the next administrative level for review. Within 10 calendar days from the review decision, the faculty member has the right to submit electronically a written appeal to the next level of review addressing specific items from the review providing clarification or additional perspective. Such responses become integral to the ARD throughout the review process. The response is archived with all other documentation for future reference (e.g., inclusion in portfolio reviews). No response is required by the last administrative reviewer.

If the faculty member believes that the process of review has been violated, the faculty member may request review under the provisions of the KSU Grievance Policy.

Evaluation of faculty performance via the Annual Review Document and Faculty Performance Agreement will be conducted in the digital workflow system. The general timeline for annual reviews and evaluation of faculty performance adheres to the following schedule:

- Last Friday of January: Completed ARDs/FPAs submitted by teaching and administrative faculty to next level supervisors.
- 2nd Friday of March: All reviews between teaching and administrative faculty and next level supervisors completed; portfolios submitted to second level supervisors.
- 2nd Friday of April: Second level supervisors return annual review submissions to teaching and administrative faculty; salary recommendations (if applicable; exact date TBD based on Budget Office and Board of Regents directions).

Each college may elect to have the faculty due date sooner, however, no earlier than one week before KSU's deadline, but not later, than those listed above. All faculty must have an annual review digitally signed by the appropriate administrators at all levels by the final due date listed above. Failure by a faculty member to submit all documentation required for annual reviews according to the University review timeline above shall be deemed as not meeting performance standards. Eligibility for merit, if applicable, is contingent upon completion of the ARD process.

A faculty member returning from a full leave of absence must complete their ARD and FPA within two weeks of returning from leave during their academic or fiscal contract period. If a faculty member on an academic contract officially returns from leave when they are not under contract (e.g., during the summer), the ARD and FPA must be completed within two weeks of the next contract start date.

Within 30 days after the start date, new faculty should develop an FPA in consultation with the Department Chair, to cover the period from the start date to December of the start year.

The requirement for annual reviews does not preclude the possibility of having additional reviews during the year. Non-renewal schedules as outlined in Section 4.1.8 of the KSU Faculty Handbook must be followed.

ARDs, FPAs, supervisor evaluation, and any additional comments, such as response letters, must be submitted with documents and materials for all Promotion and Tenure reviews, including pre-tenure reviews and post-tenure reviews.

3.12.A.5 - Performance Remediation Plan

If a tenured faculty member receives a "1 - Does Not Meet Expectations" or "2 - Needs Improvement" in any of the categories during an annual review, the chair of the department and the faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member's performance. A Performance Remediation Plan sets forth realistic goals and strategies for the faculty member to begin meeting expectations in the following year's annual review. (BoR Faculty and Student Affairs Handbook 4.4) The PRP should include the following:

1. A set of realistic goals that are achievable within the timeframe of the Performance Remediation Plan.
2. A set of realistic strategies for achieving those goals.
3. A realistic measurement.
4. A realistic timeline.
5. Available resources for enacting strategies and achieving goals.
6. Set meetings between the chair and the faculty member - at least two (including the PRP planning meeting) during the Spring Semester and two the following Fall semester. (BoR Faculty and Student Affairs Handbook 4.4)

In addition to setting forth realistic goals that are specific and achievable during the evaluation period, the PRP should fit within the faculty member's situational context and workload. Moreover, it should address the issues that caused the

1 or 2 rating(s). The PRP must be approved by the Dean and submitted to Academic Affairs by the end of the current academic year contract. Important note: Faculty cannot be required to fulfill their PRP while they are off contract. Examples of such goals and strategies may include but are not limited to:

- Attend development activities (seminars, workshops, conferences, etc.)
- Seek mentorship, either inside or outside the department (may be facilitated by chair; mentor may have duties re-assigned to facilitate this)
- Produce updated curriculum or other work products
- Develop and/or disseminate scholarship
- Produce reflective evaluation of any area that resulted in the 1 or 2 rating.
- Undertake leadership or other active roles in service activities

During the annual review process in the following year, the faculty member will address the goals and strategies in the PRP from the previous year. If the faculty member's performance in every category is determined by the chair/director to be 3 or above, the PRP is successfully completed. If the PRP was not successfully completed - the performance in any category (whether the same or different area from the prior year) is evaluated by the chair/director to be a 1 or 2 - the faculty member, if tenured, will participate in a corrective post tenure review the following fall. (BoR Faculty and Student Affairs Handbook 4.4, 4.7)

Note that while this section of the Handbook pertains to tenured faculty members, tenure-track faculty members will also be evaluated annually on the elements of teaching, student success activities, research/scholarship, and service, following the procedures described above. In the case of deficiency identified through an annual evaluation, they will be put on a Performance Remediation Plan (PRP). If there is deficiency over two consecutive annual evaluations, institutions will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to correct deficiencies, to possible separation of employment. For non-tenured faculty members, the PRP and subsequent steps are suggested for developmental purposes, but completing all these steps is not necessary for non-renewal. For guidance on non-renewal, please see BOR Policy 8.3.4 Notice of Employment and Resignation.)

(See BoR Academic and Student Affairs Handbook 4.7)

3.12.A.6 - Corrective Post-Tenure Review

If a tenured faculty member receives a "1 - Does Not Meet Expectations" or "2 - Needs Improvement" on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (Importantly, the faculty member does not have to receive a "1 - Does Not Meet Expectations" or "2 - Needs Improvement" in the same area as the previous year for a faculty member to be required to undergo a corrective post-tenure review.) Faculty undergoing a corrective post-tenure review will follow the same processes as faculty undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. (BoR Faculty and Student Affairs Handbook 4.7)

3.12.B - Multi-year Reviews

3.12.B.1 - Pre-Tenure Reviews

3.12.B.2 - Review for Promotion and/or Tenure

3.12.B.3 - External Letters

3.12.B.4 - Post-Tenure Review (PTR)

3.12.B.5 - Post-Tenure Review for Administrative Faculty

3.12.B.6 - Committee Structure and Process

3.12.B.7 - Portfolio Guidelines and Contents

3.12.B.8 - Withdraw from an Elective Review by Submitting a Request for Withdrawal

3.12.B.9 - Queries about Process and Ethical Violations

3.12.B.1 - Pre-Tenure Reviews

1. Pre-Tenure Reviews

For non-administrative faculty, the review of pre-tenure review portfolios begins with the Department P&T Committee, proceeding in turn to the department chair and the dean. The pre-tenure review portfolio of a department chair is reviewed by the Department P&T Committee, followed by the College P&T Committee, and then the dean. The pre-tenure review for other academic administrators (deans, college-level administrators, and university-level administrators) 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. This review letter is placed in the digital portfolio workflow.

Within 10 calendar days from the date of Advance of each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the digital portfolio workflow. 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 the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records. (See BOR Academic and Student Affairs Handbook 4.4)

3.12.B.2 - Review for Promotion and/or Tenure

The review of promotion and tenure documents begins with the Department P&T Committee. Documents are then reviewed in turn by the department chair and the college dean. Promotion and tenure of department chairs/school directors begins at the level of the Department P&T Committee, then proceeds to a committee of department chairs from the college (composition of this committee follows procedures outlined in College Bylaws), and finally proceeds to the dean with the remainder of the process to follow as ordinary cases of promotion and tenure (see KSU Faculty Handbook Section 3.13).

Promotion and tenure portfolios without any negative recommendations among required levels of review proceed from the dean to the Provost. In the event of any negative recommendations among required levels of review, the portfolio goes to the College P&T Committee that serves as the appeals committee for promotion and tenure cases (composition of this committee follows procedures outlined in College Bylaws). 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 recommendation of the college committee (when such a review is necessary), the portfolio proceeds to the Provost for a recommendation. In cases where the portfolio did not go to the College P&T Committee, the Provost may choose to send it to the appropriate College P&T Committee for review and recommendation.

Within 10 calendar days from the date of Advance of each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the digital portfolio workflow. 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 makes a recommendation, and the portfolio then goes to the President, who makes a final decision. If, after the Provost review, a candidate for tenure or promotion believes that the process of review has been violated, the candidate 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's promotion and tenure committee for the promotion review only. The portfolio is then reviewed by the department chair and dean for promotion and post tenure review. The portfolio is subsequently sent to the Provost for a promotion consideration and post-tenure review. If the Provost 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 sends the portfolio to the college committee for a promotion review. The Provost then provides a promotion and post-tenure review and finally the President provides a promotion and post-tenure 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 Memorandum of Understanding, which delineates how the academic home unit and the sharing unit(s) will provide input during promotion and tenure processes, will be followed.

At each level, review committees and administrators must make a positive or negative recommendation on the question of tenure and/or promotion and must write a letter to be placed in the digital portfolio workflow [for administrative faculty, recommendation letters must be copied to the candidate's academic supervisors (e.g., department chair, dean) and administrative supervisors (Director of Center for Excellence in Teaching and Learning, Director of Global Education, etc.) if the supervisor is not included in the electronic workflow during the review process]. The letter includes the recommendation for tenure and/or promotion and articulates the strengths and weaknesses that contributed to the recommendation. Within 10 calendar days from the date of Advance of the review recommendation at each level, the faculty member has the right to respond to a committee's or administrator's recommendation and justifications by submitting a letter written by the faculty to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the digital portfolio workflow. 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.

3.12.B.3 - External Letters

The inclusion of external letters as part of the Promotion and Tenure process is required. External letters will not be required for non-tenure track faculty unless research and scholarship expectations are 50% or more of their workload expectations nor for Post-Tenure Review (PTR). For faculty submitting for promotion from Assistant Professor to Associate Professor and tenure, 3 external letters will be required. For faculty submitting for promotion from Associate Professor to Professor and/or tenure, 3 external letters will be required. The actual process for obtaining external letters will be as follows:

I. Teaching Faculty

1. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/school director (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.

2. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.
3. Individuals who pose a conflict of interest (such as friends, relatives, KSU coworkers) will be removed from the list.
4. For promotion to Professor, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
5. For promotion to Associate Professor, the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.
6. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
7. Neither the chair nor the candidate may solicit a letter concerning Scholarship/Creative Activity from outside of the mutually agreed upon list.
8. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.
9. The candidate will enter the names and contact information for the reviewers on the final list into the digital portfolio system, along with the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. The candidate should select the work to be shared with the letter writer. It is unnecessary to have all materials evaluated.
10. The department chair contacts the potential letter writers through the digital portfolio system requesting their assistance using the standard KSU "Letter to External Reviewers."
11. If the letter writer declines, the chair will choose another letter writer in the order of the list.
12. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer.
13. The letter writers will upload their letter into electronic portfolio workflows before the faculty member submits the portfolio.
14. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
15. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.
16. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76).

II. Administrators

1. All department chairs, deans, associate deans, VPs, AVPS, etc. must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.

3.12.B.4 - Post-Tenure Review (PTR)

According to USG policy, "all tenured faculty members who have rank and tenure with an academic unit must undergo post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. department chair, Dean, Associate Provost). A corrective post tenure review follows the same process and outcomes as a regularly scheduled post tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock" (BoR Faculty and Student Affairs Handbook 4.7).

The BoR Faculty and Student Affairs Handbook goes on to note, "A tenured faculty member may voluntarily elect to go up for a post-tenure review before the five-year time limit by informing the department chair in the annual review workflow. This enables a faculty member to take full advantage of the feedback and insight provided by their

colleagues at a strategic moment in their career, rather than having to wait for the usual 5-year cycle. Early post-tenure reviews should include a review of the faculty member's accomplishments since they were last evaluated for tenure or a previous post-tenure review, whichever was most recent. If the faculty member has a successful review, the next post-tenure review will be five years from the voluntary PTR post-tenure review date. If the faculty member is unsuccessful, the 5-year PTR review date remains in place." (BoR Faculty and Student Affairs Handbook 4.7)

I. Process for Post-Tenure Review (PTR)

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 listed on the Portfolio Document Submission List (see below). Supporting documentation is also submitted. External letters are not required for PTR.

The process begins with the faculty member submitting the required post-tenure review portfolio to the digital workflow. This digital workflow will then be routed to the department chair who will conduct the first level of review. The department chair will have the option of adding any feedback to the annual reviews that are already included in the documentation.

The review of post-tenure portfolios for faculty then proceeds to the College P&T Review Committee. A letter indicating the committee's evaluation must be uploaded into the digital workflow. The committee's post tenure review letter will include an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The letter will also include an overall assessment of whether the faculty member is meeting expectations in post tenure performance, using the same 5-point scale as described for annual reviews (Section 3.12).

The review then proceeds to the Dean. At each level, a letter indicating the reviewer's assessment must be uploaded into the digital workflow. This assessment will contain specific and detailed reference to the department promotion and tenure review guidelines used to justify the recommendations and decisions that have been made.

Within 10 calendar days from the date of Advance of the review recommendation at each level, the faculty member has the right to respond to a committee's or administrator's review and justifications by submitting a letter written by the faculty to the reviewing committee or administrator for the information of the next level of review. The faculty member will place the response letter into the digital portfolio workflow. 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 appropriate supervisor must meet with each faculty member to discuss the results of PTR. In the event of an unsuccessful PTR (rating of 1 or 2) the faculty member must be informed in writing of next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory. (BoR Faculty and Student Affairs Handbook 4.7)

Expedited Post-Tenure Review

As the annual review documents constitute the "primary evidence" for multi-year reviews, faculty members receiving ratings of "3" ("meeting expectations") or above in all areas of faculty review, as well as in their overall annual reviews during the 5-year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with a 12-page maximum). No additional materials will be required for the portfolio to be considered complete. Faculty receiving a "1" or "2" rating in any area of review or in their overall annual reviews during any given year under PTR consideration, will submit the standard (full) set of portfolio materials.

Monetary PTR Rewards

If the final rating on the five-point scale in a regularly-scheduled post-tenure review is a 4 or 5, the faculty member will receive a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than

five years) at their next post-tenure review. Faculty who undergo a corrective or voluntary post-tenure review, on the other hand, are not eligible for this one-time award.

II. Performance Improvement Plan

In the event of a post-tenure review that does not meet expectations (1) or needs improvement (2), the faculty member's appropriate supervisor(s) and faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the review committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. (BoR Faculty and Student Affairs Handbook 4.7)

The following parties should be involved in the creation of a PIP, in the monitoring of the faculty member's progress towards completion of the plan, and in verifying the plan's completion:

1. The affected faculty member.
2. The academic home department chair/school director.
3. The dean of the faculty member's academic home.
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 mentors, as needed, for the successful completion of the plan.

This work may begin as soon as the first level committee issues an evaluation of 1 or 2. The PIP is not finalized until the Dean issues the final evaluation of the post-tenure review.

The PIP should include the following:

1. A set of realistic goals that are achievable within the timeframe of the Performance Improvement Plan.
2. A set of realistic strategies for achieving those goals.
3. A realistic measurement.
4. A realistic timeline.
5. Available resources for enacting strategies and achieving goals.
6. Set meetings between the chair and the faculty member (including the PIP planning meeting) twice per semester during the fall and spring semesters.

In addition to setting forth realistic goals that are specific and achievable during the evaluation period, the PIP should fit within the faculty member's situational context and workload. It should address the issues that caused the 1 or 2 rating(s). Important note: Faculty cannot be required to fulfill their PIP while they are off contract.

Examples of such goals and strategies may include:

- Attend development activities (seminars, workshops, conferences, etc.)
- Seek mentorship, either inside or outside the department (may be facilitated by chair; mentor may have duties re-assigned to facilitate this)
- Produce updated curriculum or other work products
- Develop and/or disseminate scholarship
- Produce reflective evaluation of any area that resulted in the 1 or 2 rating.
- Undertake leadership or other active roles in service activities

The PIP must be approved by the Dean and submitted to the institution's Office of Academic Affairs via the electronic portfolio system by the last day of the current academic year contract. (BoR Faculty and Student Affairs Handbook 4.7)

Twice per semester during the fall and spring semesters, meetings must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming time period. Before each meeting, the faculty member will submit a summary of progress (may be an interactive vita) into a digital workflow. After each meeting,

the academic administrator should summarize the meeting and indicate whether the faculty member is on track to complete the PIP in writing in the digital workflow. The assessment of the PIP will take the place of that year's annual review. The department chair and dean will assess whether the faculty member demonstrated substantive progress. (BoR Faculty and Student Affairs Handbook 4.7)

If the College P&T Committee, the chair, and the dean find that the faculty member demonstrated no substantive progress towards remediating the deficiencies identified in the PIP, the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The letter indicating Dean's assessment and proposed action is sent to faculty member for response (10 calendar days). (BoR Faculty and Student Affairs Handbook 4.7)

The five-year clock for post-tenure review will be restarted in the year in which an individual has successfully completed a formal PIP.

III. PIP Follow-up Actions and Due Process

According to USG policy, in the case of a faculty member who has failed "to make sufficient progress in performance, then the institution will take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies." (BoR Faculty and Student Affairs Handbook 4.7)

Note that complete resolution of the deficiencies is not necessary for the successful completion of a PIP. The USG policy only requires that faculty "demonstrate sufficient progress in performance" (BoR Faculty and Student Affairs Handbook 4.7). It is an option that an action recommended for an unsuccessful PIP be an additional year on a PIP.

Unsuccessful PIPs, therefore, will not be equal in seriousness and nature, and thus, each situation will require a calibrated and proportional set of corrective actions. In the selection of corrective actions, the department chair and the dean should weigh the nature of the deficiencies identified in the PTR report and the faculty's effort in working to successfully complete the PIP.

Examples of corrective actions may include, but are not limited to:

- Continuation of PIP, without eligibility for pay increase
- Temporary loss of any preferences earned (i.e., seniority)
- Temporary workload adjustments imposed.
- Temporary loss of preferred teaching schedule.
- Temporary loss of summer teaching or other paid opportunities
- Reduction of salary
- Loss of tenure
- Termination from KSU

Due Process Following an Unsuccessful PIP

Upon request by the faculty member, the University Committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation. If the faculty member does not request a review by the University committee, the Provost will make the final determination on remedial action. If the faculty member does want to request a review by the University Committee, the faculty member has 10 calendar days from receiving the recommendations of the dean/dept. chair to request the University PTR committee review. If received within 10 calendar days, the request will be granted.

The following due process will be followed for the University Committee review:

1. The University Committee will review the recommendation of the department chair and dean. The University Committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the committee may be based solely on a review of the record. The University Committee will issue its recommendation to the Provost and the faculty member within 20 calendar days of the request for review by the faculty member.
2. Within 5 calendar days of receiving the recommendation(s) from the University Committee, the Provost shall send an official letter to the faculty member notifying him or her of the remedial action.

The Provost's remedial action may include, but not be limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. If the remedial action is separation from employment, and only in that case, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. If the faculty member requests a formal hearing within 5 calendar days of receiving the Provost's official letter, the Provost will grant that request.

The following procedures will be followed for the final faculty hearing:

1. If the institution does not have a final dismissal hearing committee as a standing committee of its faculty's legislative body, a PTR final dismissal faculty hearing should be formed within 5 calendar days of receiving the faculty member's request and consist of not fewer than three, but not more than five, impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty. The hearing committee should elect a chair from its membership. The entire process of the hearing and written recommendation from the final hearing committee to the President must be completed within 30 calendar days from the date of the faculty member's request for a hearing.
2. The hearing committee will notify the faculty member recommended for dismissal in writing at least 15 calendar days prior to the hearing.
3. Prior to the hearing, the hearing committee will review all documentation relevant to the post-tenure review of the faculty member.
4. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
5. The President and the faculty member shall be notified in writing of the recommendation of the hearing committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.
6. The President may or may not follow the recommendation of the committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the hearing committee regarding the decision and the supporting reasons. The President should also notify the faculty member of the discretionary review process as provided for in the Board of Regents Policy: BoR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW.
7. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date. (See BoR Academic and Student Affairs Handbook 4.7)

3.12.B.5 - Post-Tenure Review for Administrative Faculty

All employees who are defined as administrative faculty in Section 1.1 of Kennesaw State University's Faculty Handbook are not subject to the Post-tenure Review process described in Section 3.12.B.4 for tenure-track teaching faculty.

Such individuals will undergo the following process, known as "Administrative Post-Tenure Review" (Administrative PTR). Although all administrators are subject to Administrative PTR, there will be occasional differences between

those administrators within Academic units (such as department chairs/directors and college deans) and those who are not (such as those in Academic Affairs, the Office of Research, etc.). The former are herein referred to as "Academic Administrators" and the latter as "University Administrators". Unlike the Post-Tenure Review process for tenure-track teaching faculty, Administrative PTR is largely developmental, reflecting the fact that individuals in these positions serve at the discretion of their supervisors. Per BoR Policy 3.2, their tenure protects their faculty position, but their administrative position is not "protected". As such, performance reviews inform supervisory decisions, but do not result in formal remediation or improvement plans in the same manner as tenure-track teaching faculty reviews.

I. Purpose of Administrative Post-Tenure Review

1. The intent of Administrative PTR is to ensure accountability for those administrators who hold tenure, and to provide comprehensive developmental feedback regarding an individual's administrative duties and job performance. This will be accomplished through an inclusive collection of data at multiple levels, known as a "360 degree" review, which ensures a full perspective of one's performance, strengths, and areas for improvement.

II. Frequency of Administrative Post-Tenure Review

1. All eligible administrators shall be reviewed in the second full academic year in their position inclusive of "interim" years, and every five years thereafter. If an individual is permanently assigned to a different administrative position, the timeline shall be reset. If administrators are hired by October 1, then this will be considered their first year and they will be reviewed in the following year.
2. Applications for promotion in rank are separate from Administrative PTR and subject to the regular procedures outlined in (Section 3.12.B.2).
3. This process shall commence in Fall 2023, with the Administrative PTR Committee (see below) collaborating with Academic Affairs to ensure staggered reviews and appropriate review loads for units and supervisors.
4. In exceptional circumstances, the Administrative PTR committee may recommend to the Provost to conduct a 360 review outside of the timeline in 2.a. above.

III. Management of Administrative Post-Tenure Review

1. Management of the Administrative PTR process shall be led by a Faculty PTR Coordinator appointed by the Provost.
2. The Faculty PTR Coordinator shall work with a committee to facilitate the Administrative PTR process, and separately to resolve discrepancies should they occur. This committee shall be known as the Administrative PTR Committee, consisting of the Faculty PTR Coordinator and:
    1. Chair of the Chairs and Directors Assembly
    2. President of the Faculty Senate
    3. Associate Vice President for Academic Affairs
3. The responsibilities of the Faculty PTR Coordinator include:
    1. Collaborating with Academic Affairs on developing and maintaining the Administrative PTR review calendar.
    2. Collaborating with Academic Affairs on developing and maintaining the timeline for each year's Administrative PTR.
    3. Facilitating all activities, communication, and responsibilities with an outside firm that will conduct the data collection for Administrative PTR.
    4. Communicating with reviewee and supervisor about development of reviewer list, consulting with the Administrative PTR Committee if necessary.

5. Working with the Administrative PTR Committee to consider changes to process, to be developed in consultation with appropriate shared governance bodies and approved by the Provost and the President.
6. Coordinating with supervisor and, if applicable, shared governance committees, for contextual meetings and feedback.
7. Providing training and consultation, as needed, with all stakeholders in the process, including reviewees, supervisors, and reviewers.
8. Working with supervisor to ensure appropriate survey is sent to respondents.

IV. Timeline of Administrative Post-Tenure Review

1. The Faculty PTR Coordinator shall collaborate with Academic Affairs to determine which administrators are to be reviewed each year. This list shall be completed by the end of August, and all individuals on the list shall be notified by the Faculty PTR coordinator.
2. During September and October, the Faculty PTR Coordinator shall work with reviewees and their supervisors to complete the necessary tasks in Section 5 below.
3. The surveys for 360 reviews shall be distributed by an outside contractor during November.
4. The survey results shall be distributed during December, or as soon as the outside firm is able.
    1. A secure data link shall be distributed to the Faculty PTR Coordinator, who will forward secure links containing relevant data and reports to:
        1. The reviewee
        2. The supervisor
        3. The relevant shared governance body (if applicable of Academic Administrators)
    2. Only responses from faculty and staff will be shared with shared governance bodies
5. The survey results shall be compiled into a summary report by the outside contractor, and in the case of Academic Administrators, responses from faculty and staff shall be reported separately from other respondents. Raw data shall also be provided if requested for specialized analysis.
6. Reviewed administrators shall meet with their supervisor as early as feasible in the spring, according to the timeline approved by the Provost. This meeting serves as both the annual review and the Administrative PTR meeting and shall cover topics traditionally associated with the annual review, as well as the feedback collected as part of the 360 review.
7. Supervisors of "Academic Administrators" shall meet with relevant shared governance bodies (such as Department Faculty Councils, College Faculty Councils, and the Faculty Senate Executive Committee) prior to meeting with the reviewee. Each shared governance body will include one staff member for this review. In cases where an entire department serves as the Department Faculty Council, the department will identify three individuals to serve as the review committee and name a chair. This meeting is meant to provide greater context to the responses from faculty and staff, and to explore areas for growth and development in the administration of the academic unit. Supervisors are encouraged to meet with these bodies during the spring of non-review years as well, to maintain communication and to collect informal feedback about the performance of Academic Administrators. Supervisors are also encouraged during the spring of non-review years to meet with other relevant stakeholders to discuss the context of the reviewees' performance. For instance, it may be useful to meet with a college curriculum committee chair to discuss the performance of an associate dean who handles curriculum matters.
8. Supervisors of "University Administrators" are encouraged to meet with relevant individuals and stakeholders prior to meeting with the reviewee, though this will vary greatly across the university.
9. A hard copy of all data and/or summaries shall be placed in the University Archives by the Faculty PTR Coordinator no later than June 30 each year.

V. Participants in Administrative Post-Tenure Review

A. University Administrators

1. University Administrators serve in a variety of capacities, with diverse organizational structures to consider. As such, their 360 reviews will vary and be highly individualized. Reviews of these individuals should seek to sample five respondents from "above", five respondents considered "peers" and ten respondents considered subordinates or customers of the service they provide to the university. Each position is unique, but reviewers from "above" may include university administrators above their position, external stakeholders, or peers of their supervisor. Reviewers considered "peers" would be other university administrators not above their administrative rank. Reviewers considered subordinate or customers would include all direct reports, and, if appropriate, colleagues from around the university below their administrative rank who work regularly with the administrator.
2. The administrator and supervisor develop a list of potential reviewers, ideally twice the minimum required in each group, with the administrator under review supplying at least half of the names on the list. The goal is to develop a mutually acceptable list of reviewers who have sufficient experience working with the administrator to provide valid responses.
3. The supervisor shall narrow the list of reviewers to no fewer than ten. The overall number of reviewers shall ensure appropriate representation based on the position. Ideally, reviewees shall only exceed twenty when the number of direct reports from below exceeds ten. In exceptional circumstances, the number may be fewer than outlined above. Exceptions must be approved by the Provost or Provost designee. The Administrative PTR Committee may be consulted in such instances. The Committee shall resolve disputes regarding reviewers.

B. Academic Administrators

1. Academic Administrators serve in positions that are more consistent across the university, though there are certainly variations in job descriptions and portfolios. Most Academic Administrators are:
    1. department/school chairs/directors;
    2. associate/assistant deans;
    3. deans;
    4. provost.
2. Reviews of academic administrators shall mirror those of university administrators, attempting to secure five reviews from "above" and five from "peers". However, all faculty and staff in their unit shall also be invited to complete review surveys. All permanent, full-time department/school faculty and staff will have the opportunity to evaluate a chair/director. All permanent, full-time college faculty and staff will have the opportunity to evaluate assistant/associate deans and deans. All permanent, full-time university faculty and staff under the umbrella of Academic Affairs will have the opportunity to evaluate the provost.
3. In all cases above, the supervisor may decide to expand the list of eligible reviewers. In exceptional circumstances, the number may be fewer than outlined above. Exceptions must be approved by the Provost or Provost designee. The Administrative PTR Committee may be consulted in such instances.

VI.Outcomes of Administrative Post-Tenure Review

1. Supervisors shall write a narrative that is inserted in the annual review document highlighting the findings of the Administrative PTR. It shall also be sent to the chair of the relevant shared governance body, if applicable.

3.12.B.6 - Committee Structure and Process

Department P&T Review Committee: Department P&T committees and the Department P&T Committee chair are elected by the tenure track faculty of the department during the spring semester. An individual committee chair must be identified for each P&T committee. Department P&T committees, except for the Kennesaw State University Libraries, have a minimum of three tenured teaching faculty members. Administrative faculty, as defined in Section 3.11 of the KSU Faculty Handbook, are not eligible to serve on Department P&T committees.

College Review Committee: For the purpose of reviews, except for the Kennesaw State University Libraries, the members of the College P&T Committee are one or two tenured teaching faculty members from each department as described in the College Bylaws (there must be the same number of faculty representing each department in the College, i.e., one from each department or two representing each department). Administrative faculty, as defined in Section 1.1 of the KSU Faculty Handbook, are not eligible to serve on college P&T committees. Members of the College P&T Committee and the College P&T Committee chair are elected by the tenured and tenure track faculty of the department during the spring semester. An individual committee chair must be identified for the College P&T Committee. No person can participate in more than one stage of the review process. Departmental representatives to the College P&T Review Committee serve two-year staggered terms. When a department does not have tenured faculty members who are eligible to serve, it will elect tenured faculty from outside the department.

Both College and Department Review Committees: Committee members for department and college P&T committees must be at the same rank or higher than the rank that the candidate is being evaluated. That is, for faculty applying for promotion from Assistant Professor to Associate Professor, both Associate Professors and Professors are eligible to review the portfolio. Portfolios of faculty applying for promotion from Associate Professor to Professor are only reviewed by Professors. (NB: this rank requirement does not apply to department chairs or deans as they are evaluating portfolios based on their roles as administrators and not by professorial rank.) Because all Promotion and Tenure committees must have a minimum of three voting members to review each portfolio, departments may elect ad hoc committee members from inside or outside the department to serve in reviewing full professor promotion cases. Specific departmental policies on electing ad hoc committee members for full professor promotion cases must be clearly stated in the department and college promotion and tenure guidelines. Faculty whose documents are under review may not serve on their departmental or college P&T committees. There is one exception: a candidate under review for Post-Tenure Review can serve on the department Promotion and Tenure committee, because the candidate's portfolio is not reviewed by the department committee.

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

Reviewers' deliberations shall be based on whether the candidate has met the standards for promotion and/or tenure in the department guidelines, in light of the evidence presented in the candidate's portfolio and the reviewers' first-hand observations of the candidate's professional performance.

Votes of review committees are by secret ballot. All deliberations and recommendations of reviews are confidential and may not be discussed with the candidates or with others outside the review committee's membership. The vote tally for and against recommending promotion and/or tenure will be recorded in the digital portfolio workflow (but not names of individuals casting those votes). The committee chair must electronically sign the letter and place it in the digital portfolio workflow. Individual committee members can submit a dissenting letter if they so desire; individual committee member letters will be added to the digital portfolio workflow by the committee chair when the majority letter is submitted. All letters by the committee members and the committee as a whole must be dated the same. 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. Sharing documents via OneDrive is permissible.

3.12.B.7 - Portfolio Guidelines and Contents

All faculty members who are considered for tenure, promotion, pre-tenure, 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 all documentation required for any review according to the scheduled timeline will result in a negative decision. Failure to submit a required tenure or pre-tenure review portfolio according to the scheduled timeline will result in the issuance of a terminal contract. For post-tenure review, failure to submit a portfolio shall be considered by the review committee as not achieving expectations.

If the faculty member does not submit any documentation for a regularly scheduled post-tenure review by the deadline, performance will be assessed as a 1 and a PIP will be put into effect, as described in Section 3.12.B.4.II.

To initiate the review process, the faculty member submits the portfolio to the digital portfolio workflow by 11:59 pm on the scheduled date in the fall semester. After the deadline, no material can be changed, and no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Previous levels of review will not reconsider their recommendation based on this status change. 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 or incomplete forms, the committee will ask the supervisor or designee to provide the missing item(s). The review committee will place this information in the digital portfolio workflow along with the committee review letter.

The portfolio consists of the following: items in the Portfolio Document Submission List (below) and Linked Supporting Materials. 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 accomplishments at KSU are major considerations for review recommendations and 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.

I. Portfolio Document Submission List

- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). 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
    - Scholarship and Creative Activity
    - Professional Service
- The student success part of the above three areas will be noted for review. Faculty should address the quality and significance of their student success activities in at least one of the three areas. The narrative will refer to the Linked Supporting Materials listed below using the List of Links to Supplemental Evidence Files.
- List of Links to Supplemental Evidence Files
- 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 Faculty Affairs webpage. The Vita Interactive report may be used to provide links to Linked Supporting Materials listed below.
- Annual Review Materials (including all signed ARDs, FPAs, and any faculty response letters).
    - Faculty eligible and submitting for tenure and/or promotion should include all annual review documents and supporting materials since their last pre-tenure, tenure, and/or promotion review.
    - Faculty eligible and submitting for pre-tenure review should include all annual review materials since their start date at KSU.
    - Faculty eligible and submitting for PTR should include all annual review documents and supporting material since their last promotion, tenure, or PTR review.
    - For any faculty who has received a "Not Meeting Expectations" in their post-tenure review, a copy of the formal plan for faculty development (as described in Section 3.5C) must be included.
- Departmental guidelines (Administrative Faculty should include the guidelines from the academic home department of their faculty appointment) and college guidelines, if applicable.
- Review Letters from Pre-tenure Review (only submitted for tenure review, if applicable) or from Third-Year Review (only submitted for non-tenure track promotion review, if applicable).
- Joint Appointment Memorandum of Understanding, if applicable.

II. Linked Supporting Materials

- Teaching - This section contains illustrative evidence of the quality and significance of the faculty member's teaching. While student evaluations are required, these materials may include, but are not limited to, the following (college and departmental 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
    - Evidence of student success activities
    - See also KSU Faculty Handbook Section 2.5 Assessment of Teaching Effectiveness
- Scholarship and Creative Activity - This section contains illustrative evidence of the quality and significance of the faculty member's scholarship and creative activity. These materials may include, but are not limited to, the following (college and departmental 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
    - Evidence of student success activities
- Professional Service - This section contains illustrative 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 departmental guidelines may be more specific):
    - Committee assignment documentation
    - Copies of meeting minutes
    - Copies of products developed
    - Recognition by others of contributions
    - Evidence of student success activities
    - 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:
        - Documentation indicating leadership assignments
        - Evidence of program evaluation
        - Supervisor, peer, and employee evaluations
        - Copies of products developed

Beyond the material listed above, the faculty member may link to a one-page summary of activity not readily supported by documentation.

3.12.B.8 - Withdraw from an Elective Review by Submitting a Request for Withdrawal

A faculty member who has initiated an Elective Tenure or Elective Promotion Review may withdraw from the review process at any point prior to the Provost review. Failure to withdraw prior to the Provost review will result in the portfolio proceeding automatically through the remainder of the review process. To withdraw from the review process, the faculty member will indicate their intent to withdraw at the faculty response step in the digital workflow. Because a portfolio proceeds whether it has received positive or negative evaluations and may receive different evaluations at different levels of review, the decision to withdraw must be made on the merits of each individual situation. You are encouraged to discuss your situation with your department chair or a colleague who is familiar with your situation (but not on a current review committee) and the review process before submitting a withdrawal request.

Credit towards tenure and/or promotion is considered "used" upon submission of a portfolio to the department review committee. Withdrawal of a portfolio does not reinstate used credit.

Withdrawing from an elective tenure and/or promotion review does not alter requirements for completing a required pre-tenure or post-tenure review. The faculty member is still required to submit materials in the required pre-tenure or post-tenure review workflow.

3.12.B.9 - Queries about Process and Ethical Violations

Proposed revisions to the process are directed to the chair of the Promotion and Tenure Process Review Committee. Committee membership consists of the chairs of College P&T Committees from the previous year. Disputes about the Promotion and Tenure 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 (late letters, committees not elected according to guidelines, etc.) should be reported to the Provost or designee and to all levels of review. In these cases, the college committee should make a recommendation to the Provost as to an appropriate course of action. Potential ethical indiscretions during the promotion and tenure process should be directed to the Provost or designee.

3.13 - Multi-Year Review Schedules

Promotion and Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank including Clinical, Research and Librarian Faculty), and Tenured Faculty with Professorial Rank	
Mid-January to Early February	Chair and Faculty decide on external letter writers as required (if applicable)
Mid-February to Early May	Chair sends request for external letters (If the letter writer declines, the chair will choose another letter writer in the order of the list.)
July 1st	Due date for external letters (If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.)
Mid-August	Candidate submits portfolio to digital portfolio workflow

Promotion and Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank including Clinical, Research and Librarian Faculty), and Tenured Faculty with Professorial Rank	
Mid-August to Mid-September	Department P&T Committee review (see NOTE)
Mid-September to Early October	Department chair review (see NOTE) (Department chair review can begin earlier, but no chair recommendations should be made before the end of the optional faculty response deadline to the Department P&T Committee review.)
Early October to Early November	College dean's review (see NOTE)
November to December	College Committee review (portfolios with any negative recommendations or requests for additional review)
November-December-January	Provost Review and Referral to College Committee as needed
January to Early February	College reviews as needed based on Provost's request (see NOTE)
February and March	Provost recommendations and President decisions (see NOTE)
April	Submission to Board of Regents for their records

For Pre-Tenure Reviews	
Mid-November	Candidate submits portfolio to digital portfolio workflow
Mid-November to Early December	Department P&T Committee review (see note)
Mid-December to Mid-January	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 P&T Committee review)
Mid-January to Mid-February	College dean review (see note)

For Post-Tenure Review (for Tenured Faculty)	
Mid-August	Candidate submits portfolio to digital portfolio workflow

Mid-August to Early September	Department Chair Review
Mid-September to Late September	College P&T Committee reviews teaching faculty (see note)
Mid-November to Mid-December	College dean reviews teaching faculty (see note)

The exact dates for the promotion and tenure, pre-tenure, and post-tenure review schedules can be found on the Faculty Affairs webpage.

NOTE: Within 10 calendar days from the review recommendation, the candidate has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member 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. The next level of review will place the response letter into the digital portfolio workflow.

3.14 - References

Brand, M. (Nov/Dec 2000). Changing roles in research universities. Change, 32(6), 42-46.

Section 4 - Personnel, Fiscal, & Institutional Policies

4. 1 - Faculty Appointments and Contracts

4.2 - Compensation & Benefits

4.3 - Workplace Policies and Procedures

4.4 - Administrative Procedures

4. 1 - Faculty Appointments and Contracts

4.1.1 - Faculty Appointments

4.1.2 - Graduate Faculty Status

4.1.3 - Joint Appointments

4.1.4 - Faculty Employment and Separation

4.1.5 - Filling Vacant Faculty Positions and Faculty Search and Screening Process

4.1.6 - Faculty Relocation and Moving Expenses Policy

4.1.7 - Redirection and Reassignment of Filled Faculty Positions

4.1.8 - Non-Renewal of Employment Contracts for Individuals with Faculty Status

4.1.9 - Removal of a Faculty Member for Cause

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 Senior 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)
- Full-time clinical, research, and librarian faculty with rank
- Limited term, part-time and adjunct faculty
- Full-time instructional or administrative faculty with rank who are explicitly employed in a non-tenure track status

Corps of Instruction - Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, 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. Persons holding part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty (BoR Policy Manual 3.2.1.1).

Professorial Rank - Faculty who hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professorial ranks (see KSU Faculty Handbook Section 3.6 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.

Senior Lecturers - 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. Senior lecturers are not eligible for the award of tenure.

All faculty assigned to teach a course at KSU must meet the qualifications outlined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Faculty Qualifications Credentials Guidelines. In alignment with the SACSCOC Faculty Credentials Guidelines and SACSCOC Principle 6.2a, KSU qualifies faculty to teach undergraduate and/or graduate courses in one of two ways.

- **Academically Qualified -** KSU faculty engage in a collaborative process by discipline to identify the appropriate degrees and majors necessary to teach the content of each course within a program. These recommendations are vetted and approved by department chairs, deans, and Academic Affairs. If an individual's degree and major is one that has been approved for a course, the faculty member is identified as being academically qualified.
- **Experientially Justified -** If a faculty member does not possess a degree and/or major that has been approved to teach a course, faculty must submit a justification explaining how their professional experiences, licensures, industry certifications, research, service, or other activities qualify them to teach the course content. This justification is reviewed and approved by the Department Chair and the SACSCOC Liaison.

4.1.2 - Graduate Faculty Status

Appointment to the Graduate Faculty carries approval to teach or otherwise academically supervise students at the post-baccalaureate level, eligibility to participate on graduate committees, and eligibility to elect representation for graduate committees. Members of the Graduate Faculty are expected to demonstrate a high level of scholarly activity and active professional involvement in their discipline and are required to demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.

The Graduate College is responsible for providing leadership and oversight for graduate education at Kennesaw State University. The Graduate College dean is responsible for ensuring institutional standards for graduate programs, including establishing and reviewing institutional faculty qualifications for engaging in post-baccalaureate instruction, supervision of graduate students in Graduate Research (GRA) and Graduate Teaching (GTA) assistantships, as well as supervision of independent student work, e.g. thesis, dissertation, and graduate internship work.

Consistent with University policy and accreditation standards, instructors may not serve in a primary instructional role in any post-baccalaureate activity for which graduate hour credit is sought or awarded without prior or concurrent review and approval by the Graduate College. Appointment to the Graduate Faculty of Kennesaw State University is based upon a faculty member's qualifications.

Membership in the Graduate Faculty does not create a right to a graduate instructional assignment. Under University policy, such assignments are made at the college and departmental level.

All applications for Graduate Faculty status must be submitted through the process identified by the Graduate College.

Classifications of Graduate Faculty

Kennesaw State University supports three categories of Graduate Faculty status. The standard appointment is Full Graduate Faculty status. Associate Graduate Faculty status supports KSU employees who focus on graduate teaching rather than research. Affiliate Graduate Faculty status allows KSU to draw on members of local and academic communities to serve special purposes, such as teaching particular graduate courses or serving as external members on thesis/dissertation committees.

Full Graduate Faculty Status

With full graduate faculty status, members are eligible to:

- Teach graduate courses.
- Supervise graduate research assistants (GRAs).
- Serve as voting members and chairs of university graduate committees.
- Serve as chair, member, or reader for thesis and dissertation committees.

To be eligible for Full Graduate Faculty status, a faculty member must have the following qualifications:

- Teaching: demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.
- Research: The faculty member must EITHER
    1. maintain an active record of research in the discipline; OR
    2. have earned a terminal degree in the discipline in the last five years; OR
    3. receive a special exemption based on professional qualifications; as determined by the academic department.
- Employment Status: The individual must hold a tenured or tenure-track position at KSU.

Term: Full graduate faculty status, once awarded is maintained throughout the faculty member's time at KSU.

Associate Graduate Faculty Status

With associate graduate faculty status, members are eligible to:

- Teach graduate courses.
- Serve as voting members of university graduate committees.
- Serve as member or reader for thesis and dissertation committees.

To be eligible for Associate Graduate Faculty status, a faculty member must have the following qualifications:

- Teaching: demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.
- Employment Status: The individual must hold a tenured or tenure-track position at KSU.

Term: Associate Graduate Faculty Status, once awarded is maintained throughout the faculty member's time at KSU.

Associate Graduate Faculty members may petition for Full Graduate Faculty Status.

Affiliate Graduate Faculty Status

Affiliate graduate faculty status is designed for non-tenured and non-tenure track faculty, e.g. KSU staff, KSU lecturers, faculty members from other institutions, and those working in industry or business.

With affiliate graduate faculty status, members are eligible to:

- Teach graduate courses.
- Serve as member or reader for thesis and dissertation committees.

To be eligible for Affiliate Graduate Faculty status, an individual must have the following qualifications:

- A terminal degree in the field in which they will teach; or
- Demonstrate teaching expertise at advanced and specialized levels appropriate, for graduate programs.
- Relevant (research) expertise related to the role (e.g. in line with the topic of thesis or dissertation committee) on which they will serve as a member.

Term: 3 years, renewable.

Process for Appointment

The Graduate College dean is responsible for approving membership in the Graduate Faculty. This process is initiated by the applicant and routes to their department chair. The department chair will verify the applicant's qualifications for Graduate Faculty status or provide a justification. The Graduate College dean may appoint a panel of graduate faculty to review applications. Instructions for requests for appointment to Graduate Faculty are available on the Graduate College website (https://graduate.kennesaw.edu).

Approved status is effective as of the day of the award and expires after the period of time assigned to the status category.

The Graduate College dean may review and modify the award of Graduate Faculty status at any time.

Status of KSU Administrators

KSU faculty members who have already established Graduate Faculty status and who serve as President, vice presidents and associate vice presidents, vice provosts and associate vice provosts, academic deans and associate/assistant deans, and department chairs sustain their Graduate Faculty status for the duration of the time they are in administrative appointments.

Individuals hired into KSU simultaneously as faculty members and administrators must apply for Graduate Faculty status to be eligible to teach graduate courses, supervise GRAs, or serve on thesis/dissertation committees.

Revocation of Membership in the Graduate Faculty

Revocation may occur for egregious acts or when a faculty member fails to fulfill the responsibilities of a member of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality or remain active in the practice of the profession, and to direct the research/professional development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes, but is not limited to, abuse of power, intimidation and harassment, and violation of workplace violence policies. Revocation can be initiated by the dean of the college for which the faculty member is assigned or by the Graduate College dean.

4.1.3 - Joint Appointments

Please see the Faculty Affairs website (https://facultyaffairs.kennesaw.edu) for information concerning joint appointments.

4.1.4 - Faculty Employment and Separation

4.1.4.1 - Employment Contracts

4.1.4.2 - Notice of Faculty Resignation or Retirement

4.1.4.1 - 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 KSU Faculty Handbook Section 4.1.8 on Non-Renewal of Employment Contracts for Individuals with Faculty Status 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.

According to BoR policy, all tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty (60) days written notice of their intention to resign to the president of the institution or his/her designee (BoR Policy Manual 8.3.4.1). At KSU, the President's authorized representatives are the academic and/or administrative home department(s) chair(s) and dean(s).

4.1.4.2 - Notice of Faculty Resignation or Retirement

All faculty members considering separating from employment are encouraged to first contact Human Resources to discuss the timing of providing notice as it relates to the last day of employment, contract status, semester transitions, and benefits coverage. Conversations of this nature will not be considered notice of resignation or shared with department leadership nor do they replace the need for written notice of resignation. As a general rule, faculty members who do not sign a new contract will be considered to no longer be employed as of August 1.

Faculty are also encouraged to begin conversations with Human Resources well in advance declaring intent to retire to ensure that all retirement eligibility requirements have been met. Due to considerations for both retirement benefit payments and medical coverage into retirement, a lead time of three months is usually required to smoothly transition from employment into retirement.

4.1.5 - Filling Vacant Faculty Positions and Faculty Search and Screening Process

The academic search and screening process proceeds according to established guidelines. The guidelines for filling faculty vacancies are available on the Faculty Affairs website (https://facultyaffairs.kennesaw.edu/hiring_policies/conducting_faculty_searches.php).

4.1.6 - Faculty Relocation and Moving Expenses Policy

Relocation and moving expenses may be provided to new, full-time contracted tenure track and non-tenure track 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 the Payroll Services forms website (https://payroll.kennesaw.edu/forms.php) 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. Because 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 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 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 KSU Faculty Search Guidelines and KSU Faculty Handbook 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 with Academic Rank

Consistent with BoR policy (BoR Policy Manual 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, librarian professor, research assistant professor, research associate professor, and research professor), are employed under written contract, and who have served full-time for the entire previous year have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew.

Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.

Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded academic rank of assistant professor, associate professor, professor, clinical assistant professor, clinical associate professor, clinical professor, librarian assistant professor, librarian associate professor, librarian professor, research assistant professor, research associate professor, or research professor 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 the contract in the faculty member's first year of service with any of the above academic ranks at the current institution;
b. At least six (6) months before the date of termination of the contract in the faculty member's second year of continuous service with any of the above academic ranks at the current institution; or
c. At least nine (9) months before the date of termination of the contract in the faculty member's third or subsequent continuous year of service with any of the above academic rank at the current institution.

Previous years of service in positions other than the faculty positions with academic rank listed above shall not be included in the calculation to determine the schedule for notice of intention not to renew a faculty member's contract. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculation.

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 and Senior Lecturers

Based on BoR policy (BoR Policy Manual 8.3.4.3), full-time lecturers and senior lecturers are appointed by the institution on a year-to-year basis. Lecturers and Senior Lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

a. For lecturers and senior lecturers with less than three (3) years of full-time continuous service in that that position at KSU, notification of non-reappointment is encouraged as soon as possible, but no specific notice is required.
b. For lecturers and senior lecturers with three (3) or more years but less than six (6) years of full-time continuous service in that position at KSU, notification of non-reappointment is at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
c. For lecturers and senior lecturers with six (6) or more years of full-time continuous service in that position at KSU, notification of non-reappointment is at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time continuous service in those positions at the institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Board of Regents Policy Manual Section 6.26. Application for Discretionary Review. (BoR Minutes, February 2015)

In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.

Previous years of service in positions other than lecturer and/or senior lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculations.

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 University and its units.

4.1.9 - Removal of a Faculty Member for Cause

Per Board of Regents Policy Manual 8.3.9, the President of a USG institution or designee 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 Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and in the approved statutes or bylaws of an institution. A tenured faculty member or a non-tenured faculty member may be dismissed before the end of the contract term for any of the following reasons, provided that the institution has complied with procedural due 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, research, or scholarship;
- Unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by applicable laws; teaching or working under the influence of alcohol or other drugs which interferes with the faculty member's performance of duties or responsibilities to the institution or to 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 or statements filed with or given to the institution;
- Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
- Violation of Board of Regents' policies; and
- Other grounds for dismissal as may be specified in the statutes of the institution, which may supplement the Board of Regents' policies governing causes and procedures for dismissal.

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, public service, or any other activity at any University System Georgia institution 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 Board of Regents Policy Manual 8.3.9.2.

4.1.10 - Visiting Faculty Appointments

Faculty members who are employed at another non-USG 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 if Kennesaw State University is providing a salary. The same appointment process for adjunct faculty is used for visiting faculty if Kennesaw State University is not providing a salary.

4.1.11 - Limited Term Faculty Appointment

The appointment letter for limited term faculty 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 two (2) years.

4.1.12 - Part-time Teaching Faculty Appointment

According to BoR policy (USG Academic & Student Affairs Handbook 4.2), 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 at the discretion of the institution 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 and are not issued contracts;
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 half-time (.5 FTE) or greater, in which case the benefits offered will be based on FTE in accordance with the Employees Categories policy in the Human Resources Administrative Practices Manual; and
6. Are required to work an average of less than 30 hours per week over the academic year. Hours worked per week are based on Contact hours. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition. A faculty member employed at an institution at a .75 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,

https://www.usg.edu/hr/manual/employee_categories, must be considered 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 teaching discipline OR master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). A terminal degree in the teaching 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 for consideration as justification for how outstanding professional experiences equates to the academic preparation to qualify part-time faculty to teach a course.

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. All part-time faculty, regardless of the academic rank they hold, are not eligible for tenure or tenure-track status.

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. In order for KSU to comply with reporting requirements of the Affordable Care Act (ACA), all part-time workloads (both teaching and additional duties) must be tracked and reported. Calculations for standard work hours can be found in the BoR Human Resources Administrative Practices Manual (https://www.usg.edu/hr/manual/).

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)

At Kennesaw State University, a non-benefitted 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 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.

At Kennesaw State University, the upper limits of a partially benefitted part-time faculty member is 24.75 standard work hours per week. Before a part-time faculty member can become partially benefits eligible, prior approval must be granted by the Office of Faculty Affairs.

KSU's guidelines for defining the workload for teaching faculty appear in 2.2 - Workload Model for Teaching Faculty . 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. 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 19.25 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 two (2) three-credit hour courses in order to be employed less than half-time during that abbreviated term. The Provost's interpretation of the upper limit of a less-than-half-time faculty workload during the summer session is the teaching of no more than 19.25 standard work hours per week. Part-time faculty employed by KSU are not allowed to become partially-benefits eligible for any reason over the summer.

Part-time Non-academic Course or Non-instructional Assignments

Part-time faculty members teaching non-academic courses (e.g., continuing education courses) or participating in non-instructional assignments (e.g., 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. The non-instructional assignment standard hours worked counts toward the upper limit allowed for a less-than-half-time faculty.

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 KSU Faculty Handbook .

4.1.13 - Salary Conversion for Fiscal and Academic Year Appointments

According to BoR policy (USG 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 Senior 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 on the Faculty Affairs Forms and Templates website.

4.1.14 - 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 Senior 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 Senior 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 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.

4.1.15 - 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 hired under eligible work authorization (H4, F1, etc.) or may be sponsored either as short-term visiting scholars (J-1 visa) through Global Education 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 Global Education for assistance.

KSU Human Resources offers service and support of KSU-sponsored non-immigrant visas (primarily H1B and J-1) for full-time faculty. Service and support for KSU-sponsored legal permanent residency is provided for full-time, tenure track and non-tenure track faculty only. Information is available from Human Resources and at https://hr.kennesaw.edu/employees/international-employees.php.

4.1.16 - 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 the University System of Georgia 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.

4.1.17 - KSU Academic Affairs Electronic Records Policy

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

4.1.18 - Out-of-State Employment

Kennesaw State University recognizes the occasional need to hire an employee who will, due to the nature of a particular position or business needs of the University, live and work within the United States but outside of the state of Georgia. However, because having employees work outside of Georgia subjects the University to numerous other employment-related laws and imposes additional insurance and payroll requirements and costs (e.g., workers compensation liability insurance, unemployment requirements, payroll tax withholding/reporting, administrative costs, and other reporting requirements to other states), requests for out-of-state work arrangements require leadership review and approval in advance of the arrangement.

For additional information visit https://hr.kennesaw.edu/manager_resources/out-of-state-employees.php.

4.2 - Compensation & Benefits

4.2.1 - Academic Year Pay Procedures

4.2.2 - Summer Employment and Compensation

4.2.3 - KSU Faculty Exchanges

4.2.4 - Stipend and Overload Compensation Guidelines

4.2.5 - KSU Employee 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 Regents 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 special initiatives) and require the prior approval of the faculty member's college dean. Compensation for instructional assignments is normally at the rate of 10% of the faculty member's academic year salary for a three-semester hour course; colleges may have alternative compensation models based on class size. 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.

Faculty members serving in nine-month limited term faculty positions during the Spring Semester preceding the summer term may be eligible for employment during the summer term on an as needed basis. The compensation during the summer term cannot exceed 33-1/3% of their annual nine-month limited term salary for the immediately preceding academic year. All other policies and procedures for full-time contracted faculty summer employment and compensation will apply.

4.2.3 - 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, Global Education's, 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. These exchanges will have no effect on tenure, promotion, or PTR clocks.

4.2.4 - Stipend and Overload Compensation Guidelines

4.2.4.1 - Stipends

4.2.4.2 - Overloads

4.2.4.3 - Extra Compensation

4.2.4.1 - Stipends

Stipends are a fixed amount of additional money for performing a specific non-teaching task; paid regularly; a stipend is a payment in addition to the base pay for an assignment which is not part of the employee's ongoing faculty appointment, but which is part of the normal workload, i.e. within the assigned percent of full time. A stipend is used to separate the portion of compensation paid to an employee for the effort and responsibility related to a special assignment. If the special assignment ends, the stipend is removed and the salary will revert to the salary for the ongoing teaching faculty appointment.

A) Administrative Stipend - Faculty administrators who receive a Faculty Ranked Administrator contract is defined as "administrative"; these faculty will receive 9- or 12- month Faculty Ranked Administrator contracts/administrative stipends serving in the role as an administrator. Given when a faculty member is asked to perform administrative duties that are outside the scope of the faculty member's position. Faculty receiving administrative stipends are not eligible for teaching faculty awards nor may they serve on University/college/department committees as teaching faculty.

The USG Academic & Student Affairs Handbook 4.3.5 states: *"When a faculty member on an academic year contract is given a fiscal year administrative appointment, institutions should pay the faculty member an administrative stipend based on the job description and responsibilities related to their administrative role. The administrative stipend should be identified separately from the base salary amount in the faculty member's contract and the contract should specify that the stipend will no longer be available when the administrative appointment ends."*

Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include Provost; assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; deans; assistant/associate deans; department chairs/school directors; assistant/associate/directors of academic units (e.g., CETL); special assistant to President/Provost; others per President/Provost

B) Non-Administrative Stipend - For non-administrators who receive a teaching contract; assignment is non-teaching and is expected to continue; these faculty will not receive administrative contracts but will remain on a 9- or 12-month teaching faculty contract. PTR clock does not stop. Faculty receiving non-administrative stipends are eligible for teaching faculty awards and may serve on University/college/department committees as teaching faculty.

Positions in which faculty may be eligible to receive non-administrative stipends include, but are not limited to, assistant/associate department chairs/school directors; program coordinators; and others as determined by the dean and/or department chair/school director.

Stipends for 9-month faculty can be paid in the summer by putting the stipend amount on the summer payroll. Stipends count towards the 33.33% earning maximum for summer pay.

4.2.4.2 - Overloads

Overloads are a temporary amendment to contract for additional teaching, research, or service responsibilities; defined as those activities in excess of activities expected as part of the defined workload formula. Full-time faculty at Kennesaw State University may be requested to perform service in excess of full-time effort for institutional-funded activities. Per BoR Policy (USG Academic & Student Affairs Handbook 4.11): *"Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at their home institution. Whenever possible in this situation, the institutions 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 KSU contract, section 5.3.2 of the BoR 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 fulltime commitment of the faculty member to teaching, 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.

Whereas 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.

Avoiding Conflicts with Grants

Faculty can perform work as additional pay from a grant provided that it is allowable by the grant. It is strongly encouraged that a dialogue should exist between the dean/chair and faculty as to what their agreed time distribution should be at the beginning of each academic year (split between research, service, and teaching) and that no faculty member should need to regularly seek additional pay for work on a grant, rather, it should be a part of their expected duties outlined by the chair and dean. In short, use of the Contract Addendum (additional pay) for work on grants should not be an ongoing and predictable form of increasing total compensation. It would be most preferable for faculty working on grants and receiving pay from the grant(s) that this be part of the faculty member's expected workload and the off-set savings from the portion of salary paid by the grant be used by the dean or chair to offset loss in teaching or service capacity by the college or department by, for example, employing limited term professors.

Furthermore, it is important to note that federal grants explicitly do not allow for overload while working on a federal grant regardless of funding source for the overload. Some non-federal grants may also explicitly state such a restriction. Any non-federal grant supported by federal funds is also subject to federal grant restrictions. In short, there can be no additional pay for grant work unless the grant is: a) non-federal; b) not supported by federal dollars; and c) does not explicitly restrict additional pay. For additional information, contact the KSU Office of Research.

4.2.4.3 - Extra Compensation

Extra compensation may be paid to USG faculty when all four of the following conditions exist:

1. The work is carried in addition to a normal full load;
2. No qualified person is available to carry the work as part of normal load;

3. The work meets institutional needs and priorities as determined by the institution President or designee; and
4. The additional duties are not so heavy as to interfere with the performance of regular duties.

When extra compensation is paid, it shall be in line with compensation paid for performance of similar duties. (see Board of Regents Policy Manual Section 8.3.12.5)

4.2.5 - KSU Employee Benefits

Updated March 26, 2024
KSU Human Resources Benefits Website - https://hr.kennesaw.edu/benefits/.

Vacation Leave

Teaching faculty who receive contracts with work commitments of less than twelve (12) months do not accrue vacation (annual) leave. Full-time teaching faculty who receive twelve (12) month contracts accrue vacation (annual) leave at the rate of 1 3/4 days per month (14 hours). The maximum number of days of vacation (annual) leave that may be carried from one calendar year to the next is 45 days (360 hours). Earned vacation (annual) leave shall be taken at times mutually acceptable to both the employee and supervisor. 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 (360 hours).

The faculty member who takes vacation leave is responsible for making arrangements for the coverage of missed meetings, notifying the person to whom the faculty member reports at KSU, rescheduling appointments, and reporting the number of days of vacation leave used each month via the appropriate time reporting system.

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 benefited employment during the academic year. Faculty on twelve-month contracts and instructional faculty who work during June and/or July will accordingly also accrue a day of sick leave for those months. Accumulated unused sick leave is summarized monthly in the payroll time and labor management system.

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 teaching, service, scholarship, and professional development responsibilities as expected due to illness, injury, disability (including maternity leave), or family leave and health related emergencies. If the use of accumulated sick leave extends into a sixth consecutive business day, the individual must contact Human Resources to coordinate the use of the Family Medical Leave Act (FMLA). Likewise, if an illness/injury is causing frequent or consistent disruption of expected work duties, use and reporting of sick leave and coordination with Human Resources regarding your rights under FMLA is required. Examples of instances where Human Resources should be consulted include, but are not limited to, surgery, therapy, rehabilitation, on-going testing, bed rest, and any chronic condition(s) impacting work. 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 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.

Coordination of the sick leave benefit is particularly important during periods of illness or injury for purposes of utilizing short and long-term disability. 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 encouraged to carefully review their personal need to enroll for short and/or long-term disability benefits and to subsequently coordinate with Human Resources in order to maximize the benefits platform offered to Faculty.

Accumulated sick leave also may provide an enhanced benefit at retirement. House Bill 859 allows unused accumulated sick leave to be converted to service credit towards retirement benefits under the Teachers Retirement System. One month of service credit in Georgia Teachers Retirement is granted for approximately 20 days of accrued sick leave not used. The employee must have at least 60 days of accrued sick leave upon retirement in order to be eligible for this benefit. For more information, visit https://www.trsga.com. Because retirement benefits under the Optional Retirement Plan are not service based, there is no equivalent benefit for faculty members who elect to participate in the Optional Retirement Plan instead of the Teachers Retirement System. All unused sick leave not eligible for conversion to service credit is forfeited upon separation/retirement.

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. However, if the faculty member is unable to fulfill 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.

For more information on FMLA, visit: https://hr.kennesaw.edu/benefits/

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 the faculty member reports at KSU, rescheduling his/her appointments, and reporting the number of days of sick leave used each month via the appropriate time reporting system.

Faculty members are expected to report the use of sick leave via the payroll system at least monthly. Administrators must approve these monthly time 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 BoR leaves policies (BoR Policy Manual 8.2.7 and 8.3.7.4). 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. All faculty must coordinate with Human Resources prior to beginning their leave of absence to facilitate continuation or termination of benefits participation, make arrangements for benefit premium payment during any unpaid leave periods, and provide medical certification(s) as appropriate.

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 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 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 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 and 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 that 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 pre-tenure/tenure/promotion/post-tenure review clock may be stopped for one academic year if the leave of absence is for a full, consecutive six (6) weeks or more and the request is made to the Provost by the faculty member within 14 days of the beginning of the leave of absence. The faculty member must make a request to the Provost within 14 days of the beginning of the leave that the pre-tenure/tenure/promotion/post-tenure review clock be delayed for one academic year for an approved leave of absence due to FMLA or for educational/professional purposes lasting less than a full, consecutive six (6) weeks or for an intermittent leave.

4. Per BoR Policy Manual 8.3.7.4, extensions of the probationary term for non-tenured, tenure-track faculty will be limited to no more than a total of two years. Faculty who receive a one-year extension before completing their third-year, pre-tenure review may request a delay of this review until the end of their fourth year in rank.

Faculty who receive a two-year extension before completing their third-year, pre-tenure review may request a delay of this review until the end of their fifth year in rank.

5. A faculty member may request a one-year extension of the pre-tenure probationary period in situations that are qualifying events under the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. This includes qualifying events that occur over the summer in which a nine-month faculty member is not receiving a paycheck. Examples of such qualifying events include an extended illness, disability, childbirth, adoption of a child, or extended care of an ill child or immediate family member. A faculty member should apply for an extension as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure in specific ways. Such a request normally shall be made within three months of the extenuating event. Requests for an extension should not be made prematurely on the basis of speculation about how a coming event might affect progress toward tenure.
6. No leaves of absence will be granted to USG retirees who are drawing retirement benefits from the Teachers' Retirement System of Georgia or from the USG.
7. Approved leave shall allow employees the right to elect to continue group insurance benefits with institutional participation.

Extended Absences from Teaching Responsibilities

Faculty members may not be absent from their teaching responsibilities except for illness, extraordinary personal circumstances, or performing professional obligations. The faculty member must notify the chair prior to any class cancelations or substitutions. In addition, faculty members may not cancel scheduled classes or meetings to take personal time.

Requests for leave will be handled in accordance with the policies and procedures detailed in the KSU Employee Handbook Section 4.0 (Vacation, Sick Leave and Leave of Absence) and/or the Americans with Disabilities Act policy.

When leave circumstances may result in faculty member returning to duty when the semester is in progress, every effort will be made to minimize the potential disruption of the instructional experiences of the students involved. A primary goal of this policy is to allow both the faculty member and KSU the opportunity to maintain the integrity of the classroom and avoid placing undue burden on the faculty member or the department. Generally, altering course instructors is only permissible when unavoidable due to the unexpected and/or sudden need for a faculty member to be removed from the classroom. In such cases, once HR and/or Academic Affairs has notified the faculty member that the faculty member has been relieved of classroom duties and a substitute instructor has replaced the faculty member, then the faculty member will not be placed back in that classroom for the remaining semester. In consultation with HR, Academic Affairs, and the department chair, upon return and as applicable, the faculty member will be expected to resume non-classroom duties, including, but not limited to, advising, committee work, course preparation, research and scholarship, and other duties which faculty members typically carry out beyond the classroom.

Additional Time-Off and Leave Information

For additional information concerning time-off and leave information not addressed in the KSU Faculty Handbook, please see the KSU Employee Handbook Section 4.0.

Faculty and Administrative Emeritus Status and Privileges

Emeritus/Emerita status is a title signifying honorable and distinguished service to Kennesaw State University. The conferral of emeritus/emerita status is considered a distinctive honor, not a right, and is not automatic (BoR Academic & Student Affairs Handbook 4.5.4). Consistent with Board of Regents policy (BoR Policy Manual 2.11), a President may confer the title of emeritus/a on any retired (not resigned) tenured or non-tenure track 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 Senior 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 the 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.

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 by 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 Promotion & Tenure 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 the 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, contingent upon participation in the same cybersecurity and other required trainings as active employees
- 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, 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 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 (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, contingent upon participation in the same cybersecurity and other required trainings as active employees - 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 in 2014 who were not awarded Emeritus Status at the time of retirement are no longer eligible to request consideration for Emeritus Status.

4.3 - Workplace Policies and Procedures

4.3.1 - Outside Work for Pay and Conflict of Interest

4.3.2 - Policy and Process Concerning Discrimination and Harassment

4.3.3 - Amorous Relationships

4.3.1 - Outside Work for Pay and Conflict of Interest

See KSU's Outside Work for Pay and Conflict of Interest policy at https://coi.kennesaw.edu and BoR Policy Manual Section 8.2.18.2.

4.3.2 - Policy and Process Concerning Discrimination and Harassment

See KSU University Handbook Sections 5.2.11 and 5.2.12.

4.3.3 - Amorous Relationships

See BoR policy (BoR Policy Manual 8.2.18.6) on Amorous Relationships.

4.4 - Administrative Procedures

4.4.1 - Grants and Contracts

4.4.2 - Procedures for Handling Student Complaints Against Faculty Members

4.4.3 - KSU Faculty Conflict Resolution Procedures

4.4.4 - KSU Academic Freedom Complaints

4.4.1 - Grants and Contracts

The Office of Research (OR), an organizational unit under the Office of the President, 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, assistance with proposal development, technical writing and editing, budget development, proposal submission, award and contract negotiation, grants management, and project accounting and billing.

Faculty should notify the OR of their intention to submit a proposal at least two weeks before the sponsor's deadline. All proposals for external grant or contract funding must be routed through Cayuse, KSU's electronic grants management system; when proposal review and routing are complete, OR will submit the proposal. Please see the Sponsored Programs website for more information about routing and timelines and the Research Development website for information about funding opportunities and proposal support.

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 and assigns a Grants Manager to work with the project director throughout the life of the award. The OR is responsible for ensuring 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 charges to grants and contracts and prepares and files fiscal reports required by the sponsor.

A few reminders:

- Kennesaw State University Research and Service Foundation is the legal applicant for all proposals submitted by faculty.
- Funds and resources of the University cannot be obligated without the required approvals in Cayuse.
- The Vice President for Research or 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 or sexual harassment (see KSU catalog, Student Rights and Responsibilities section). This procedure is also not applicable to cases of violation of stated grading policy (see KSU catalog, Academic Policies section). In those instances, the established KSU procedures should be followed. For general guidance in making a complaint, students may utilize the Office of Student Advocacy as an informal resource for assistance.

Procedure

It is the responsibility of the student to bring concerns or complaints for resolution. Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, the student 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, or dean will refer grievants to the faculty member or to the department chair/school director as the first level of resolution.

> **Informal:** Students are encouraged to discuss and resolve a complaint at the lowest possible level. In general, students should talk to the faculty member. In cases where the student is uncomfortable talking to the faculty member, they should talk to the faculty member's immediate supervisor (the department chair/school director or if the faculty member is a chair/school director, that faculty member's dean). Informal resolution of a complaint should be attempted prior to filing a formal complaint. Faculty, department chair/school directors, and/or deans are encouraged to be available to students for such discussions so that, if possible, the issue can be resolved informally.
>
> **Formal:** In situations where such informal resolution does not occur because the student feels uncomfortable discussing the problem with the faculty member or because the discussion with the faculty member, faculty member's department chair/school director, and/or faculty member's dean is not successful, the student must follow the process outlined below to file a formal complaint against a faculty member. The appeal must be in writing and describe the precise basis of the appeal. Any pertinent information must be submitted in writing with the appeal in order to be considered in the appeal.
>
> > **Step 1**
> >
> > The student makes a formal complaint to the faculty member's department chair/school director.
> >
> > If the student's formal complaint against faculty involves behavior that occurred during a course, the complaint must be submitted at the latest within 5 business days after the first day of classes of the next academic term after the academic term in which the student has a complaint. Student complaints

regarding final course grades are governed specifically by the Grade Appeal Procedure detailed in the University catalog.

If a student's formal complaint against faculty is unrelated to behavior that occurred during a course, then the student is encouraged to make the complaint as soon as reasonably possible to allow the department chair/school director to conduct a thorough and impartial review of the complaint. Timely reporting allows for better preservation of witness testimony and other evidence.

The department chair/school director will review the formal complaint, conduct any additional fact-finding, and provide a decision in writing to the student within 15 business days of receipt of the formal complaint.

Step 2

The student may appeal the department chair/school director's decision by directing his/her complaint, in writing, to the faculty member's college dean within 15 business days from the date of the chair/school director's decision. The dean will review the complaint, conduct any additional fact-finding, and provide a decision in writing to the student within 15 business days of the receipt of the formal complaint.

Step 3

The student may appeal the dean's decision by directing the complaint, in writing, to the Provost and Senior Vice President for Academic Affairs within 15 business days of receipt of the dean's decision. The Provost and Senior Vice President for Academic Affairs will review the complaint, conduct any additional factfinding, and provide a decision in writing to the student within 15 business days of receipt of the formal complaint.

Step 4

The student may appeal the Provost and Senior Vice President for Academic Affairs' decision by directing the complaint, in writing, to the President of the University within 15 business days of receipt of the Provost's decision. The President will provide a decision in writing to the student. The President's decision is final.

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 within 10 business days of receipt of the document, and the response will be directed to the next level of review. The faculty member will be informed at any point at which written documents concerning the complaint are placed into the faculty member's personnel file and will be allowed to respond, in writing. Faculty are reminded that KSU policy and Federal law prohibits any form of retaliation against any individual who has been involved in this process (see KSU catalog, Student Rights and Responsibilities, Reaffirmation of Equal Employment Opportunity and Affirmative Action Policies section).

Step 5

A student or faculty member aggrieved by the President's final decision in the matter may apply to the Board's Office of Legal Affairs ("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 Legal Affairs. If granted, the discretionary review is limited to the record from Kennesaw State University's appeal process. Any petition to Legal Affairs must be submitted in writing to Legal Affairs within a period of 20 calendar days following the decision of the President. Legal Affairs will determine whether the application for review shall be granted.

4.4.3 - KSU Faculty Conflict Resolution Procedures

4.4.3.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:

- investigations or decisions reached under Kennesaw State University's Title IX/Sexual Misconduct or Non-Discrimination Policy (See KSU Office of Institutional Equity),
- promotion and tenure decisions (see Kennesaw State University Faculty Handbook Section 3.5 - General Expectations for Tenure, Promotion, and PostTenure Review for Tenure Track Faculty in Professional Ranks),
- performance evaluations (see Kennesaw State University Faculty Handbook Section 3.12 - Faculty Review Process),
- hiring decisions (see Kennesaw State University Faculty Handbook Section 4.1.5 - Filling Vacant Faculty Positions and Faculty Search and Screening Process),
- changes to administrative appointments (see KSU Faculty Handbook Section 1.1),
- administrative changes to student grades,
- salary decisions (see Kennesaw State University Faculty Handbook Section 4.2 - Compensation & Benefits),
- transfers or reassignments (see Kennesaw State University Faculty Handbook Section 4.1.7 - Redirection and Reassignment of Filled Faculty Positions),
- 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),
- termination or layoff because of financial exigency or program modification (Board of Regents Policy Manual 8.5.2 - Layoffs or Terminations; 8.3.7.9 - Termination/Layoff of Tenured Personnel due to Program Modification),
- normal supervisory counseling (for example, chair discussing classroom management issues with a faculty; dean discussing handling of personnel issues), or
- scholarly misconduct (KSU University Handbook Section 5.2.3)

4.4.3.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 conflict is with the faculty member's 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.

4.4.3.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 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 Assistant 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 Assistant 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 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 the 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 signature).

Pursuant to Section IV of this policy, the Assistant 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 Assistant 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:
    1. 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.
    2. 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.
    3. In the event a committee member is excused from service on a particular case, the Faculty Senate, Chairs' and Directors' Assembly, or Academic 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 the faculty member's 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, the witnesses 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 the complainant 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), and 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 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, and Chair of Grievance Hearing Committee.

Decision of the President

If the complainant or respondent appeals, the President or designee will review the Provost's decision and Grievance Hearing Committee's findings in rendering Kennesaw State University's final decision. The Provost and Senior Vice President for Academic Affairs or designee has the discretion to conduct further investigation into the complainant's grievance. The President will normally furnish a decision to the complainant, 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 BoR Policy Manual 6.26, a faculty member aggrieved by the President's final decision in the matter may apply to the University System Office of Legal Affairs (USO 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 USO Legal Affairs. If granted, the discretionary review shall be limited to the record from the institutional appeal process. Any petition to USO Legal Affairs must be submitted in writing to USO Legal Affairs within a period of 20 calendar days following the decision of the President. USO Legal Affairs will determine whether the application for review shall be granted.

4.4.3.IV - Formation of a Grievance Hearing Committee

The Assistant Vice President for Faculty will constitute a Grievance Hearing Committee of five committee members after consulting the shared governance body(ies) (Faculty Senate, Academic Deans Council, 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 Assistant 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 Assistant Vice President for Faculty will randomly choose the five members. The Assistant 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 Assistant 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 Assistant 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 Assistant Vice President for Faculty will remain available to respond to procedural questions but will not be present during the hearing.

4.4.3.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.

4.4.4 - KSU Academic Freedom Complaints

I. Overview

The informal and formal grievance process laid out in Section 4.4.3 above may apply to any variety of conflicts. However, violations of Academic Freedom, a core principal of KSU and outlined in Section 2.1 of this handbook, require particular attention and expertise. This section outlines procedures that complement those in Section 4.4.3.and are intended to fulfill requirements of SACSCOC and explore complaints made specifically related to violations of Academic Freedom. When faculty believe their Academic Freedom has been violated, the procedures outlined below govern the process prior to a formal grievance procedure outline in 4.4.3. III above.

II. Optional Resolution at Departmental or College Level

A faculty member who believes their Academic Freedom as outlined in Section 2.1 of this document may have been violated, may choose to bring their complaint to the relevant department/college administrator(s) or colleague(s) to clarify policies, decision-making authority, and other issues related to the complaint. Please note this process is optional, especially if the faculty member believes that participating will jeopardize their position further. Faculty may choose to skip this step and move directly to 4.4.4.III below. If complaint is resolved at this level, complainant is encouraged to report the outcome to the CAF for SACSCOC purposes.

III. Preliminary Academic Freedom Complaint

In support of SACSCOC reporting requirements, and to facilitate the long-term protection of Academic Freedom principles at KSU, the Committee on Academic Freedom (CAF) will serve as the repository of Academic Freedom Complaints. Members of the CAF shall be intimately familiar with the principles of Academic Freedom outlined in Section 2.1 of this handbook and promulgated by the American Association of University Professors (AAUP), and ideally trained in the application of those principles. The CAF shall consist of six members, including five tenured faculty members, serving staggered five-year terms, plus one University Ombud serving as a non-voting ex-officio member of the CAF. The FSEC shall solicit nominations from Senators and non-Senators, and the Faculty Senate shall elect CAF members from among the nominees. The members of the CAF shall elect a chair from amongst themselves. Senators shall strive for disciplinary diversity on the CAF, and there shall be no more than two voting CAF members from any single college in the University. The CAF shall draft, and if necessary, amend its bylaws and the AFC filing form.

Faculty who believe their Academic Freedom may have been violated may follow the procedures below prior to filing a formal grievance as outlined above in Section 4.4.3.

1. Submit Academic Freedom Complaint (AFC) complaint (will be recorded for SACSCOC) using AFC form.
2. Complainant will meet with at least two members of CAF to discuss content of complaint and explore options.
3. CAF Chair determines whether complaint can be reasonably interpreted as a violation of Academic Freedom:
   a. If not, complaint is recorded for the purposes of SACSCOC, but no further action is taken by CAF on this AFC. Complainant may elect to initiate formal grievance procedure as outlined in Section 4.4.3 above.

b. If so, AFC process continues as outlined below.

4. CAF reviews complaint by discussing with relevant parties. This information gathering step may not necessarily require involvement of or exposure of complainant identity. This review may include discussion with accused, relevant shared governance bodies disciplinary experts, Academic Freedom experts, other faculty members and administrative or staff members, if appropriate.
5. CAF recommends a remedy to both parties. Any agreement must be agreed to by both parties and signed off on by Provost.
6. If either party rejects CAF recommendation, complainant may initiate formal grievance procedures as outline in Section 4.4.3 above, with recommendation from CAF to be included as written evidence at all levels of review. Complainant may also elect to drop complaint.
7. Each fall, the CAF shall compile a report to be submitted to the FSEC, CDA, and the Provost/President. This report shall include all preliminary complaints reported to the CAF, proposed resolutions, and outcome.