



# **Kennesaw State University Faculty Handbook**

**2016-2017**

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# FACULTY HANDBOOK

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

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

The faculty consists of the Corps of Instruction and the administrative officers. Full-time professors, associate professors, assistant professors, senior lecturers, lecturers, clinical professors, clinical associate professors, clinical assistant professors, research professors, research associate professors and research assistant professors, and teaching personnel with such other titles as may be approved by the President, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office shall retain his/her academic rank and rights of tenure as an ex-officio member of the Corps of Instruction but shall have no rights of tenure in the administrative office. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership except as noted below (BoR Policy Manual [3.2](#)).

The term “teaching faculty” is used at KSU in reference to those members of the Corps of Instruction who hold rank including librarians, lecturers and senior lecturers that are non-tenure track faculty with renewable contracts as indicated in the BoR Policy Manual [3.2.1.1](#).

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 review evaluation, tenure and promotion 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/School Chairs/Directors; Assistant/Associate/Directors of academic units (e.g., CETL, Siegel Institute); Special Assistant to President/Provost; others per President/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.

Per BoR Policy Manual [8.3.5.4](#), administrators who have tenure and who also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. Administrative faculty are not eligible to serve as teaching faculty on department, college, or university committees nor on the Faculty Senate. (If serving on a committee or the Faculty Senate as a teaching faculty at the time of appointment to an administrative position, the faculty member will be replaced following procedures outlined in department, college, and/or university guidelines). Administrative faculty are not eligible to be considered for any teaching faculty awards.

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

### **Academic Affairs Office**

The Office of Academic Affairs is the administrative unit that oversees the University's entire academic affairs division. This office is centrally involved in university-wide academic administration. It is headed by the Provost and Vice President for Academic Affairs and is assisted by the Senior Vice Provost, Associate Vice President for Curriculum, Associate Vice President for Faculty, the Associate Vice President for Enrollment Services, the Assistant Vice President of Technology Enhanced Learning and Executive Director of the Distance Learning Center, the Vice Provost for Institutional Effectiveness, and the Vice Provost for Global Engagement and Strategic Initiatives.

As the Chief Academic Officer of the University, the Provost and Vice President for Academic Affairs is the University's principal academic administrator and liaison with the President and the University System's staff in matters involving the University's a) curriculum and degree program approvals; b) enrollment services, including student admissions, registration, and financial aid; c) faculty appointments and contracts; d) promotion and tenure recommendations; e) capital improvement proposals for the academic division; f) academic budget allocation and redirection; and g) follow-up on strategic priorities and academic policy directives set at the levels of the University System and/or KSU. Working with the teaching faculty and other academic administrators, the Provost and Vice President for Academic Affairs is expected to provide leadership, direction, and support for the planning, operation, evaluation, and advancement of the University's academic programs, services, and research. The Provost and Vice President for Academic Affairs is a member of the President's administrative team, providing support and assistance to the President and the other vice presidents as necessary.

The Senior Vice Provost serves as a key member of the Provost's administrative team for academic affairs. The Senior Vice Provost assists the Provost with a wide range of tasks including: initiatives focused on student retention, progression and graduation, and providing campus-wide leadership in achieving the academic goals and objectives of KSU.

Vice Provost for Global Affairs and Chief International Officer oversees the functioning of the Division of Global Affairs. The Division of Global Affairs promotes and collaboratively leads global learning and regional studies among KSU's faculty, students, staff and the community

through academic services and programs, research and scholarship, international student and scholar services, and domestic and international partnerships.

The Vice Provost for Institutional Effectiveness heads the Office of Institutional Effectiveness (OIE), which leads, coordinates, and supports Kennesaw State University's quality enhancement and continuous improvement initiatives. The website address for OIE is <http://oie.kennesaw.edu/>.

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

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

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

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

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

## **Academic Support Divisions**

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

## **College of Continuing and Professional Education**

The College of Continuing and Professional Education at Kennesaw State University is one of the largest continuing education programs in the country. Offering more than 2,700 non-degree professional development and personal enrichment classes and serving more than 22,000 registrants annually, the program offers a unique opportunity to acquire new skills or enhance existing ones in a multitude of different areas.

Continuing Education Units (CEUs) are assigned to all professional development programs with one CEU awarded for 10 contact hours of participation. Many courses also award PLUs for teacher recertification. Transcripts of earned CEUs are available upon request. KSU employees may enroll in Continuing and Professional Education programs at a discounted cost on a space-available basis (with some exceptions). The website for the College of Continuing and Professional Education is <http://ccpe.kennesaw.edu/>.

## **Division of Global Affairs**

As a recognized leader in global learning, the Division of Global Affairs promotes and collaboratively leads internationally focused education opportunities and regional studies among KSU's faculty, students, staff and the community. Through the programs and services managed here, the DGA helps make Kennesaw State University a truly international campus. The Division of Global Affairs is composed of two academic institutes, four academic centers, six university offices and a central administration office. DGA has nearly 200 employees, including 52 full-time faculty & staff, 68 part-time faculty & 72 affiliated faculty. Each year, this award-winning division leads a comprehensive array of scholarly, educational and service-related programs on behalf of the entire university, while administering more than 60 international studies programs, offering more than 100 courses and organizing more than 130 distinct international education events. The website address for the Division of Global Affairs is <http://dga.kennesaw.edu/>.

## **Special Units:**

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

The Center for African and African Diaspora Studies (CAADS) supports Kennesaw State University's Strategic Plan for Internationalization, through innovative academic programing, collaboration with community and international partners, scholarly research, creative activity, and community engagement. The Center collaborates with faculty colleagues and students across departments, divisions, schools, colleges and other units of the University, and hosts faculty exchanges from our international partners, to ensure the infusion of African and African Diaspora contents in teaching, scholarship and community engagement. The website address for the Center for African and African Diaspora Studies is <http://dga.kennesaw.edu/caads/>.

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

The Center for Latin American and Iberian Studies at Kennesaw State University fosters social cohesion in a democratic context by producing and disseminating information, developed with the highest standards of research, mainly, but not exclusively, for the larger community in Georgia and the Southeast of the United States on social, cultural,

educational, and technological matters that promote the understanding and advancement of people of Latin American, Spain, and Portugal as legitimate and productive members of Society. The website address for the Center for Latin American and Iberian Studies is <http://dga.kennesaw.edu/>.

### **Office of Education Abroad**

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

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

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

### **The Annual Country Study Program**

For more than 30 years, KSU's Annual Country Study Program has cultivated a cohesive interdisciplinary educational experience for campus wide critical exploration of a particular country or region that prepares our students to actively participate within the rich diversity of world cultures that make up the human family. The award-winning program plays a vital role internationalizing our campus and engaging local and global communities. Annually, it results in new courses and curriculum, research projects, education abroad programs, and global partnerships. With more than 30 events in the weekly series of lectures, performances, exhibits, seminars and conferences, the ACSP helps break down stereotypes, build connections across cultures, and develop the intercultural competencies needed to act responsibly in today's complex interdependent world. The website for the "Year Of" program is <http://dga.kennesaw.edu/yearof/>.

### **India China & America Institute**

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

### **Intensive English Program**

The Intensive English Program offers beginning through advanced courses in both English for everyday use and English for Academic Purposes to prepare students for university study at KSU and other universities. The IEP further provides language training to international professionals seeking to improve their English skills while working in an English-speaking environment. The IEP also provides cohort training programs and test preparation in TOEFL and IELTS. The website address for the Intensive English Program Center is <http://dga.kennesaw.edu/iep/>.

### **KSU in Tuscany Campus**

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

### **Strategic Internationalization Grants Office**

The Division of Global Affairs awards Strategic Internationalization Grants to projects that advance the goals established by the Strategic Plan. Through targeted seed-funding, the DGA can promote innovative global engagement activities within one or more of the following thematic areas: Global Learning, International Research, International Community Engagement, International Student Support, and Transformative Campus Internationalization. The website for the SIG initiative is <http://dga.kennesaw.edu/sig/>.

### **Department of Global Operations**

The Department of Global Operations (DGO) is primarily responsible for formulating risk mitigation policies and procedures for KSU education abroad programs. In addition, the DGO is responsible for ensuring proper response in the case of emergencies involving KSU students, faculty, and staff located internationally. These goals are accomplished by both proactive and reactive measures including: the monitoring of world events that might impact KSU programs abroad, providing support to programs by offering customized pre-trip briefings on safety and security, and responding to world events with specific instructions and advisories to impacted students, faculty, and staff.

### **CIFAL Atlanta – United Nations Regional Training Center**

CIFAL Atlanta is one of fifteen coordinate training centers under the auspices of the United Nations Institute for Training and Research. Its work focuses on how municipal government authorities and civil society implement the UN's 2030 Agenda, the Sustainable Development Goals (SDGs), on a local level. CIFAL Atlanta expands Kennesaw State's reach into every corner of the world and, in particular, developing nations. The center's specific mission focuses on two of the SDGs: the promotion of

inclusive and sustainable economic growth and the promotion of peaceful and inclusive societies, including access to justice and effective governmental institutions.

### **International Student and Scholar Services Office**

The International Student and Scholar Services Office (ISSSO) is responsible for supporting international students and scholars across six different units. The F1 and J1 Admissions unit manages the admissions process for F1 and J1 students. The SEVIS unit manages all F1 and J1 VISAS and monitors both CPT and OPT operations for international students. The Matriculated Programs unit provides assistance and maintenance of transfer programs from international universities as well as day to day support to these same students. The J1 Incoming Exchange program unit provides a full range of services to all incoming exchange students visiting J1 Scholars. The ISSSO also provides outreach and support for international student recruitment efforts through targeted events and marketing. <http://dga.kennesaw.edu/issso/>

### **Division of Technology Enhanced Learning**

The Associate Vice President of Technology Enhanced Learning oversees distance and technology enhanced learning. The division is a collaborative unit comprised of Academic Testing Services and Testing Centers as well as the Distance Learning Center. Oversight extends to eCore, related system-wide collaborative online programs, KSU's New Learning Models to include MOOCs, the digital badge program, prior learning assessment, competency based education initiatives, and KSU's participation in the USG Adult Learning Consortium. The Division of Technology Enhanced Learning website may be found at <http://tel.kennesaw.edu>.

### **Adult Learning Committee and Prior Learning Assessment**

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

### **Academic Testing Services**

KSU Academic Testing Services (ATS) offers a wide range of academic testing support to faculty and staff at the Kennesaw (KSU Center) and Marietta (J-Building) campuses. ATS is a Pearson Vue® certified test center. In addition to the full catalog of tests offered via Pearson Vue®, ATS also offers the following exams: 1) Compass/Accuplacer (for learning support placement); 2) College-Level Examination Program (CLEP); 3) Miller Analogies Test (MAT); 4) Georgia Assessments for the Certification of Educators (GACE); 5) US & Georgia Constitution and History exemption exams; 6) eCore proctored exams; 7) KSU faculty requested exams (non-Final Exams); and 8) Final Exams for online and hybrid courses. In the future, the list of exams offered will be expanded based on a combination of market research and faculty feedback and demand. Collectively, KSU testing centers have the capacity to administer 107 exams

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

### **Distance Learning Center**

The KSU Distance Learning Center (DLC) resides in the Division of Technology Enhanced Learning and has locations on the Kennesaw and Marietta campuses. The DLC is a "one-stop shop" for faculty designing and building distance learning content and courses. Its instructional designers and digital media specialists provide faculty with administrative and technological support for the creation, delivery, and enhancement of academic classes and programs delivered through technology-enhanced mediums (online, hybrid/blended, and open). The DLC engages in the following activities: 1) supports faculty in the conceptualization, design, construction and delivery of online, hybrid and open courses; 2) identifies, disseminates, and integrates new technologies to support distance learning; 3) provides digital-media support and resources to online and technology enhanced academic degree programs; 4) coordinates student support services for fully online and partially online students including technology support, tutoring and academic support, testing, advising and registration; 5) provides faculty with closed captioning support for course web-based audio/video files; 6) provides faculty with training and support in producing accessible course web-based content to ensure university compliance with federal law and USG policy; and 7) coordinates its efforts closely with other KSU units that serve distance and technology enhanced students, faculty and programs. The website address for the Distance Learning Center is <http://distancelearning.kennesaw.edu>.

### **KSU eCore**

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

### **New Learning Models – MOOC's and Digital Badges**

The Division of Technology Enhanced Learning coordinates new learning model initiatives across the University. With a focus on innovative models, increased access, reduced cost, and high quality engaged learning, new learning models occur in the opportunity spaces where teaching and learning are catalyzed by technology. To succeed, new learning models require an environment where experimentation and innovation are encouraged and supported. The Division of Technology Enhanced

Learning provides technical and administrative support to colleges, departments, and programs in the designing, building, and piloting of new learning models and open access resources. Kennesaw State is the lead institution for the University System of Georgia partnership with Coursera. Additional information on KSU's MOOC initiative and a list of currently available courses may be found at <http://mooc.kennesaw.edu>. KSU has also launched a digital badge initiative to offer a unique opportunity for individuals and organizations to enhance learning beyond the traditional classroom setting. Programs integrate knowledge with gamified mobile learning in a way that both educates and entertains. The digital badge credential can be used to enhance digital resumes and professional profiles. KSU currently offers digital badges in Higher Education and Executive Education. The website address for Digital Badges is <http://digitalbadges.kennesaw.edu>.

### **Enrollment Services Division**

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

### **Office of Undergraduate Admissions**

The Office of Undergraduate Admissions is primarily responsible for the supervision and management of undergraduate recruitment and admission procedures. The office consists of four basic functions: counseling, recruitment, admissions operations, and tele-counseling and provides enrollment services for new traditional, nontraditional, international, and readmit students. The website address for the undergraduate admissions office is <http://admissions.kennesaw.edu/>.

### **Office of the Registrar**

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

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

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

### **Enterprise Information Management**

Enterprise Information Management (EIM) facilitates the continuous improvement of KSU's enterprise-wide data management, data quality, and data warehousing efforts as well as information reporting and analytics for decision-making support, strategic planning, and organizational effectiveness at the institutional and unit levels. The website address for Enterprise Information Management is <http://eimir.kennesaw.edu/>.

### **Library Services**

The Kennesaw State University Library System is comprised of the Johnson Library on the Marietta Campus and the Sturgis Library on the Kennesaw Campus. The mission of the Kennesaw State University Library System 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 **Horace W. Sturgis Library** on the Kennesaw campus provides support for undergraduate and graduate degree programs in the arts, business, education, health professions, human services, humanities, social sciences, sciences, and mathematics. Primary service areas are: access and reserves; collection development; library instruction programs; research and consulting assistance; institutional repository and copyright services; interlibrary loan and GIL Express; Government Document Repository; digital publishing and journal hosting; and research and consulting services.

The **L. V. Johnson Library** on the Marietta campus provides support for undergraduate and graduate degree programs in architecture, construction management, computer science, engineering, and engineering technology. All of the services available at the Kennesaw campus will be made available at the Marietta campus.

### **Museums, Archives & Rare Books**

The mission of the Department of Museums, Archives & Rare Books (MARB) at Kennesaw State University is to provide good stewardship for and access to KSU's collections. MARB is comprised of five units, each with a specific focus that supports the overall mission of KSU.

The Museum of History and Holocaust Education (MHHE) presents exhibits, public programs, and educational resources focused on World War II and the Holocaust in an effort to promote education and dialogue about the past and its significance today. The website address for MHHE is <http://historymuseum.kennesaw.edu>.

In keeping with KSU's mission of teaching, research, and service, the Bernard A. Zuckerman Museum of Art (ZMA) seeks to exhibit, collect, preserve, and interpret significant works of art. Through dynamic programming, we encourage the exchange of ideas that inspire, educate, and foster an appreciation of the visual arts in our community and the region. The website address for ZMA is <http://zuckerman.kennesaw.edu>.

The KSU Archives preserves the historical memory of Kennesaw State University and serves the research interests of KSU students, faculty, staff and the public. Holdings include university records, oral histories, images and audiovisual recordings, publications and digital collections, and Northwest Georgia history. The website address for Archives is <http://archives.kennesaw.edu>.

The Bentley Rare Book Gallery preserves and develops collections of rare, unique, and historic books and manuscripts in order to engage and educate the University and community in the history of the book. One of three museum-grade rare book libraries in Georgia, the Bentley Gallery hosts researchers and offers tours, classes and seminars for the KSU community and the general public. The website address for the Rare Book Gallery is <http://rarebooks.kennesaw.edu>.

Records Management oversees records management vendors and assists and provides training for faculty and staff on managing paper and electronic records according to best practices and the Board of Regents Records Retention Guidelines. The website address for Records Management is <http://records.kennesaw.edu/>.

### **Sustainability**

KSU is committed to promoting sustainability education and managing resources responsibly on our campuses and in our community. New buildings are designed to green building certification standards on our campuses. We are signatories of Second Nature's Carbon Commitment and are a member of the Association for the Advancement of Sustainability in Higher Education. KSU has been listed among Princeton Review's "Green Campuses" annually since 2012. For further information, visit the Sustainability website at: <http://sustainability.kennesaw.edu/>.

### **Academic Deans**

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

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

The head of a degree credit instructional department carries the title Department Chair. The administrative head of other departments and units is typically titled Director or Coordinator. All of these administrative faculty are responsible for managing the personnel and operations of their departments and serving on the administrative team of the Provost and Vice President for Academic Affairs, Vice President for Research and Graduate Dean, or Dean to whom they report organizationally. Department Chairs are centrally involved in program oversight and development, class scheduling, student advisement and appeals, faculty recruitment and staffing, personnel performance review and salary recommendations, tenure, promotion and retention

recommendations, and departmental budget management. A Department Chair's "administrative team" typically consists of the full-time teaching faculty in the department, and may include an Assistant Department Chair, who often shares administrative responsibilities as assigned by the chair.

### **College of Architecture and Construction Management**

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

### **Departments:**

#### **Department of Architecture**

The Department of Architecture provides multidisciplinary curriculums that nurture critical thinking, embrace new technologies and encourage creativity and innovation through the integration of the theory, art, technology and science of the built environment. The Department offers a five-year professional Bachelor of Architecture degree, fully accredited by the National Architectural Accrediting Board (NAAB), and a Master of Science in Architecture degree with two concentrations: Urbanism and Sustainable Design.

Our programs emphasize students' understanding of the connections between people and their physical environments, as well as the integration of this information into relevant design solutions. Courses stress applied learning methods that emphasize hands-on exploration designed to provide the student with the knowledge, skills and experience necessary to be productive, contributing members of the architectural profession and the civic community.

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

The Department of Architecture holds as its core values:

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

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

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

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

### **Department of Construction Management**

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

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

The Department of Construction Management offers BS and MS Programs that are accredited by the American Council of Construction Education (ACCE) since 1985. Also, the Bachelor of Science in Construction Management Facility Management Concentration is accredited by the [International Facility Management Association](#) (IFMA). The CM Facilities Management Concentration is the only IFMA accredited program in the Southeast.

The Department of Construction Management students participate in five to seven competitions every year that are held at regional and national level. The Department offers 24 plus scholarships through their endowments and through the Construction Industry Advisory Board's generosity. The Department is also committed to the mission and continuous quality improvement based on assessments.

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

ABC: Associated Builders and Contractors

AECA: Atlanta Electrical Contractors Association

AGC: Associated General Contractors & GA Chapter

ASHRAE: American Society of Heating Refrigeration and Air Conditioning Engineers

CMAA Construction Management Association of America

GUCA: Georgia Utility Contractors Association

IFMA: International Facility Management Association

MCAA: Mechanical Contractors Association of America

NECA: National Electrical Contractors Association

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

### **College of the Arts**

The College of the Arts at Kennesaw State University houses the disciplines of Art and Design, Music, Theatre and Performance Studies, and Dance, in one of the most dynamic communities of artists, scholars and higher education professionals within the Southeastern U.S. Students command high professional regard due to their exceptional creative and written scholarship. The College of the Arts provides a professional environment conducive to artistic growth that prepares students for the aesthetic and professional challenges facing scholars, artists, and teachers in the 21st century. The College recognizes and embraces important influences in the arts that cross international borders.

The College of the Arts provides the region with a stimulating community of students, artists, scholars and teachers who apply aesthetic and intellectual vision to the expression of complex ideas; who value both artistic tradition and experimentation in the search for creative solutions; who connect global perspectives to professional education; who integrate technical skills with theoretical understandings; and who care about the impact of their work on people and the community. Our faculty and staff represent a diverse group of highly accomplished educators committed to the success of our students through transformative experiences on campus and beyond. Through a contemporary liberal arts curriculum and professional degree programs, our students develop the skills necessary to be competitive in a rapidly changing global and technological environment. We invite you to share in the more than 200 arts events, concerts, and exhibitions produced at Kennesaw State University every year that celebrate our commitment to disciplinary, cultural, artistic, and intellectual diversity. The College of the Arts also annually hosts a number of guest artists who provide students with rich professional training experiences.

The College of the Arts offers both academic and professional programs of study that prepare students for careers in the visual and performing arts. Undergraduate programs are built upon a strong common liberal arts component. Through its departments, the College offers the Bachelor

of Arts degree in Dance, Music and in Theatre and Performance Studies, the Bachelor of Fine Arts degree in Art, the Bachelor of Music degree in Music Education, and in Performance, and the Bachelor of Science degree in Art Education. Our partnerships and collaborations with leading arts organizations and educational institutions regionally, nationally, and internationally make the College of the Arts at Kennesaw State University a dynamic contributor to economic, social, and political development. Our faculty, staff, and students are actively engaged in our local community and are vital to the cultural core of the metro-Atlanta area. We invite you to visit our campus, experience our rich traditions of innovative art-making, and become a part of our thriving community of celebrated scholars and artists.

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

### **Special Units:**

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

**The Onyx Theater** – The Onyx is a “Black Box” theater space, which allows for innovative, experimental, and intimate productions. Seating varies with production configuration.

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

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

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

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

**Art Galleries**– The Zuckerman Museum of Art, The Malinda Jolley Mortin Gallery, and the Fine Arts Gallery provide venues for student, faculty and professional exhibitions. These galleries are part of the KSU division of Museums, Archives, and Rare Books.

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

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

nonprofit enterprises. These alliances enable the College to achieve its goals of continuous improvement and targeted program development.

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

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

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

### **Special Units:**

#### **The Entrepreneurship Center**

We build entrepreneurs by infusing people with a mindset characterized by serving others, solving problems, and creating value. As a community, we know that people infused with this entrepreneurial mindset will make more money, be happier in life, and have better relationships. The website address for the Entrepreneurship Center is <http://coles.kennesaw.edu/coles-overview/centers-and-institutes/>.

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

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

#### **Cox Family Enterprise Center**

The Cox Family Enterprise Center offers the finest family business expertise available. Our programs promote effective family business management and secure the growth of healthy family relationships. Research reports focusing on topics as diverse as estate taxes and succession issues are distributed globally. Cox Family Enterprise Center faculty

edit the leading journal in the field, Family Business Review. The website address for the Cox Family Enterprise Center is <http://coles.kennesaw.edu/coles-overview/centers-and-institutes/>.

### **Econometric Center**

The Econometric Center is a business and economic research arm of the Coles College. Its monthly Business Conditions Survey parallels the Institute of Supply Chain Management National Survey and aggregates data from purchasing professionals in metropolitan Atlanta and northwest Georgia. The Econometric Center also conducts a quarterly Consumer Confidence Index for metropolitan Atlanta in conjunction with the Greater Atlanta Home Builders Association. The website address for the Econometric Center is <http://coles.kennesaw.edu/coles-overview/centers-and-institutes/>.

### **Center for Professional Selling**

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

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

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

### **Corporate Governance Center**

Founded in 1995, the Corporate Governance Center in the Coles College of Business is internationally recognized as a leading provider of governance information to directors, CEOs and other senior executives, researchers, professors and students, advisors, and other interested parties. Through research, teaching, and advising, Center faculty and fellows work to improve the governance of public, private and nonprofit enterprises, with particular emphasis on audit committees, diversity in the boardroom, and entrepreneurial companies. Collectively, these professors have published more than 1000 articles and books on a variety of management and boardroom issues, and their opinions have appeared in more than 500 publications and on national and local television and radio.

The website address for the Corporate Governance Center is <http://coles.kennesaw.edu/coles-overview/centers-and-institutes/>.

### **Internal Audit Center**

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

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

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

The WLC achieves its mission through:

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

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

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

### **Mobile Application Development Center**

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

### **The Tenacity Center for Account Management**

The Tenacity Center for Account Management and Client Retention is dedicated to thought leadership in the management of the relationship between an organization and their clients. The Tenacity Center applies the principles of the Clients for Life® Client Retention Process within these organizations, enabling them to optimize client satisfaction, increase profitability, and enhance retention.

The areas of account management and client retention are well accepted by the business community as strategically significant, but up to now, the availability of traditional executive education products and services in this area, as well as supporting research and development, has been extremely limited. The website address for the Tenacity Center for Account Management is <http://coles.kennesaw.edu/coles-overview/centers-and-institutes/>.

### **College of Computing and Software Engineering**

The College of Computing and Software Engineering is comprised of the Departments of Computer Science; Information Technology; and Software Engineering and Game Development. We offer degree and certificate programs in all aspects of computing, including computer science, information technology and software engineering, that combine hands-on experience with a thorough grounding in the underlying theory, thereby enabling our students to apply computing, software engineering techniques and information technologies to solve today's real-world problems and face tomorrow's challenges. The majority of the undergraduate degrees offered are accredited by the Accreditation Board for Engineering and Technology (ABET [www.abet.org](http://www.abet.org)).

Additional information on the College of Computing and Software Engineering can be found at <http://ccse.kennesaw.edu>.

### **Special Units:**

#### **Center for Applied Gaming and Media Arts**

The mission of the Center for Applied Gaming and Media Arts (CAGMA) at Kennesaw State University (KSU) is to bring together a diverse collection of teachers and researchers to create game and media applications for enhancing K-16 learning, corporate training, entertainment, and public policy advocacy. The center also provides a venue in which undergraduate and graduate game and media projects can develop into commercially viable products Center for Machine Vision and Security Research (CMVSR). The mission of CMVSR is to promote fundamental research in the areas of image processing, machine learning, and information security, to provide a state-of-the-art research environment for faculty, professionals and students, to transfer new machine vision and information security technologies to private/government sectors, to establish collaboration with scientists from national and international research laboratories, institutions and industry, and to present research findings to the research community regarding the advancement in the machine vision and information security research.

### **Departments:**

#### **Computer Science**

The Department of Computer Science offers the Bachelor of Science in Computer Science, a Bachelor of Arts in Applied Computer Science, a minor in Computer Science, the Master of Science in Computer Science, and is a partner in other graduate degree programs including the Ph.D. in Data Science and Analytics residing in the Department

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

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

### **Information Technology**

As part of the College of Computing and Software Engineering, the Department of Information Technology offers an undergraduate Bachelor of Science in IT (BSIT), Bachelor of Applied Science (BASIT - requiring a 2 year AAS degree from one of our Technical College System of GA schools), and the Master of Science in IT (MSIT). To ensure that our students receive the highest quality education possible, our curriculum incorporates various courses from information technology, and computing and software engineering focusing on meeting the needs of IT users within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. The BSIT program is accredited by ABET. All of our degree programs - the BSIT, BASIT, and MSIT may be completed online. The department also offers graduate and undergraduate certificate in Health Information Technology, Graduate Certificate in IT Foundations, and Graduate Certificate in IT Security. The Information Technology minor is designed for students for whom a deeper understanding of IT would provide an additional benefit beyond courses in their major. For many disciplines, practical application of IT is essential to their career success.

### **Software Engineering and Game Development**

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

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

Our graduate programs include a Master of Science degree in Software Engineering and Graduate Certificates in Software Engineering Foundations and Software Engineering. In addition to welcoming full-time students with undergraduate degrees in computing fields, we also cater to two major non-traditional groups of students: those with baccalaureate degrees in other majors and those whose schedules allow for only part-time studies. All of our graduate classes are offered both face-to-face in the evenings and also fully online. This allows our students to participate anytime, anywhere while gaining hands-on experience via real-world team-based projects.

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

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

The Leland and Clarice Bagwell College of Education offers nationally accredited undergraduate and graduate programs. Students preparing to be teachers and leaders through one of Kennesaw State University's educator preparation programs are assured experiences which help them develop a deep understanding of the subject matter they will teach and be skilled in practices that lead most effectively to the improvement of P-12 student learning. The Educator Preparation Provider (EPP) unit was created so that faculty with an interest or teaching responsibility in teacher education could collaborate with like faculty across disciplines on significant matters related to Kennesaw State University's preparation of teachers. Since its creation, the EPP has enabled faculty through its organizational structure to work effectively across disciplines and benefit from different perspectives on matters common to all programs. The EPP is an autonomous body that values the diversity of its members and insights of individuals outside the member's home department. It was through collaboration that the conceptual framework Collaborative Development of Expertise in Teaching, Learning and Leadership, which underlies all Kennesaw State University's educator preparation programs, was developed. The collaborative model is the mechanism for both change and ensuring compliance with our core framework and beliefs. The Teacher Education Council (TEC) was established by the Kennesaw State University Senate to serve in lieu of the college-level curriculum committees in all matters pertaining to educator preparation courses, programs, requirements, and policies. This single university-wide curriculum committee for educator preparation -- with members from all educator preparation programs and key support services, as well as professionals in the field --

represents the EPP faculty in matters of curricular review, policies, program administration, and faculty governance.

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

### **Special Units:**

#### **Advancing the Teaching of Mathematics and Science Center**

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

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

The Center for Education Placements and Partnerships (CEPP) provides approximately 3,500 active, participatory, service-oriented field experiences to undergraduate and graduate students during the fall, spring, and summer semesters. To accomplish this, CEPP maintains communication with program coordinators, principals and human resource personnel in our partnership school districts. Through the partnership agreements CEPP, creates memorandums of understandings (MOU's) with individual Title I schools to offer a greater presence of KSU faculty and students. To accomplish the goal of placing the growing number of prospective education majors, an online signup system was developed by KSU Enterprise Systems & Services (UTS). CEPP uses this system to create a more efficient and timely placement process for perspective students. CEPP establishes eligibility for field experiences and maintains records of eligibility for KSU students by checking students' criminal histories and by accounting for student liability insurance. CEPP also conducts an Opening and Closing Student Teacher Seminar as well as an "Educator 360" (formally "Law and Ethics") Seminar where SPAGE the North Georgia Student Professional Organization speaks with candidates about professionalism do's and don'ts. CEPP maintains records required by CAEP (formally NCATE) of our placements with information such as the demographic make-up

of each school and the placements by numbers. CEPP hosts an annual three-day ESOL Conference with participants from all school districts in the state of Georgia. In addition, CEPP collaborates with P-12 partners for all education field experiences and across campus with Volunteer Kennesaw State University (VKSU) for placements for our EDUC 2120 students in not-for-profit organizations. Five full-time staff members, an assistant director, and a director provided these services.

The website address for the Center for Education Placements and Partnerships is <http://bagwell.kennesaw.edu/centers/cepp>.

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

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

<https://education.kennesaw.edu/education/literacy/>.

### **Cobb Education Consortium**

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

<http://www.cobb-ed-consortium.org/>.

### **Education Student Services**

The Director of Education Student Services and staff are assigned to provide support for student services including recruitment, advising, admission to teacher education, processing certification, graduate admissions, marketing, and alumni relations.

Information on student awards, financial aid, and student organizations are also coordinated in this area. The Teacher Resource and Activity Center is part of Education Student Services.

Staff for Education Student Services: Director, Administrative Staff.

### **Undergraduate Advisement and Teacher Education Admissions**

The undergraduate staff serves a large and diverse population of students and prospective students, as well as the EPP faculty and administrators. Responsibilities include processing admission of students into the 13 undergraduate teacher education programs, advising undergraduate students, new student orientations, aiding in the recruitment of new candidates, and providing general information and services to the EPP through classroom, web, and public forums.

Teacher education at KSU is a campus-wide effort as reflected through the Educator Preparation Provider (EPP) community that is led by the Dean of Bagwell College. Faculty in the BCOE and teacher educators located in four other KSU colleges collaborate to offer an extensive array of distinctive programs to prepare individuals to work effectively in 21st century P-12 environments. Representatives from Education Student Services visit the introductory Education classes (EDUC 2110 and EDSM 2010) each semester to apprise students on admission requirements to teacher education, the application process and deadlines, and GaPSC Ethics Entry Exam and GACE Program Admission Assessments.

Education Student Services provides advisement for students pursuing the following degree programs through graduation: Early Childhood Education Birth through Kindergarten-Traditional concentration and Early Childhood Education Pk-5th grade; and for Early Childhood Education Birth through Age 5-Montessori concentration, Middle Grades Education, and History Education prior to teacher education admission, at which time candidates are advised by the major. Advising appointments in Education Student Services may be scheduled for current and prospective students through [appointments.kennesaw.edu](mailto:appointments.kennesaw.edu).

Students should contact the colleges and departments directly for advising in degree programs leading to Georgia Educator Certification in the following:

College of the Arts

Art P-12 - School of Art and Design; 470-578-6139

Music P-12 - School of Music; 470-578-6151

College of Humanities & Social Sciences

English 6-12 - Department of English; 470-578-6134

French, German, or Spanish P-12 - Department of Foreign Languages;  
470-578-6366

College of Science and Mathematics

Biology 6-12 - Department of Molecular and Cellular Biology; 470-578-6158

Chemistry 6-12 - Department of Chemistry and Biochemistry; 470-578-6159

Mathematics 6-12 - Department of Mathematics; 470-578-6327

Physics 6-12 - Department of Physics; 678-915-7215

WellStar College of Health & Human Services

Health & Physical Education P-12 Department of Health, Physical  
Education & Sport Science; 470-578-6216

### **Certification Office**

The Bagwell College of Education (BCOE) Certification Office (CO) serves customers in over 50 differing majors, areas, concentrations, tracks and statuses available through KSU and the BCOE, to include undergraduate, graduate, add-on/endorsement and

certification renewal customers. The CO serves as the single point of contact for initial certification, out-of-state certification and endorsement paperwork for all program completers. Assistance is provided to former students/program completers, who finally met state requirements or who relocated to another state.

The CO assists internal and external customers with certification issues, including routes to certification, renewals, PLU questions and current requirements verification. Students nearing completion of a program are informed of any missing requirements. Audits are completed by the CO to verify that all KSU and State requirements and standards are met and maintained. The CO maintains a database of students meeting the GACE Program Admission requirement (may be exempted by alternative exams), GACE Content, Georgia Ethics Exams and edTPA. The CO is making efforts to reduce the paperwork involved in the processing of certifications and thereby increase the security of student personal information. All paperwork will be scanned into the individual student's KSU electronic file within NoliWeb.

Staff: Certification Officer, who is supported by ESS administrative staff.

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

The Graduate Programs in Education Office (GPO) serves a large and diverse population of prospective students interested in graduate study and beyond in 40+ differing education concentration areas (M.Ed., M.A.T., Endorsements, Ed.D., and Ed.S.), as well as EPP faculty and administrators. The GPO's main duties include the coordination of admission services, initial advisement services, in-person and podcast orientations, initial registration services, aiding in the recruitment of new candidates, website maintenance of multiple sites; graduate EDD, EDS, MED, MAT, and Endorsement programs. The GPO Admissions Coordinator and Administrative Associate must collaborate with 40+ program coordinators and monitor program requirements, deadline, and updates. The GPO also maintains all graduate reports, databases, and etcetera. Reports range from admittance each academic year to the student profile to tracking recruitment efforts to criminal background checks to assessment of services. The GPO maintains access to EMT, Enrollment Management Technologies/Hobson's Enrollment Systems for all graduate admissions tracking and reports. Additionally, the GPO works with the Office of Graduate Admissions to maintain all student records, differing admission criteria for each program, and etcetera for admission consideration. In order to accommodate the growing enrollment at the graduate level and beyond in the areas of admission, initial advisement, initial registration, orientation, and recruitment, it was suggested the GPO receive additional support. It is anticipated that additional staff will be needed in the near future as more programs are developed, especially in the areas of MAT initial certification.

Staff: Admissions Coordinator, Administrative Associate II.

### **Teacher Resource and Activity Center**

The Teacher Resource and Activity Center (TRAC) provides resources and services to education students (both graduate and undergraduate), the Educator Preparation Provider (EPP) community, the larger KSU student body, KSU faculty/staff from across both

campuses, and local professional educators. TRAC consists of two major components: a library and a workroom. The curriculum library includes K-12 textbooks, children's literature, and professional education DVDs, kits, and books addressing methods, theories, development, and classroom activities. The production workroom is equipped with laminators, binding machines, poster-makers, die cuts, and other equipment used to create educational projects. In addition to maintaining the center resources, friendly employees provide assistance to customers using the materials and equipment.

Staff: Manager, Administrative Associate II.

### **Recruitment and Marketing**

The Recruiter actively markets undergraduate and graduate degree programs within Bagwell College of Education to prospective students in the Metropolitan Community.

The Recruiter represents BCOE at area Colleges & Career Fairs, State Conferences, Seminars, Enrichment Programs, KSU Sponsored Fairs, and the Georgia Graduate College Circuit. The Recruiter represents BCOE on the university-wide Marketing Council, while advising the council of BCOE programming and supportive roles throughout the University. The Recruiter is responsible for the planning of Educators of Tomorrow Conference Retreat (EOT) held twice a year, which actively recruits high-school juniors and seniors interested in pursuing education as a career path.

Responsibilities of EOT requires the Recruiter to solicit monetary donations from professional teacher organizations, campus organizations, and the campus community.

The Recruiter represents the KSU-Woodrow Wilson Georgia Teaching Fellowship program, while recruiting students with a STEM Background, into the highly sought after Woodrow Wilson-KSU Partnership Program. The Recruiter follows-up with potential candidates via email, phone, and in-person contact to answer questions or concerns about enrollment, and the admissions process. The Recruiter assists with the graphic lay-out and wording for the annual PAGE Magazine subscription in which BCOE advertises graduate programs.

Staff: Center Director, Recruiter, and ESS Administrative Associates.

### **KSU iTeach**

KSU iTeach is a public service of the Bagwell College of Education and the Department of Instructional Technology. The mission of iTeach is to help P-12 teachers and students achieve their best possible future through the use of advanced teaching methods and educational technologies. iTeach focuses on providing high quality service, consulting, and professional learning to Georgia schools and school systems, both public and private. The effective use of technology for teaching, learning, and leading is essential in a modern educational environment, and iTeach experts are recognized for their ability to enhance outcomes in Georgia's classrooms. While KSU iTeach works primarily with schools and school systems around Metro Atlanta, it has statewide and national influence via individualized coaching, special seminars, conference presentations, and workshops. The website address for KSU iTeach is <http://bagwell.kennesaw.edu/centers/iteach>.

## **The Graduate College**

The Graduate College oversees and advances the University's graduate mission, establishing and maintaining institutional standards for graduate program quality while advancing the University's 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, 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 and granting permission to engage in graduate instruction. The Graduate College is further responsible for 1) reviewing and approving students for admission to graduate programs (see Office of Graduate Admissions); 2) reviewing, affirming, or modifying all departmental and college decisions relating to graduate education; 3) reviewing and approving any university awards of post-baccalaureate credit or credentials (including, but not limited to, certificates and degrees); 4) reviewing and approving modifications to graduate programs, policies, and curriculum; 5) fostering the development of new graduate programs; and 6) determining and assigning the University's graduate student assistantships, including stipends and tuition waivers.

## **Special Units:**

**The Office of Graduate Admissions** is responsible for receiving and processing applications and supporting documents for those students seeking admission to a graduate program. This includes substantive and procedural evaluation of graduate student applications. This office works with the graduate program offices to market and recruit graduate students, and interacts with prospective students inquiring about the University's graduate degree programs. The website address for graduate admissions is <http://graduate.kennesaw.edu/admissions/>.

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

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

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

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

The WellStar College offers graduate programming through the WellStar School of Nursing, the Department of Social Work and Human Services, and Department of Exercise Science and Sport Management. Graduates are employed in a wide variety of health/human service fields, as registered nurses, social workers, exercise and fitness professionals, and health rehabilitation specialists, or as generalist practitioners in a variety of private, nonprofit, or governmental human service organizations. The WellStar Primary Care Nurse Practitioner Program, housed within the WellStar School of Nursing, prepares graduates as primary care nurse practitioners. Additionally, the graduate nursing division offers a degree program in Advanced Care Management and Leadership including tracks in Nursing Administration and Health Policy and Leadership in Nursing Education, as well as a Doctorate of Nursing Science focusing on vulnerable populations and nursing education. The graduate clinical social work program within the Department of Social Work and Human Services prepares graduates to work in a wide range of nonprofit organizations and clinical health settings. The Department of Exercise Science and Sports Management offers a masters degree in Applied Exercise and Health Science which prepares students for careers in sports and exercise science.

The WellStar College offers five (6) distinct undergraduate degrees: 1) B.S. in Human Services that prepares students for entry level case-management and nonprofit administrative roles in nonprofit, public, and private human service organizations; 2) B.S. in Exercise and Health Science that prepares students for careers in the field of exercise science; 3) B.S. in Health and Physical Education which prepares students to take the licensure exam and teach grades P-12 in health and physical education; 4) B.S. in Public Health Education that prepares students for in community health, worksite health promotion, patient education, and health coaching; 5) B.S. in Sport Management that prepares students for careers in the sports and sports-related industries; and 6) B.S. in Nursing. The Academy for Inclusive Learning and Social Growth offers a unique certificate program that provides a two-year college experience for a select group of high school graduates who have different levels of intellectual abilities. In addition to the two-year program, the Academy offers an additional two-year education to students who have completed the first two years of a program. The additional two years focuses on leadership and career growth. A major goal of the program is to challenge Academy students to expand their education, social, and career skills while integrating them into the college and employment community.

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

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

The College of Humanities and Social Sciences has ten academic school/departments, two endowed chairs, and five centers.

The academic school/departments offer more than 80 programs of study leading to certificates, minors, baccalaureate degrees, master's degrees, and a doctor of philosophy degree. In addition, the College offers courses in the following languages: Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, and Spanish; and courses in the following critical languages: Arabic, Hindi, Russian, and Turkish. The programs, which include traditional and interdisciplinary fields of study, provide students with learning opportunities that:

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

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

The College's school/departments and centers serve Kennesaw State University and the community with research services and outreach programs such as Kennesaw Mountain Writing Project and the Georgia Geographic Alliance. The College serves the university-at-large by providing many of the courses in the general education curriculum.

Instructional school/departments of the College include: School of Communication and Media, Digital Writing and Media Arts, English, Foreign Languages, Geography and Anthropology, History and Philosophy, Interdisciplinary Studies, Political Science and International Affairs, Psychology, and Sociology and Criminal Justice. Additional information may be found online at <http://hss.kennesaw.edu>.

### **Endowed Chairs:**

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

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

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

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

## **Special Units:**

### **Center for Conflict Management**

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

### **Writing Center**

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

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

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

### **Center for Sustainable Journalism**

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

### **Undergraduate Advising Center**

The Undergraduate Advising Center provides consultative academic advising in a collaborative environment for students who have declared or are considering a major or minor in the College of Humanities and Social Sciences. The Center assists students with appropriate course selection, fulfilling general education requirements, understanding pre-requisite requirements for their major, creating academic plans, and finding and using other campus resources for their academic success. The website address for the Undergraduate Advising Center is <http://uac.hss.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, through mentoring relationships with the faculty, and through engagement in collaborative discovery research activities.

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

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

The College also offers a Ph.D. in Analytics and Data Science that has been developed to meet the market demand for Data Scientists.

The Science Complex includes the Science and Science Laboratory Buildings that houses the lab and research areas, the Clendenin Computer Science Building that contains state-of-the-art technology designed to enhance student learning on the Kennesaw campus; the Mathematics building (Building D) and the Crawford Laboratory building (Building E) on the Marietta campus. High-speed wireless Internet access is available throughout the Science Complex.

The academic departments in the College include: Chemistry and Biochemistry; Ecology, Evolution and Organismal Biology; Mathematics; Molecular and Cellular Biology; Physics; and Statistics and Analytical Sciences.

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

### **Special Units:**

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

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

**The A.T.O.M.S. (Advancing the Teaching of Mathematics and Sciences) Center** is a collaboration with Bagwell College of Education to address the needs of Georgia's K-12 schools in Science and Mathematics. The A.T.O.M.S. Center focuses on the following areas:

1. Enhancement of in-service teacher development and effectiveness,
2. Implementation of innovative strategies to retain new teachers in the classroom,
3. Stimulation of K-12 student interest in science and mathematics, and
4. Recruitment of future science and math teachers at the secondary school level.

The Center also enhances faculty excellence by promoting scholarship and research efforts of all faculty members engaged in K-12 science and mathematics education. The Center improves practicing teachers' overall effectiveness in the classroom and retains more teachers in the profession. Our professional development programs will enable teachers to show students how science and mathematics relate to the world around them as well as introduce students to the many professional career opportunities related to college degrees in science, technology, engineering, and mathematics (S.T.E.M.) fields.

### **The Southern Polytechnic College of Engineering and Engineering Technology**

The Southern Polytechnic College of Engineering and Engineering Technology at Kennesaw State University produces graduates ready to find solutions to today's real-world problems and tomorrow's challenges. The second-largest engineering college in Georgia, Southern Polytechnic College is the only institution in the state of Georgia where students can choose among a wide variety of diverse Engineering or Engineering Technology degree programs which best suit their

talents, skills, goals, and aspirations. All of Southern Polytechnic College's undergraduate degrees are accredited by the Accreditation Board for Engineering and Technology (ABET).

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

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

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

### **Special Units:**

#### **Alternative Energy Innovation Center**

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

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

#### **Center for Additive Manufacturing (3D Center)**

Center for Additive Manufacturing (CAM) is where we bring products to life through creative design solutions and the application of advanced engineering technologies like 3D printing and 3D scanning. The mission of the CAM is to provide additive

manufacturing capabilities across the curricula at KSU, to transfer additive manufacturing and advanced engineering technologies to business and industry, and to provide opportunities for faculty and students to develop creative design solutions to solve real world problems. The website for the Center for Additive Manufacturing is <http://centers.kennesaw.edu/3dcenter/>.

#### **Center for Advanced Materials Research and Education (CAMRE)**

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

#### **Center for Georgia Aggregates Research (CGAR)**

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

#### **Center for Nuclear Studies**

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

#### **Georgia Pavement and Traffic Research Center (GPTRC)**

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

### **Mechatronics Research and Education Center (MeREC)**

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

### **University College**

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

Based on the Kennesaw campus, University College provides academic support initiatives for both undergraduate and graduate students on the Kennesaw and Marietta campuses. Orientation and Transition Programs is a unit that assists first-year and transfer students as they transition to the KSU community. The NEST (New and Exploratory Students in Transition) is the advising office for first-year students and those exploring degree options. The SMART Center offers science and mathematics tutoring, and Supplemental Instruction provides weekly peer-facilitated sessions to assist students in challenging gateway courses. The ESL Center assists international students in writing, reading, pronunciation, and presentation skills.

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

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

food science, nutrition, agro-ecology, resource conservation, and essential business management skills. For more information on University College, visit [www.kennesaw.edu/uc](http://www.kennesaw.edu/uc).

### **Honors College**

The Honors College provides a "community-within-a-university" for academically talented, highly motivated students who enjoy lively discussion, creative expression, and intellectual challenge. Housed within the Honors College is the University Honors Program, open to all majors on both campuses, and the Dual Enrollment Honors Program, for qualified high school juniors and seniors who desire to take courses on the KSU campus for both high school and college credit. Entering Honors students may elect to participate in one of three cohort groups that enrich the learning experience: STEAM Honors, for students majoring in Science, Technology, Engineering, Architecture and Mathematics on the Marietta campus; the President's Emerging Global Scholars (PEGS) program, a highly competitive program focused on leadership and global engagement; and Great Books, which utilizes classic literary and historical works rather than traditional textbooks to cultivate an interdisciplinary educational foundation that emphasizes critical thinking.

The Honors College offers small honors sections of core courses and interdisciplinary honors seminars. It also provides unique opportunities for students, including undergraduate research, national and international scholarship and fellowship advising, domestic and international study abroad experiences, and community service activities.

Honors coursework engages students in acts of ethical, global, and civic inquiry with professors and fellow students. Such acts of inquiry require students to think critically and creatively as they solve problems related to liberal arts, technology, scientific and creative discovery, and design. Taught by outstanding faculty recognized for teaching excellence, our small honors sections of core courses and interdisciplinary honors seminars offer an exclusive liberal arts experience in a large university, as well as an alternative to large lecture-hall classes. The experiences supported by the Honors College foster academic and leadership skills necessary to serve communities on and off campus.

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

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

#### **A.L. Burruss Institute of Public Service and Research**

With a dedicated, professional staff and faculty, the Burruss Institute is known for providing a wide range of research support and technical assistance across a broad range of policy areas to nonprofit organizations and governmental entities at various levels. The Institute's services include survey research (telephone, online, mail), focus groups and facilitation of group meetings, program evaluation, and long-range planning. In order to address the various research needs of clients, the Institute often contracts with KSU faculty members to connect their expertise with the needs of our clients. The website address for the Burruss Institute is: <http://burruss.kennesaw.edu>.

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

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

**Siegel Institute for Leadership, Ethics, and Character**

The Siegel Institute for Leadership, Ethics, and Character seeks to encourage and promote ethical conduct, decision making, and leadership for the common good. The Institute's mission is to promote study, research, reflection, and understanding of ethics and leadership through research and experiential opportunities as well as excellence in scholarship and teaching for members of KSU and the wider community. The Siegel Institute creates partnerships that will enable the Institute to work with universities, businesses, non-profits, and community organizations committed to the goal of enhancing ethical conduct and leadership.

Follow the work of the Institute on <http://siegelinstitute.kennesaw.edu/>, LinkedIn: [linkedin.com/groups/4620246](https://www.linkedin.com/groups/4620246), Facebook: [facebook.com/siegelinstitute](https://www.facebook.com/siegelinstitute), and/or Twitter: <https://twitter.com/SiegelKSU>.

## SECTION 2 - Workload and Institutional Expectations

### 2.1. Academic Freedom and Responsibility

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

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

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

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

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

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

### **Instructional Responsibilities**

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

- I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*
- II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*

- III. *As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
- IV. *As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*
- V. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

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

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

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

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

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

- Teaching;
- Research and Creative Activity (R/CA); and
- Professional Service.

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

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

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

## Instructional Responsibilities

### Illustrative Example of the Workload Model

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

#### Some Illustrative Workload Examples\*

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

Teaching Emphasis	Workload
4-4 course load Teaching .....	80
S/CA.....	10
Service.....	10
<b>Total.....</b>	<b>100</b>

#### Teaching – Scholarship/Creative Activity Balance

3-3 course load Teaching .....	60
S/CA.....	30
Service.....	10
<b>Total.....</b>	<b>100</b>

#### Teaching – Service Balance

3-3 course load Teaching .....	60
S/CA.....	10
Service.....	30
<b>Total.....</b>	<b>100</b>

#### Scholarship/Creativity Activity Emphasis

2-2 course load Teaching .....	40
S/CA.....	50
Service.....	10
<b>Total.....</b>	<b>100</b>

#### Administration Emphasis

Service.....	70
S/CA.....	10
Teaching.....	20
<b>Total.....</b>	<b>100</b>

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

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

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

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

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

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

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

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

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

## **Primary Instructional Activities**

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

### **Teaching**

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

### **Supervising**

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

### **Mentoring**

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

### **Institutional Resources for Faculty**

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

### **Basic Expectations and Responsibilities**

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

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

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

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

KSU is proud of its reputation of faculty being available to students and colleagues outside of class time. To ensure this positive reputation continues KSU expects its faculty to use a variety of means to be available for student questions or conferences as well as consultation with colleagues, whether in person or electronically. Departments must establish guidelines that establish a minimum number of hours during each week that faculty should be available on campus beyond scheduled classes. Faculty should be flexible, within reason, in making

appointments with students and colleagues. As a professional courtesy, faculty should reply to phone calls, e-mails, and bulletin board questions from students in a timely manner.

### **Course Syllabi**

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

Faculty teaching general education course(s) should include the “General Education Course Syllabus Common Language” information found on the curriculum website at <http://curriculum.kennesaw.edu/> in their syllabi.

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

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

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

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

All faculty should articulate their individual philosophy of teaching, supervising, and mentoring and their goals for teaching and student learning should be developed and included as a part of tenure and promotion materials. A faculty member’s philosophy of teaching should concentrate on large-scale goals for fostering student learning and development in the context of one’s discipline and the courses that one teaches. However, rather than reiterating learning outcomes for individual courses, faculty should focus on their general aims and interests with respect to teaching and student learning. A clearly articulated philosophy of teaching will also communicate the personal values, beliefs, and goals that underlie a faculty member’s approaches

to teaching, supervising, and mentoring. It should also address how one's philosophy embodies expectations for teaching, supervising, and mentoring related to a departmental mission, institutional initiatives (e.g., EPP or General Education), or accreditation requirements. Finally, a faculty member's philosophy can help guide one in selecting aspects of teaching, mentoring, and supervising to be assessed and evaluated and in documenting examples of activities and practices that embody and exemplify one's philosophy.

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

### **Student Comments on Instructional Effectiveness**

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

Instructor:

Course Number and Title:

Course Day/Time:

Semester/Year:

### Instructions

KSU faculty value student feedback about the course, their teaching, and course materials, which can be used to improve teaching and learning. Please take as long as you need to answer the questions listed below. If you need additional space, please request a second form rather than writing on the back of the form.

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

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

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

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

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

## **2.7A Textbooks**

KSU follows BoR policy (BoR Policy Manual [3.10](#); 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 he/she produces for copy and resale through any bookstore (internal or external to the institution). Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through any bookstore (internal or external to the institution).

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

## **2.7B. Procedures Associated with Textbook Policy**

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

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

## ***2.9. Grading***

### **General Policies**

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

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

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

## **Special Purpose Grading Symbols**

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

**K** - This symbol indicates credit awarded for ALL credit by examinations.

**W** - This symbol indicates that the student was permitted to withdraw from the course without academic penalty. The "W" will be allowed only with the approval of the registrar and is available up to the date published in the most current version of the semester calendar as the last day to withdraw without academic penalty. Withdrawals without penalty may be permitted after this period in documented hardship cases only with the approval of the registrar. A course in which a grade of "W" has been assigned will not be included in the calculation of the student's scholastic average. This notation will be printed on the final class roll after authorization by the registrar.

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

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

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

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

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

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

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

### **Course Withdrawal**

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

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

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

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

Federal regulations governing the disbursement of financial aid require institutions to verify student attendance in class. Institutions disbursing Federal funds are also required to record the last date of attendance for students who stop attending class and return the appropriate funds to

the U.S. Department of Education, based on institution refund percentages. Federal Regulation is part of the “Pell Recalculations” – 34 CFR 690.80.

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

1. Verification of Attendance: (Effective Fall 2013)

Faculty should submit a “NA” grade for students who never attended class where attendance/roll is recorded or never participated in an academically related activity. “Academic attendance” and “attendance in an academically-related activity”, include, but are not limited to:

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

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

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

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

2. Unofficial Withdrawals- Last Date of Attendance: (Effective Spring 2014)

Faculty should submit a W or WF grade for students who stop attending class and do not officially withdraw as follows:

- For students who stop attending class on or before the published “Last Day to Withdraw without Academic Penalty” date, a grade of W or WF should be assigned based on the student’s status in the course.
- For students who stop attending class after the published “Last Day to Withdraw without Academic Penalty” date, and prior to the last day of class, a grade of WF should be assigned.

Faculty should also submit the last known date of academically related activity (i.e., exam, test, assignments, etc.) should be entered into the “Last Attend Date” field. If

the last date of attendance or class participation is unknown, faculty should leave this field blank.

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

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

### **Reporting Grades**

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

### **Errors in Grades**

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

### **Changing Grades**

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

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

## **Grade Appeals**

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

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

## **Grade Appeal Procedure**

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

- **Informal:** Students are encouraged to discuss concerns and disputes over final course grades with the faculty member, prior to filing a formal grade appeal, in an effort to understand the basis of his/her grade. Faculty are encouraged to be available to students for such discussion regarding grades so that if possible, grade disputes can be resolved informally.
- **Formal:** In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise basis for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 20 business days after the first day of classes of the next academic term (fall, spring, summer [or any other term]) after the academic term in which the final grade was awarded to the student. The Chair will invite the faculty member whose grade is appealed to provide a written response to the student's appeal statement. The Department Chair (or the Chair's designee) will review the allegations and conduct any additional fact finding as needed and will provide a decision in writing to the student, within 20 business days of the receipt of the complaint in the Department. The Chair's written decision will specifically address the relevant issues raised by the student. In preparing the written decision, the Chair shall consult with the EEO officer or

the Chief Diversity Officer if there is an allegation by the student that discrimination or retaliation had an impact on the grade that was awarded.

- The student may appeal the Department Chair's decision within 20 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the Dean's discretion, the Dean can appoint an advisory panel, consisting of two (2) faculty members from outside the department where the grade was awarded and one (1) student to review the written documentation and make a recommendation to the Dean. The advisory panel may invite the student and the faculty member who awarded the grade to meet with the panel to share each party's position on the grade dispute. The panel will provide a written recommendation to the Dean within ten (10) business days of the receipt of the appeal. The Dean will issue a decision to the student, in writing, within ten (10) business days of the receipt of the report from the advisory panel or within twenty (20) business days of the receipt of the written complaint from the student if no panel was appointed.
- The student may appeal the Dean's decision to the Provost, in writing, within twenty (20) business days of being notified of the Dean's decision. [However, if it is a graduate course, the student will direct this written appeal to the Graduate Dean, and the Graduate Dean will issue a decision to the student, in writing, within twenty (20) business days of receiving the appeal. Within twenty (20) days of that decision, the student may then appeal to the Provost as is described in this section]. The Provost, will issue a decision to the student, in writing within twenty (20) business days of receiving the appeal.
- The Provost's decision is final, and decisions regarding grades may not be appealed to the Board of Regents (BoR Policy Manual [4.7.1](#)).

Nothing in this grade appeals process prohibits the parties from settling this matter at any stage. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeals process.

### **Final Examination Policy**

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

- A final examination is defined as an exam covering course material from mid-term (or earlier in the semester) to the end of the semester. A final examination schedule is published each semester by the Office of the Registrar.
- Final examinations should not be given during the last week of classes.
- For courses where a final examination may not be appropriate, the decision not to give a final examination shall be made by the instructor of record.
- For 1 or 2 credit hour courses that are not taught in the traditional 15-week time frame or laboratory courses, the examination date and time will be determined by the instructor.
- The Undergraduate and Graduate Catalogs can be found at:  
<http://www.kennesaw.edu/handbooks/>.

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

Insofar as attendance is a component of a grading policy, a statement of attendance requirement might also be distributed in written form. If attendance is part of grading policy, careful records should be kept. In any case, all instructors shall, at the beginning of each semester, make a clear statement to all of their classes regarding their policies in handling absences. Students who are absent because of their participation in university-approved activities such as field trips and extracurricular events will be permitted to make up the work missed during their absences. An itinerary for all field trips must be on file with the appropriate department chair or dean in advance of the scheduled event. See also KSU Faculty Handbook [Section 2.9](#), Compliance with Federal Regulations Governing the Disbursement of Financial Aid Attendance Verification Procedures.

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

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

If a faculty member plans to be absent for professional (e.g., conference participation etc.) or health (e.g., minor surgery) reasons, it is the faculty member's responsibility to make arrangements for his/her classes. (For other health issues, refer to sick leave policy in 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, etc.), every effort will be made to minimize the potential disruption of the instructional experiences of the students involved. For a complete description of policies refer to 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 of any cancellations 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://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

### **Additional Legal Considerations**

#### **Protecting Students' Privacy**

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

#### **Field Trips**

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

**Faculty Liability**

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

**Copyright Law**

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

## SECTION 3- Review and Evaluation of Faculty Performance

### *3.1. Introduction*

The mission statement that appears in the Kennesaw State University (KSU) Faculty Handbook fully captures the character and priorities of KSU as a major public comprehensive, Carnegie R3 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<sup>1</sup> 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. Since department tenure and promotion (T & P) 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 tenure and promotion decisions. Therefore, at all levels of review the rationale for T & P decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the 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);

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<sup>1</sup> "Department" refers to a department or school; "department chair" includes "school director".

- 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 tenure and promotion 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, the department chair, the College T&P Committee, the dean, and the Provost.

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

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. 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. 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. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual [8.3.5](#), [8.3.6](#), and [8.3.7](#)). Appropriate activities and noteworthy achievement in all three areas is 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 his or her Faculty Performance Agreement (FPA) (see KSU Faculty Handbook [Section 3.7](#)). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA must:

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

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

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

faculty member at the conclusion of the year and in subsequent tenure and promotion 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. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. Although some faculty may choose to engage in professional activities in all performance areas, faculty members are not necessarily required to do so. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook [Section 3.4](#)) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis.

#### **A. Teaching**

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

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

#### **B. Scholarship and Creative Activity**

Scholarship and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. 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.

### **C. Professional Service**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. Professional service includes service to the department, school, college, University, profession and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or University. Service is a vital part of faculty governance

and to the operation of the University. Evidence of the quality and significance of institutional service can support tenure and promotion. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Those faculty serving as administrators 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](#)).

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

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

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

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

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

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

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

“Scholarly” is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship.

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member’s supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU’s scholarly and scholarship expectations support the Board of Regents policy (BoR Policy Manual [8.3.15](#)), Enhancing Teaching and Learning in K-12 Schools and USG Institutions.

#### **Examples of Scholarly Accomplishments in Teaching**

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

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

Scholarly researchers and artists approach their scholarship and creative activity in a systematic and intentional manner. They have clear goals and plans for their work.

Such faculty engage in programmatic scholarship and creativity as opposed to random, haphazard scholarship and creative activities that have less chance of building a substantial body of work. Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, including the usual process of peer review and publication, showcasing, or presentations. Professional development activities such as attending workshops

and conferences related to scholarship and creative activity would be an example of scholarly accomplishments, but not necessarily scholarship, in this area.

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

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

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

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

### **B. Quality and Significance**

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

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

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

**Mastery of Existing Knowledge**

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

**Effectiveness of Communication**

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

**Significance of Results**

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

**Consistently Ethical Behavior**

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

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

Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause (see KSU Faculty Handbook [Section 4.1.9](#)), termination or layoff of tenured personnel due to program modification (see BoR Policy Manual [8.3.7.10](#)), or financial exigencies. The awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University. All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved tenure and promotion guidelines. In awarding tenure, the University recognizes the long-range value of the

faculty member to the institution and ensures them the academic freedom that is essential to an atmosphere conducive to the proper operation of the University.

The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it informs the judgment of colleagues about the individual's prospects for future contributions and achievements as a KSU faculty colleague. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future. Based on BoR policy (BoR Policy Manual [8.3.7.3](#)), in addition to the minimum criteria above, tenure 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 Tenure and Promotion Committee and Chair of the department hosting the faculty member before awarding tenure. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the 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 his or her strengths and weaknesses. At each level of the review, a summary letter will be produced that describes in detail how the faculty member is progressing toward meeting or not meeting the

expectations for tenure. 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.

### **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](#); 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 in their next year to obtain tenure. 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. 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).

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, but the awarding of promotion can only be approved after a positive decision on tenure has been made by the KSU President.

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 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 his/her 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.

Based on SACSCOC requirements, 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 tenure and promotion.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. 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:

- a. Holding a master's degree in the appropriate discipline;
- b. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree;
- c. Holding appropriate professional licensure or certifications in the discipline;
- d. 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;
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration;
- f. 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 tenure and promotion 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.

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

The professorial ranks are typically linked to the different stages of career development and accomplishment for university faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU's general expectations for faculty performance and for promotion in rank 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 (Academic & Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 four 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.

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, but the awarding of promotion can only be approved after a positive decision on tenure has been made by the KSU President.

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook [4.5](#), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

Based on SACSCOC requirements, 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 tenure and promotion.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. 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:

- a. Holding a master's degree in the appropriate discipline;
- b. Completing graduate coursework in the discipline beyond what would be expected for a masters' degree;
- c. Holding appropriate professional licensure or certifications in the discipline;
- d. 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;
- e. Having professional work experience relevant to the faculty member's teaching assignments that are significant in level of responsibility and duration;
- f. 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 tenure and promotion 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 decision 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.

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

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

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 current curriculum vitae (see KSU Faculty Handbook [Section 3.7](#) for the review process and portfolio instructions). Three or more positive annual evaluations are necessary but are not sufficient to guarantee a positive decision. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Tenure and Promotion Committee as well as administrative levels of review. Faculty who have three or more unsatisfactory annual evaluations (not achieving/not meeting expectations) will be considered as candidates for remediation.

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of his or her individual roles and responsibilities. The overall outcome of the assessment will be categorized as either:

1) Achieving Expectations in Post-Tenure Performance, or 2) Not Achieving Expectations in Post-Tenure Performance. Basic guidelines for differentiating between achieving expectations and not achieving expectations in post-tenure performance are as follows:

### **Achieving/Meeting Expectations**

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

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

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

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

In cases where a faculty member is identified in the post-tenure review as “not achieving expectations in post-tenure performance,” a formal faculty development plan must be written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. In developing a mutually acceptable plan, administrators may wish to renegotiate and adjust the faculty member’s workload assignments. In all cases, face-to-face meetings and discussions among the principals (see below) are required to ensure thorough exploration of all options and clear communication of the understandings reached.

A formal plan for faculty development should: 1) define specific goals or outcomes that are to be achieved; 2) outline the activities that will be undertaken to achieve the goals or outcomes; 3) identify appropriate sources of faculty development, whether they be located on campus, on other campuses of the University System, at the system level, or in other locations; 4) set appropriate times within which the goals or outcomes should be accomplished; and 5) indicate appropriate criteria by which progress will be monitored.

The following parties should be involved in the creation of a formal faculty development plan, 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) his or her academic home department chair/school director; 3) the dean of the faculty member’s academic home; and 4) an optional fourth colleague —the affected faculty member may ask one of the members of the College Review Committee to serve as this fourth principal. The affected faculty member will be free to seek mentors as needed for the successful completion of the plan. A copy of the formal faculty development plan must be submitted to the Associate Vice President for Faculty in the Office of Academic Affairs.

The academic home department chair/school director and the dean are jointly responsible for arranging appropriate funding for the development plan, if required. However, development plans will typically expect faculty to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty with unsatisfactory performance reviews should not expect to receive paid leaves to pursue further study or research for the purpose of remediating deficiencies. The maximum time allowed to complete a faculty development plan will be three years. The three-year period will normally start in the spring of the academic year in which the post-tenure review was conducted and in which the faculty development plan is formulated. Depending upon the circumstances, remediation could occur in less time. An assessment of progress made on the faculty development plan will be incorporated into the individual’s annual performance review

each year. A written progress report on the plan will be prepared as a supplement to the annual performance evaluation and be reviewed by the next level administrator. Satisfactory completion of the faculty development plan must be documented in writing and approved by the signatories of the plan, and copied to the Provost. The post-tenure review clock will restart upon satisfactory completion of the development plan.

If the tenured faculty member has not satisfactorily completed the formal faculty development plan within three years, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) University colleagues will continue to work with the individual toward the completion of the plan, but the individual will not be eligible for equity or merit increases until the plan is satisfactorily completed;

2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions up to and including revocation of tenure and termination. In any of these cases, an unsatisfactory ruling and its consequences should be fully documented for the faculty member, department chair, dean, and Provost.

#### **Failure to Submit All Required Post-Tenure Review Documentation**

Failure by a faculty member to submit all documentation required for post-tenure review according to the University review timeline shall be considered by the review committee as not achieving expectations. In these cases, a faculty development plan will be developed by the candidate and the department chair. The development plan must include a requirement to submit materials for post-tenure review the following year. If, after one year, the tenured faculty member has not completed satisfactorily this faculty development plan, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) University colleagues will continue to work with the individual toward the completion of the plan, but the individual will not be eligible for equity or merit increases until the plan is satisfactorily completed; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions up to and including revocation of tenure and termination. In any of these cases, an unsatisfactory ruling and its consequences should be fully documented for the faculty member, department chair, dean, and Provost.

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 would exclude that year from being counted on the five-year clock for post-tenure review, deferring the next scheduled review accordingly by a year.
- The Provost may waive a scheduled post-tenure review for a faculty member whose written notification of retirement is formally accepted and is effective within the two-year period immediately following the next scheduled post-tenure review.
- The five-year clock for post-tenure review will be restarted in the year in which an individual has completed successfully a formal faculty development plan.
- Based on BoR policy (BoR Policy Manual [8.3.5.4](#) and Academic & Student Affairs Handbook [4.6](#)), administrators who have tenure and who may also have some teaching responsibilities are not subject to post-tenure review as long as their duties are administrative in nature (greater than 50% of their workload is administrative in function). 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.

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

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

##### **1. 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.

##### **2. 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](#)).

### **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](#)).

### **4. Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 tenure and promotion process. The joint appointment agreement must specify who can provide input into the faculty member's annual review, 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 tenure and promotion committee as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

If a tenure track faculty requests and is granted a conversion to a non-tenure track faculty position, or if a non-tenure track faculty requests and is granted a conversion to another type of non-tenure track faculty position, the individual's clock is reset, since this is a

different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

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

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

In most cases, lecturers' and senior lecturers' primary responsibility is teaching and therefore are expected to be highly effective teachers. In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior 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. Their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

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-by-year-basis. Lecturers and senior lecturers have the presumption of reappointment for the subsequent year unless notified in writing as follows:

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

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

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 T&P Committee, the dean, and Provost.

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

Only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution. Initial hiring at the level of senior lecturer is reserved for those individuals with extensive experience and accomplishments in higher education or corporate settings. The criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment and value to the University in the area of teaching and student learning (or highly effective professional service and/or administration and leadership for lecturers/senior lecturers with these primary responsibilities). The same committee structure that is used for promotion for tenured and tenure-track faculty will be used. Promotion reviews for lecturers begin with the Department T&P Committee, then proceed to the department chair, dean, Provost, and President (discrepant reviews and requests for an additional review also go to the College T&P Committee).

Only non-tenure track lecturers who were hired with credit toward promotion (Academic and Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 Academic and Student Affairs Handbook [4.5](#), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

Lecturers must prepare a portfolio for the optional promotion consideration. A lecturer's portfolio will consist of only Binder 1 as stipulated in the KSU Faculty Handbook [Section 3.7](#) (Portfolio Guidelines and Contents) with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. (Department guidelines should give specifics regarding student evaluations to be submitted and may allow for an additional binder, if deemed necessary.)

A lecturer's 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 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 tenure and promotion guidelines provide the basis for nonrenewal of contracts for lecturers and senior lecturers. Lecturers and senior lecturers have the option to respond in writing within 10 calendar days after receiving reviews of their performance. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The letter will be considered in subsequent levels of review.

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

the university-wide committee, a final decision on a senior lecturer or lecturer's non-reappointment is made by the President, in consultation with the Provost.

### **Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 review, 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 as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

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

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

Some KSU faculty are non-tenure track with professorial rank. These non-tenure track individuals will hold the rank of Assistant Professor, Associate Professor, or Professor. The workload for these individuals in the appropriate performance areas (Teaching; 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 (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 T&P Committee, the dean, and Provost.

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 3.7](#) and [Section 3.8](#).

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 Academic and Student Affairs Handbook [4.7.1](#) (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](#)).

Only faculty who were hired in professorial rank with credit toward promotion (Academic & Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

Based on BoR policy (BoR Policy Manual [8.3.6.2](#)), 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. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

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 non-tenure track faculty who are reviewed for promotion, see KSU Faculty Handbook [Section 3.7](#) (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for promotion reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college tenure and promotion 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.

### **Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 review, 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 as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

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

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

Clinical faculty at Kennesaw State University are educators-practitioners in professional departments who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students in the mission of the institution primarily in the performance areas of teaching 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, 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 (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 T&P Committee, the dean, and Provost.

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 3.7](#) and [Section 3.8](#).

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 Academic & Student Affairs Handbook [4.7.1](#) (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

#### **Clinical Assistant Professor**

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

#### **Clinical Associate Professor**

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

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](#)).

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 Academic & Student Affairs Handbook [4.5](#), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

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 non-tenure track clinical faculty who are reviewed for promotion, see KSU Faculty Handbook [Section 3.7](#) (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for promotion reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college tenure and promotion 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.

### **Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 review, 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 as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

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

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

Librarian faculty at Kennesaw State University are educators-practitioners engaged in professional librarianship. Professional librarianship is defined within the field as professional library service in support of the educational, 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 T&P Committee, the dean, and Provost.

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 3.7](#) and [Section 3.8](#).

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 Academic and Student Affairs Handbook [4.7.1](#). (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

Below are the general expectations for librarian faculty at the different ranks:

### **Librarian Assistant Professor**

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

### **Librarian Associate Professor**

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

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 Academic & Student Affairs Handbook [4.5](#), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

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 non-tenure track librarian faculty who are reviewed for promotion, see KSU Faculty Handbook [Section 3.7](#) (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for promotion reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college tenure and promotion 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.

### **Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 review, 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 as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

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

### **5. General Expectations for Research Faculty at the Professorial Ranks**

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

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 appointment and promotion 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 T&P Committee, the dean, and Provost.

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 3.7](#) and [Section 3.8](#).

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 Academic and Student Affairs Handbook [4.7.1](#) (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

#### **Research Assistant Professor**

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

#### **Research Associate Professor**

A candidate must have demonstrated consistency and direction in his/her research/scholarship or research service, and must have achieved a substantial measure of accomplishment or creative contributions in the field of specialization. The faculty member establishes a strong record of research/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](#)).

#### **Research Professor**

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](#)).

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook [4.5](#)) can undergo a promotion review before the beginning of their 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 Academic & Student Affairs Handbook [4.5](#), strong justification must be provided to support any consideration of “early” promotion wherein the individual has served fewer than the minimum number of four 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.

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 non-tenure track research faculty who are reviewed for promotion, see KSU Faculty Handbook [Section 3.7](#) (Portfolio Guidelines and Contents). There is no limit on the number and size of the binders for promotion reviews.

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college tenure and promotion 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.

### **Joint Appointments**

If a faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (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 review, 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 as well as how members of the committee will be elected.

### **Conversion from Tenure Track to Non-Tenure Track Faculty**

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

### **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 have their PTR clock stopped, 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, Siegel Institute); Assistant/Associate/Vice Presidents; Assistant/Associate/Vice/Senior Vice Provosts; Provost; Special Assistant to President/Provost; Others per President/Provost.

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

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.

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

The annual assessment of a faculty member's contributions to the University will be based on his or her 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 his or her 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.

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 T&P Committee, the department chair, the dean, and the Provost must approve these formats. Since the ARD and the FPA are integral to tenure and promotion decisions, they must reflect the tenure and promotion guidelines.

The first-level reviewer will comment upon the entire ARD. The ARD and any comments must be printed and signed by the faculty member and the reviewer. The entire package is forwarded to the next administrative level for review. Within 10 calendar days from the review decision, the faculty member has the right to submit a written response to the entire package and to subsequent responses by the next level or levels of review. Response letters are directed to the reviewing administrator and copied to the next level of review. Administrators reviewing candidates should be very clear in stating their expectations and in discussing problems in detail with the faculty member. Such responses become integral to the ARD throughout the review process.

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

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

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

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

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

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

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

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

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

### **Committee Structure and Process**

Department committees are elected by the tenure-track faculty of the department. Department committees have a minimum of three tenured faculty members and have an FPA that specifies 30% or less in the area of Administration outside the department. Participation in decision for promotion to full professor is more restricted than other tenure and promotion decisions. For such decisions, only faculty with rank of associate professor or above may participate in the decision process. Because all tenure and promotion 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 departmental tenure and promotion guidelines. Individuals whose documents are under review do not serve on the review committee. A candidate under review for Post-Tenure Review can serve on the department Tenure and Promotion committee, since the candidate's portfolio starts at the college level.

Each department is expected to develop a rubric that would clearly indicate what level of performance is necessary to meet the "noteworthy" and the "satisfactory" standard. Faculty applying for promotion and/or tenure are required to be noteworthy in two areas (including teaching) and satisfactory in the third.

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

Departmental representatives to the College T&P Committee serve two-year staggered terms. When a department does not have two tenured faculty members who are eligible to serve, it will elect tenured faculty from outside the department. Faculty whose documents are under review may not serve on their departmental or College T&P 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 or not 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 as well as the reviewers' first-hand observations of the candidate's professional performance.

Votes of review committees are by secret ballot. All deliberations and decisions of reviews are confidential and may not be discussed with the candidates or with others outside the review committee's membership. The vote tally for and against recommending promotion and/or tenure will be recorded on the coversheet (but not names of individuals casting those votes). The committee chair must sign the letter and the Portfolio Summary Sheet. Individual committee member can submit a dissenting letter if they so desire. 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 "files.kennesaw.edu" is permissible.

### **Pre-Tenure Reviews**

For non-administrative faculty, the review of pre-tenure review portfolios begins with the Department T&P 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 T&P Committee, followed by the College T&P 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. A copy of each review letter is sent to the candidate and a copy is placed in the portfolio.

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

**Review for Promotion and/or Tenure (For College and University-Level Administrators see sections below)**

The review of tenure and promotion documents begins with the Department T&P Committee. Documents are then reviewed in turn by the department chair and the college dean. Tenure and promotion of chairs begins at the level of the Department T&P Committee, then proceeds to a committee of department chairs from the college, and finally proceeds to the dean with the remainder of the process to follow as ordinary cases of tenure and promotion (Section 3.8).

Tenure and promotion portfolios without any negative decisions among required levels of review proceed from the dean to the Provost. In the event of any negative decisions among required levels of review, the portfolio goes to the College T&P Committee that serves as the appeals committee for tenure and promotion cases. The college committee may request written clarification from previous levels of review and will have access to all portfolios in the current year in that college to see examples of successful portfolios in that year.

After the review and decision of the college committee (when such a review is necessary), the portfolio proceeds to the Provost for a decision. In cases where the portfolio did not go to the College T&P Committee, the Provost may choose to send it to the appropriate College T&P Committee for review and recommendation.

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

If a tenured faculty is under review for promotion and post-tenure review, simultaneously, the portfolio is reviewed by the department's tenure and promotion committee and the department chair only for the promotion review. The portfolio is then

reviewed by the dean for promotion and post tenure review. The portfolio is subsequently sent to the Provost for a promotion consideration. 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 and post tenure review. The Provost then provides a promotion review and finally the President provides a promotion decision. If the President provides a negative promotion review and the portfolio has not been reviewed by the college committee for post tenure review, this committee will meet and provide this review during spring semester.

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

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

### **Review of Deans and College-Level Administrators**

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

Within 10 calendar days from the review decision, the faculty member has the right to respond to the committee's or administrator's decision and justifications by submitting a

letter written by the faculty to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

### **Review of University-Level Administrators**

Review of tenure-track administrators above the level of dean (e.g., assistant/associate/directors of academic units (e.g., CETL, Siegel Institute); assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; Provost; special assistant to president/provost; others per President/Provost) begins with the Department T&P Committee, followed by the dean of the candidate's college. The portfolio then proceeds to a special university-wide committee composed of the current chairs of the College T&P Committees and two deans to be elected by the deans (the dean of the candidate's home department cannot serve on this committee). The portfolio proceeds to the Provost (for assistant/associate VPs and university-level directors of centers and institutes), and then to the President. If there is a request for another review by either the candidate under review, the Department T&P Committee, the college dean, the special university-wide committee, the Provost (in the case of the assistant/associate VPs and university-level directors), the President, or in the event of a discrepant decision, the portfolio can proceed to a committee of deans who have not previously reviewed the portfolio.

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

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

The review of post-tenure portfolios for faculty begins with the College T&P Committee. Since the faculty member submits the portfolio to the college office, the dean's office will notify the department chair's office that the portfolio has been received. After the college committee's review a letter indicating the college committee's decision is sent to the department chair and the portfolio then proceeds to the dean. The dean then makes a summary decision. A letter indicating the dean's decision must be sent to the department chair and Provost.

If there is a request for a second review by either the candidate under review, the College T&P Committee, or dean, the portfolio can proceed to a committee of current chairs of

the Department T&P Committees in the college. The Department T&P Committee findings are sent to the Provost for a final decision.

Although the primary evidence considered by review committees/administrators for post-tenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials for Binder 1 (see below). To receive a positive PTR recommendation, the faculty member must be “noteworthy” in teaching and be satisfactory in both scholarship and service. These ratings will be relative to the workload described in the faculty members FPA (Faculty Performance Agreement).

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

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

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

Proposed revisions to the process are directed to the chair of the Faculty Tenure and Promotion Process Review Committee. Committee membership consists of the chairs of College T&P Committees from the previous year. Disputes about the tenure and promotion procedures, including structure and content (conflict of interest or conflicting guidelines for example), will be directed to the chair of the process review committee for investigation and resolution. Violations of process (e.g., late letters, committees not elected according to guidelines, etc.), should be reported to the Provost, or his/her designee, as well as 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 tenure and promotion process should be directed to the Provost, or his/her designee.

### **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 the documentation required for tenure and/or promotion review according to the scheduled timeline will result in a negative tenure and/or promotion decision. Failure to submit a required tenure or pre-tenure review packet 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.

To initiate the review process, the faculty member submits his or her portfolio to the department office by the scheduled date in the fall semester. Failure to submit a required tenure portfolio at the required time will result in a negative tenure decision. Once a portfolio is submitted, 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 decision 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) or complete the form. Portfolio reviews for lecturers/senior lecturers require only one binder, but faculty can submit a second binder if desired. There is no size limitation on that binder. For all other reviews, the portfolio consists of two or more three-ring binders, as follows: Binder 1 and Binder(s) Containing Supporting Materials with the major sections tabbed and clearly labeled. The candidate’s name and the type of review should be clearly labeled on the spine and front cover of each binder. The candidate may not add documentation, but may add a status update, to the portfolio after the submission deadline.

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

### **Contents of Binder 1**

- Binder 1 must contain the following indexed sections:
- Cover page (standard form available on [Faculty Affairs](#) web page)
- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). Sample narratives are available on the [Faculty Affairs](#) web page. The narrative describes the quality and significance of the faculty member's contributions during the period under review in the following areas as appropriate:
  - Teaching
  - Scholarship and Creative Activity
  - Professional Service
- 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.
- Annual Review Materials (including ARDs and FPAs).
- Faculty eligible 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 for pre-tenure review should include all annual review materials since their start date at KSU.
- Faculty eligible for PTR should include all annual review documents and supporting material since their last promotion, tenure, or PTR review.
- Departmental guidelines (Administrative Faculty should include the guidelines from the academic home department of their faculty appointment).
- Pre-tenure review letters.
- Response letters from previous levels of review.

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

- **Teaching** - This section contains illustrative evidence of the quality and significance of the faculty member's teaching. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):
  - Peer review letters
  - Course syllabi
  - Course materials
  - Evidence of student learning
  - Student evaluations
  - Student survey results
  - Evidence of advising activities
  - Evidence of faculty development
  - See also Section Three, Assessment of Teaching

- **Scholarship and Creative Activities** - This section contains 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 department guidelines may be more specific):
  - Excerpts from conference programs/proceedings
  - Conference presentation evaluations
  - Title pages and abstracts from professional journals or the full article
  - Title pages and tables of contents from books or the full books
  - Evidence of grant solicitation
  - Book, chapter and article reviews
  - Copies of exhibit and performance programs
  - Photographs of commissioned or exhibited art works
- **Professional Service** - This section contains evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):
  - Committee assignment documentation
  - Copies of meeting minutes
  - Copies of products developed
  - Recognition by others of contributions
  - Evidence of statewide, regional, national or international professional service
- **For Administrators**, additional evidence of the quality and significance of the faculty member's administration and leadership. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):
  - Documentation indicating leadership assignments
  - Evidence of program evaluation
  - Supervisor, peer, and employee evaluations
  - Copies of products developed

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

### ***3.8. Multi-Year Review Schedules***

<b>Tenure and Promotion Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical, Research and Librarian Faculty), and Tenured Faculty with Professorial Rank)</b>	
Mid-August	Submit Portfolio to Department Office
Mid-August to Mid-September	Department T&P Committee review (see NOTE)
Mid-September to Early October	Department Chair review (see NOTE) (Department Chair review can begin earlier, but no Chair decision should be made before the end of the optional faculty response deadline)
Early October	Portfolio is Transferred to the Dean's Office by the Department Chair
Early October to Early November	College Dean's review (see NOTE)
Early November	Portfolio is transferred to Provost's Office (except portfolios with any negative decisions or requests for additional review go directly to College committee)
November to December	College Committee review (portfolios with any negative decisions or requests for additional review)
November-December-January	Provost/VPAA Review and Referral to College Committee as needed
January to Early February	College reviews as needed Based on Provost's request (see NOTE)
February and March	Provost and President recommendations (see NOTE)
April	Submission to Board of Regents for their records

<b>For Pre-Tenure Reviews</b>	
Mid-September	Submit Portfolio to Department Office
Mid-September to Mid-October	Department T&P Committee review (see NOTE)
Mid-October to Early November	Department Chair Review (see NOTE) (Department Chair review can begin earlier, but no Chair decision should be made before the end of the optional faculty response deadline to the Department review)
Early November	Portfolio is Transferred to Dean's Office by Department Chair
Early November to Early December	College Dean Review (see NOTE)

<b>For Post-Tenure Review (for Tenured Faculty)</b>	
Early October	Teaching Faculty Submit Portfolio to Dean's Office
Early-October to Early November	College PTR Committee Reviews Teaching Faculty (see NOTE)
Mid-November to Early January	College Dean Reviews Teaching Faculty (see NOTE)

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

NOTE: Within 10 calendar days from the review decision, the candidate has the right to respond to the committee's or administrator's decision and justifications by submitting a 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.

### ***3.9 References***

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

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

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

### *4.1. Faculty Appointments and Contracts*

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

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

##### **Tenure Track Appointments**

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

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

- Lecturers and Senior Lecturers (as defined below)
- 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 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).

- 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.
- 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 teaching faculty must have qualifications that satisfy all SACSCOC accreditation requirements

#### **4.1.2. Graduate Faculty Status and Permission to Teach Graduate Courses**

The Dean of The Graduate College provides graduate-level leadership and advice to each graduate degree granting college. The Graduate Dean is responsible for ensuring institutional standards for graduate programs, establishes and reviews institutional faculty qualifications for engaging in post-baccalaureate instruction. Through this role, the Dean of The Graduate College authorizes faculty to engage in post-baccalaureate instruction and, in cooperation with the Graduate Faculty and Graduate Program Directors, determines membership in the University's Graduate Faculty. Consistent with university policy and accreditation standards, instructors may not serve in a primary instructional role in any post-baccalaureate activity for which university graduate hour credit is sought or awarded without prior or concurrent review and approval by The Graduate College. Appointment to the Graduate Faculty or permission to engage in post-baccalaureate instruction is an institutional determination of a faculty member's qualifications to engage in graduate instruction. It does not create a right to a particular graduate instructional assignment. Under university policy, such assignments are made at the college and departmental level.

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. Graduate Faculty members are expected to demonstrate a high level of scholarly activity and active professional involvement and are required to demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs. Appointment to the Graduate Faculty is a consideration in all performance reviews. The level of activity devoted to graduate teaching, scholarly activity, and service in order to maintain graduate program involvement should factor in assigning faculty load.

### **Criteria for Granting Permission for Graduate Instruction**

For purposes of this policy, “graduate instruction” is broadly defined and, at a minimum, incorporates the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) definition of any post-baccalaureate instruction. In determining whether an instructor possesses the minimum academic qualifications to instruct at the post-baccalaureate level, The Graduate College is guided by SACSCOC Academic Credentials standards for post-baccalaureate instruction. SACSCOC utilizes a graduate course or other credit-bearing activity – not a program – as the unit of measuring qualification, requiring instructors to hold an earned doctorate/terminal degree in a teaching discipline relevant to the faculty member’s instructional assignment. SACSCOC also recognizes that, in unusual circumstances, individuals may demonstrate the competence, effectiveness, and capacity to engage in graduate instruction through means other than a terminal degree, including relevant professional licensures, examination, certification, awards, or continuous documented excellence in teaching. In such cases, the individual must provide acceptable evidence of these proficiencies prior to being assigned to teach a graduate course.

The Graduate College will annually determine and publish the academic credentials appropriate for instruction in each graduate course or other instructional assignment. This will be done in cooperation with the Graduate Faculty in each academic program or discipline, the Associate Vice President for Faculty, and the University Office of Institutional Effectiveness.

All applications to the Graduate Faculty or requests for permission for graduate instruction must be submitted in writing through the process identified by The Graduate College. Permission to engage in graduate instruction will be given in writing, and will be recorded in the University’s Faculty Information System (FIS) or other equivalent system. An instructor’s permission to engage in graduate instruction is limited to those activities for which permission is specifically sought and authorized by The Graduate College, and requests to engage in other graduate instruction must be submitted separately.

### **Appointment to Graduate Faculty or Graduate-Affiliated Instructors**

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

#### **Graduate Faculty**

The University’s Graduate Faculty is comprised of faculty members holding Full or Provisional Appointments to the Graduate Faculty.

#### **Full Appointment in the Graduate Faculty**

To hold a Full Appointment to the Graduate Faculty, a faculty member must:

- Hold a full-time tenure-track position at KSU at the rank of Assistant Professor or above;
- Have successfully taught (a minimum of five (5) classes, or approximately fifteen (15) semester hours) at the graduate level at Kennesaw State University or at a college/university of comparable or higher classification within five (5) years of

- the time of application for or renewal of Graduate Faculty membership. Three (3) of these classes should have been taught at Kennesaw State University;
- Have a track record and active program of scholarship consistent with The Graduate College's expectations for Full Appointments to the Graduate Faculty; and,
  - Hold an appropriate terminal degree for the faculty member's discipline, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

Full Appointments are made for a period of up to five (5) years.

### **Provisional (or Initial) Appointment in the Graduate Faculty**

To hold a Provisional (or Initial) Appointment to the Graduate Faculty, a faculty member must:

- Hold a full-time tenure-track position at KSU at the rank of Assistant Professor or above;
- Have experience teaching graduate classes or demonstrate high potential for effective teaching at the graduate level, as evidenced by undergraduate teaching record, scholarly activity, or professional experience;
- Have an active program of scholarship consistent with The Graduate College's expectations for Provisional Appointment to the Graduate Faculty; and,
- Hold an appropriate terminal degree for the faculty member's discipline, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

A Provisional Appointment is typically awarded to new faculty without an extensive record of teaching at the graduate level, or to faculty who have not yet demonstrated a track record of scholarship consistent with the College's expectations for Full Appointment to the Graduate Faculty. Provisional Appointments may be for a period up to three (3) years.

### **Graduate-Affiliated Instructors**

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

#### **Temporary**

For a Temporary Appointment, a faculty member must:

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

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

### **Clinical Professional of Practice**

For appointment as a Clinical Professional of Practice, an applicant must:

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

A Clinical Professional of Practice appointment is typically awarded to a non-tenure track faculty member who will teach a graduate course or serve on a graduate student committee. Clinical graduate appointments are typically made for a one (1) to three (3) year period reflecting the assignment in the graduate domain (such as thesis or dissertation committee member, temporary instructor, outside reviewer of graduate performance, or visiting scholar). Such appointments may be renewed. Appointment as a Clinical Professional of Practice does not carry the rights and privileges of Full or Provisional Membership in the Graduate Faculty (such as serving on committees limited to Members of the Graduate Faculty or voting on Graduate Faculty matters). However, when assigned to a graduate student's committee (such as a thesis, dissertation, or other capstone committee) and solely in that context, they may vote with their Graduate Faculty colleagues.

### **Permission for Graduate Instruction**

All other individuals seeking to engage in graduate instruction (such as non-tenure-track faculty or administrators, part-time faculty, and adjunct faculty) may be reviewed for permission for graduate instruction concurrent with or subsequent to official verification of their underlying relationship to the University. This includes teaching graduate classes, serving on thesis or

dissertation committees, or supervising graduate assistants. In order to receive permission to instruct at the graduate level, such individuals must:

- Have some experience in graduate instruction or demonstrate high potential for effective instruction at the graduate level as evidenced by an undergraduate teaching record, scholarly activity, or outstanding professional experience in a particular area related to a course or other assignment; and,
- Hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

Permission to instruct at the graduate level may be granted for a period of up to three (3) years. Approval to teach graduate courses is contingent upon reappointment to a specified position each year during that period.

### **Process for Appointment**

The Dean of The Graduate College and Graduate Program Directors approve Full or Provisional Memberships in the Graduate Faculty. The Dean of The Graduate College approves all other graduate instructional appointments and permissions. Instructions for requests for appointment to Graduate Faculty are available on The Graduate College website ([graduate.kennesaw.edu](http://graduate.kennesaw.edu)).

### **Review and Appointment Schedule**

All individuals assigned to engage in post-baccalaureate instruction must be reviewed for Graduate Faculty status prior to engaging in graduate instruction. The status is effective as of the day of the award. The Dean of The Graduate College may review and modify the award of Graduate Faculty status or graduate instructional permissions at any time.

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

The President, Provost and Vice President for Academic Affairs, the academic vice presidents and associate vice presidents, academic deans, associate deans, and assistant deans, and department chairs serve as ex-officio non-voting members of the University's Graduate Faculty. Permission to engage in graduate instruction is independent of this membership; however, faculty serving in administrative roles may concurrently hold ex-officio and Full or Provisional Appointments to the Graduate Faculty or be granted permission to engage in graduate instruction.

## **4.1.3. Guidelines for Joint Appointments<sup>2</sup>**

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

#### **Introduction**

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

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<sup>2</sup> These guidelines were modified from two sources: *The University of Michigan's*, and *the University of Wisconsin-Milwaukee's policies and procedures for joint faculty appointments*.

describe the process for establishing formal collaborative endeavors between academic units at Kennesaw State University.

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

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

### **Definitions**

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

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

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

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

### **Guidelines**

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

- a. units involved in the joint appointment.
- b. home unit (academic home) of the jointly appointed faculty member. The home unit (academic home) will have the lead responsibility in the management of personnel issues and coordination of annual performance evaluations, merit decisions, tenure, and promotions in rank reviews. For tenure-track or tenured faculty, the commitment of tenure and rank will be within the home unit (academic home). Often but not always, the home unit (academic home) will be the unit with the higher workload fraction. As a general guide, the designated home unit (academic home) should be

the unit that is most relevant to the faculty member or administrator's discipline, inclusive of the faculty members area of intellectual/creative pursuits, and that which the individual faculty member feels the closest identity.

- c. terms of the appointment (e.g., academic year, twelve months, etc.).
- d. tenure status of the appointment (e.g., tenured, tenure track or non-tenure track).
- e. rank or title of the applicant for the appointment.
- f. workload distribution between the two units and whether this is for the duration of the joint appointment or up for review at designated times; if the latter, state the times.
- g. eligibility criteria and expectations regarding membership on unit level committees.
- h. joint appointee's office location, access to instructional support materials, secretarial support, and research support.
- i. method in which the home unit (academic home) will modify their evaluation and review processes for annual review, tenure, promotion, and post-tenure review to be inclusive of the sharing unit's input on faculty performance (see Evaluation of Appointee for additional information).
- j. processes which will be formulated to conduct joint appointment faculty searches, interviewing, and hiring.
- k. mechanisms applicable for which revenues are managed if generated by a joint appointee with an externally funded grant.
- l. process for modifying or terminating the joint academic appointment.

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

### **Evaluation of Appointee**

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

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

In order to resolve personnel conflicts, the home (academic home) and sharing units must identify the steps jointly appointed faculty should follow if they experience concerns about the terms of the joint academic appointment and/or the actions of the units involved. In general, it is recommended that an individual faculty member's concerns be first expressed at the most appropriate lowest level of the either the home (academic home) or sharing unit. Appropriate upper levels of administration related to the academic units should become involved only if the units' efforts to resolve the difficulty prove to be unsatisfactory. If problems persist, the relevant upper level administrators should undertake to resolve them.

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

### **Additional Information**

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

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

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

way. The faculty member should inform the relevant administrators of issues that arise as a result of the joint appointment.

### **Tenure Track Faculty**

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

### **Changes in Appointment**

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

### **Hiring Jointly Appointed Faculty**

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

## **B. Joint Academic and Administrative Appointments Involving Two or More Divisions<sup>3</sup>**

### **Introduction**

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

An individual may be placed in a joint appointment in two administrative units in a variety of ways. Ultimately this request will lead to a request for approval from the Provost and Vice President of Academic Affairs (VPAA) and the Vice President of the

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<sup>3</sup> These guidelines were modified from two sources: *The University of Michigan's*, and *the University of Wisconsin - Milwaukee's policies and procedures for joint faculty appointments*.

other unit. Administrative units may wish to modify existing lines or establish new lines with joint appointments in two units. Whether from an individual or an administrative unit, all requests for joint appointments must: a) demonstrate that they help fulfill the missions of the individual units and the University, and b) clearly show how they allow the individuals involved to achieve successful performance evaluations.

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

### **Definitions**

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

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

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

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

### **Guidelines**

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

- a. units involved in the joint appointment.
- b. home unit (academic home) of the jointly appointed individual. The home unit (academic home) will have the lead responsibility in the management of personnel issues and coordination of annual performance evaluations, merit decisions, tenure, and promotions in rank reviews as may be applicable for the particular individual. For tenure track or tenured faculty, the commitment of tenure and rank will be within the academic home unit. Often but not always, the home unit (academic home) will be the unit with the higher workload fraction. As a general guide, the designated home unit (academic home) should also be the unit that is most relevant to the individual's discipline/expertise area, inclusive of the area of intellectual/creative pursuits, and that which the individual feels the closest identity.
- c. terms of the appointment (e.g., academic year, twelve months, etc.).

- d. tenure status of the appointment (e.g., tenured, tenure track or non-tenure track).
- e. rank or title of the applicant for the appointment.
- f. workload distribution between the two units and whether this is for the duration of the joint appointment or up for review at designated times; if the latter, state the times.
- g. eligibility criteria and expectations regarding membership on unit level committees.
- h. joint appointee's office location, access to instructional support materials, secretarial support, and research support.
- i. method in which the home unit (academic home) will modify their evaluation and review processes for annual review, tenure, promotion, and post-tenure review as applicable to be inclusive of the sharing unit's input on performance (see Evaluation of Appointee for additional information).
- j. processes which will be formulated to conduct joint appointment searches, interviewing, and hiring (for new positions only).
- k. mechanisms by which applicable revenues are managed if generated by a joint appointee with an externally funded grant.
- l. process for modifying or terminating the joint appointment.

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

### **Evaluation of Appointee**

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

The responsibility of conducting tenure and promotion review of jointly appointed faculty lies with the academic home unit. However, as in the annual evaluation process, the non-academic sharing unit must have equitable opportunity for input during the review. Accommodations must be made in the academic home unit's processes (e.g., peer

review committee structures, administrative review formats, etc.), which will provide appropriate representation of the non-academic units' collegial peer and administrative involvement. Written documentation delineating these accommodations in the home unit's (academic home's) tenure and promotion processes should be agreed upon between the sharing units prior to requesting a joint academic appointment approval from the Vice Presidents.

In order to resolve personnel conflicts, the academic home and sharing units must identify the steps jointly appointed individuals should follow if they experience concerns about the terms of the joint appointment and/or the actions of the units involved. In general, it is recommended that an individual's concerns be first expressed at the most appropriate lowest level of the either the academic home or sharing unit. Appropriate upper levels of administration related to the units should become involved only if the units' efforts to resolve the difficulty prove to be unsatisfactory. If problems persist, the relevant upper level administrators should undertake to resolve them.

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

### **Additional Information**

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

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

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

### **Tenure Track Faculty**

If the appointment is for a tenure track faculty member, the academic home unit should identify a mentor for the jointly appointed faculty member who is familiar with his or her academic work. The mentor should provide feedback and advice for the faculty member

on a regular basis throughout the year. At least once a year, the mentor and faculty member should meet together to discuss the faculty member's performance and progress.

### **Changes in Appointment**

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

### **Hiring Jointly Appointed Individuals**

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

## **4.1.4 Employment Contracts**

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

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 to his/her authorized representative (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).

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

A teaching or administrative faculty position (i.e., a personnel line in the budget) is either "vacant" or "filled." The position is filled when an individual has been formally appointed to and actively holds the position. A vacant position has, or at the time of appointment has, no active

incumbent. Full-time teaching positions fall into 1 of 3 categories: 1) a permanent, full-time tenure-track faculty vacancy, 2) a permanent, full-time non-tenure-track faculty vacancy, and 3) a limited term full-time faculty vacancy. A permanent academic teaching faculty position or administrative faculty position will normally occur in one of 3 instances: 1) the retirement of a faculty member or academic administrator who has an annual academic year or fiscal year contract, 2) the resignation/non-renewal of a faculty member who has an annual academic year or fiscal year contract, or 3) the addition of a new budgeted, line-item, faculty teaching or faculty administrative position approved by the Provost and other appropriate academic administrators.

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

The academic search and screening process proceeds according to established guidelines. The guidelines for filling faculty vacancies are available on the Faculty Affairs website ([http://facultyaffairs.kennesaw.edu/searches-hiring/hiring\\_policies\\_guidelines.php](http://facultyaffairs.kennesaw.edu/searches-hiring/hiring_policies_guidelines.php)).

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

Relocation and moving expenses may be provided to new, regular faculty members and administrators if funds are available in the department or college budget and relocation assistance benefits the University and its recruitment effort. The exact amount of reimbursable relocation expenses will be determined on a case-by-case basis and specified in the written offer of employment. Please refer to the Payroll Services forms website (<http://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. Since such change constitutes reassignment or redirection and does not involve or result in a “vacant” position, no search and screening process is necessary; the one position involved is already filled.

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

Likewise, when a teaching faculty member has a portion of his or her load reassigned from instruction to administration that warrants the addition of an administrative title such as coordinator, director, etc., that change in title and function may also be approved administratively. Again, that individual already holds a continuing faculty role at KSU, which has simply been redirected. There is no need to reapply or go through another search and screening process to shift job responsibilities for that filled but redefined faculty position.

In the administrative faculty positions of instructional department chair and above (see [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, and librarian professor, research faculty) and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost and Vice President for Academic Affairs or the President of the institution on the intent not to renew. For non-tenured faculty with academic rank, the intent to not renew a non-tenured faculty member is the prerogative of the institution, and written notice of intent not to renew follows this schedule:

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

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

##### **Full-time Lecturers 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-by-year basis. Lecturers and Senior Lecturers have the presumption of reappointment for the subsequent year unless notified in writing as follows:

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

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

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

Per Board of Regents Policy Manual [8.3.9](#), the President of an institution may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the policies of the Board of Regents or the approved statutes of an institution. Further causes or grounds for dismissal are set forth in the tenure regulations of the policies of the Board of Regents and in the approved statutes or bylaws of an institution. A tenured faculty member or a non-tenured faculty member, before the end of his or her contract term, may be dismissed for any of the following reasons provided that the institution has complied with procedural process requirements:

- Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment — or prior thereto if the conviction or admission of guilt was willfully concealed;
- Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
- Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member's performance of duty or his responsibilities to the institution or to his profession;
- Conviction or admission of guilt in a court proceeding of any criminal drug offense;
- Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
- False swearing with respect to official documents filed with the institution;
- Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
- Violation of, among other policies, BoR Policy Manual [8.2.1](#) (non-discrimination), BoR Policy Manual [8.2.16](#) (sexual harassment), or BoR Policy Manual [8.2.23](#) (amorous relationships);
- Such other grounds for dismissal as may be specified in the statutes of the institution.

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

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

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

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

#### **4.1.11. Limited Term Faculty Appointment**

The appointment letter for this individual states explicitly at the time of employment that there is no official institutional commitment of continuing employment beyond the single term of the limited-term assignment. Such a limited term appointment can be made without a formal search and screening process, but it requires administrative recommendation and approval at all levels between the position's department and the President. A limited term appointment is typically made in circumstances where a new vacant position has been created or an existing position has been vacated unexpectedly, and there is insufficient time to conduct a proper search for a "continuing" appointment before the instructional and/or administrative services from that filled position are needed by the University. However, departments must attempt to fill a continuing, budgeted full-time, tenure-track or non-tenure-track position with a permanent faculty member as soon as possible. Regular faculty who are not hired through a competitive search will typically be given a "term" appointment for one academic or fiscal year, and may be reappointed for one (1) additional year, not to exceed a total duration of 2 years.

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

According to BoR policy (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;
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, [http://www.usg.edu/hr/manual/employee\\_categories](http://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 academic area in which they teach or have completed at least 18 graduate semester hours in the teaching discipline. A terminal degree in the discipline is required for part-time faculty to teach graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented and justified in lieu of formal academic preparation.

### **Academic Rank**

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

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

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

### **Compensation and Benefits**

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

Attainment of an earned doctorate or terminal degree will raise the compensation level and rank of a part-time faculty member effective the next semester after receipt of official graduate transcripts. The department chair must notify the Office of Academic Affairs of this achievement, and official transcripts showing the new degree must be provided for the personnel files in that office.

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

According to BoR policy (Academic & Student Affairs Handbook [4.2](#)), a part-time faculty member cannot exceed more than one-half time for the year at KSU, and a part-time faculty member teaching at KSU and one or more other USG institutions must limit his/her employment to less than half-time employment for the year across all the USG institutions. When two or more KSU departments need to employ the same part-time faculty member, the department of the primary assignment is responsible for coordinating the part-time faculty member's total load and keeping it within the bounds of less than half-time. Faculty receiving Georgia Teacher Retirement System benefits also must restrict their part-time employment to a less-than-half-time basis following retirement. Upon appointment at KSU, part-time faculty will verify in writing that they are in compliance with this policy.

KSU's guidelines for defining the workload for teaching faculty appear in [Section 2.2](#) of the KSU Faculty Handbook. This supplemental statement serves as the operational definition of what the upper limits of a less-than-half-time faculty load will be at KSU from the perspective of the Provost. 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 one three-hour or four-credit hour course 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 11 standard work hours per week.

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

Part-time faculty members teaching non-academic courses (i.e., Continuing Education courses) or participating in non-instructional assignments (i.e., grant work or workshops) are paid per assignment based on actual hours worked rather than the standard instructional semester hour rate for academic course assignments. 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 Faculty Handbook. Part-time faculty members who demonstrate notable performance in teaching effectiveness two semesters a year for at least three consecutive academic years may be recommended by their department chairs for a merit adjustment in their course compensation.

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

In accordance with BoR policy (Academic & Student Affairs Handbook [4.1](#)), a tenure-track faculty member may request a conversion from a tenure-track to non-tenure track faculty status. The request form, which is on the [Faculty Affairs Forms and Templates](#) webpage, must be approved by the faculty member's dean, the Provost, and the President.

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

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

The nine-month faculty salary is set based on a comparison to other faculty members in the administrator's academic department who have similar rank and qualifications. Because all KSU academic administrators are on twelve-month contracts, a twelve-month salary is determined by multiplying the nine-month salary by 1.3. An administrative stipend may be added to the twelve-month salary based on market conditions for a particular position, and/or to recognize additional requirements and/or unique qualifications for the position. Some academic administrators may not receive administrative stipends because their nine-month faculty salary equates to the appropriate twelve-month administrative salary. Conversions to and from 12-month status are effective at the start of the new fiscal year (July 1).

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

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

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

Forms for administrative stipend requests are available on the [Faculty Affairs Forms and Templates](#) website.

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

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

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

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

Unless a special exception is granted by the Provost and Vice President for Academic Affairs (and required credentials and transcripts are on file), adjunct faculty will not serve as the instructor of record for any KSU course or grade roster. Adjunct faculty will normally not be compensated by KSU for their contributions or service, nor will they normally have employment status at KSU. Adjunct faculty status is courtesy or honorary appointment and earns no credit toward tenure.

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

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

Non-resident international faculty at KSU can be hired under eligible work authorization (H4, F1, etc.) or may be sponsored either as short term visiting scholars (J-1 visa) through the Division of Global Affairs or for extended employment under an employment sponsored visa (such as an H1B) through Human Resources. International faculty may contact Human Resources for advice and assistance regarding employment eligible visa status. Department chairs wishing to sponsor short-term scholars for J-1 visas should contact the Division of Global Affairs 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 faculty only. Information is available from Human Resources and at <http://hr.kennesaw.edu/employees/international-employees.php>.

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

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

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

#### **4.1.18. KSU Academic Affairs Electronic Records Policy**

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

## ***4.2 Compensation & Benefits***

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

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

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

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

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

#### **KSU Faculty Exchanges**

If one's teaching and research abroad are part of an official KSU exchange (i.e., has the Department's, College's, Division of Global Affairs', or University System's sponsorship and endorsement), salary and benefits will ordinarily be continued as usual. The faculty member is simply on a special assignment when doing teaching and research abroad.

#### **Leave Without Pay**

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

#### **Fulbright Grants**

KSU strongly supports the U.S. government's Fulbright-Hays programs in international education. If a faculty member is offered an opportunity abroad on a Fulbright teaching or research grant, a President's approved leave and continuation of benefits as outlined in the previous section will typically apply. In addition, the Office of Academic Affairs is open to discussion of partial leave with pay in conjunction with the Fulbright compensation in order to make acceptance of this prestigious award financially feasible for KSU faculty. Call 470-578-6336 for assistance with Fulbright Hays Grants.

### **4.2.4. Stipend and Overload Compensation Guidelines**

#### **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. PTR clock stops for the duration of the assignment; faculty receiving administrative stipends are not eligible for teaching faculty awards nor may they serve on university/college/department committees as teaching faculty.

The BoR 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/School Chairs/Directors; Assistant/Associate/Directors of Academic Units (e.g., CETL, Siegel Institute); 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; 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 (Academic & Student Affairs Handbook [4.10](#)): *"Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at the home institution. Whenever possible in this situation, the institution should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be*

*made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities. A contract modification should also be done when faculty are involved in joint staffing agreements that warrant additional compensation at another USG institution (see Business Procedures Manual [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 KSU original 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 full-time commitment of the faculty member to teaching, supervision and mentoring duties, professional service (including administration), scholarship and creative activity, and academic achievement and professional development. Overload pay is not appropriate for an individual if the work can be readily assigned on an in-load basis to another qualified person or if the individual's existing assignments can accommodate the work or can be readily reduced, rearranged, or reassigned in order to accommodate the work on an in-load basis.

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

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

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

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

### **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 that work on grants (and the grant pays for that time), 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 Office of Research \(OR\)](#).

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

KSU Human Resources Benefits Website - <http://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. Teaching faculty who receive twelve (12) month contracts accrue vacation (annual) leave at the rate of 1 3/4 days per month. The maximum number of days of vacation (annual) leave that may be carried from one calendar year to the next is 45 days. Earned vacation (annual) leave shall be taken at times mutually acceptable to both the employee and his/her department chair. In the event of termination of employment or conversion to a work commitment of less than twelve months, accrued vacation (annual) leave shall be paid in a lump sum amount. The maximum amount of paid vacation (annual) leave shall be 45 days.

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

One of the faculty's employment benefits in the University System of Georgia is the award, accumulation and use of sick leave. A day of sick leave (8 hours) is awarded to a faculty member for each month of full-time employment. Accumulated unused sick leave is summarized monthly in the payroll time and labor management system (currently in eTime as accessed via the ADP employee portal).

The use of accumulated sick leave allows a faculty member to continue to be paid a salary during days when the faculty member is unable to perform his/her teaching, service, scholarship, and

professional development responsibilities due to illness, injury, disability (including maternity leave), or family leaves and 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). Once a faculty member's unused accumulated sick leave has been exhausted, the individual shifts to a leave without pay status if the individual is unable to resume his/her faculty responsibilities. While this shift automatically occurs, the individual must contact Human Resources to discuss benefits continuation and further FMLA requirements. The faculty member should also contact the Academic Affairs Faculty Affairs office to complete those Leaves of Absence (Paid and Unpaid) forms as well.

Coordination of the sick leave benefit is particularly important during periods of short and long-term disability, illness, or injury. If a faculty member has sufficient accumulated sick leave, this paid leave can provide an important financial bridge between the onset of a disability and the delay in the start-up of disability insurance benefits. All employees are encouraged to carefully review their personal need to enroll for short and/or long term disability benefits.

Accumulated sick leave also may provide an enhanced benefit at retirement. Effective July 1, 1998, House Bill 859 provided that accumulated sick leave could be used for service credit towards retirement benefits under the Teachers Retirement System. Effective July 1, 1999, one month of service credit in Georgia Teachers Retirement is granted for each 20 days of accrued sick leave not used. 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 <http://www.trsga.com>. Since 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. Thus, the reporting of sick leave taken necessitates the exercise of substantial initiative and professional judgment on the part of individual faculty members.

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

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

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

For more information on FMLA, visit: <http://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 he/she reports at KSU, rescheduling his/her appointments, and reporting the number of days of sick leave used each month via the payroll 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 the BoR's 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 his/her designee.
2. In considering a request for a leave with pay, the KSU President adheres to BoR policy that such leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The President will examine carefully the program or project on which the employee proposes to work, and he/she will also consider the likelihood of the faculty member's being able to accomplish the purposes for which leave is requested. It is expected that scholarly and professional leaves shall be granted without pay where the leave is supported by an external grant or stipend. In

considering the request for a leave, the President will take into consideration the effect that the granting of the leave will have on the institution or the department in which the faculty member is a member. If the faculty member's work cannot be handled by other faculty and/or staff and if funds are not available for the employment of a substitute, the President will be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave. For extensions of educational and professional leaves, or the initial granting of such leaves of more than one year, the President's request to the Chancellor for such leaves must include the following:

- A statement that the faculty member's absence will not adversely affect institutional programming.
- Strong justification for the request for leave with pay to a faculty member who has not been employed at KSU for at least three years.
- A statement of the direct and significant benefits that will accrue to the institution as a result of the faculty member's activities during the period of leave.
- If the granting of leave with pay will require additional institutional expenditures, provide a note of that fact.
- The amount of leave pay, determined with reference to the following:
  - The normal rate of leave pay shall be considered as an amount up to one-half of the regular salary of the faculty during the period of leave.
  - Extraordinary justification must accompany a recommendation of leave pay in an amount exceeding one-half of the faculty member's regular salary during the period of leave or for leave pay at full regular salary for the period of leave.
  - The amount of any external stipend or any other external remuneration to be received by the faculty member for his/her activities during the period of leave shall be taken into account in the determination of institutional leave pay recommended. The recommendation for leave must indicate the source and the amount of applicable external remuneration.

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

For a leave with pay of less than one year, the employee will return to KSU at the termination of the leave for a period of at least one (1) year;

For a one-year leave with pay, the employee will return to KSU at the termination of the leave for a period of at least two (2) years; and that,

If the employee does not return to KSU for the full amount of time specified in the agreement, the employee will reimburse KSU for the amount of compensation received while on leave, as well as any other expenses paid by the USG during the leave, including all benefit costs.

A faculty who returns from an authorized leave which enhances professional study and development shall be entitled to a salary 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 will automatically be stopped for one academic year if the leave of absence is for six (6) weeks or more. 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 six (6) weeks.
4. Per BoR (BoR Policy Manual [8.3.7.4](#)) extensions of the probationary term 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 will automatically delay 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 will automatically delay this review until the end of their fifth year in rank. This automatic delay can be declined by the faculty by making a written request to Faculty Affairs.
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 pay-check. 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 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.

#### **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 Benefits**

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

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

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

The following procedure will be used to develop recommendations:

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

#### **Process for faculty and academic administrators requesting Emeritus Status:**

1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by a one-page description summarizing the faculty member's accomplishments at KSU, and a current vita.
2. The Chair or unit head will appoint a peer review committee consisting of a minimum of three members. This review committee may be the Department Tenure & Promotion committee. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the committee shall indicate their recommendation (either positive or negative). Their recommendation will be

based on a simple majority vote of the committee. They will then forward the form, the employee's summary of accomplishments, and vita to their Department Chair/School Director.

3. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the Chair/Director shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to their Dean.
4. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the Dean shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to 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.
- 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 (e.g. books, articles, chapters, patents, presentations, performances, etc.).
- Retention or use of certain pieces of equipment, computers etc. as approved by their Department Chair and Dean. The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of KSU.
- An emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters or undergraduate students with approval from the respective Department Chair and subject to procedures for rehiring retired employees.
- Serve as a dissertation/thesis committee member with approval from the respective Department Chair and subject to procedures for rehiring retired employees.
- Emeritus business cards upon request to the Chair of their home department and subject to budgetary constraints.

### **Implementation of Emeritus Policy**

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

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

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

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

#### **Definitions**

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

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

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

- Non-compensated services to the profession, such as editing a journal, serving as an officer of a professional organization, etc. These are assumed to be included in the general guidelines of institutional responsibilities.
- Contract research or grant, in which an outside agency, public or private, “buys” an employee’s “time” from teaching in order that research or other activity be accomplished, and in which there is a contractual relationship between the University and the outside agency.

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

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

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

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

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

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

Kennesaw State University assumes no responsibility concerning the outside employment agreement unless arrangements are made with an authorized agent of the University. The employee will not be considered as an appropriate agent for this purpose. If the name of Kennesaw State University is to be used in the establishment of an outside agreement, written authorization must be obtained from the department chair, college dean, Provost and Vice President for Academic Affairs and Vice President for Business and Administration.

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

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

### **Reporting Procedures and Related Expectations**

#### **Unrelated Outside Employment Activity**

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

- Any employee engaged in such activities must report such activities to their immediate supervisor at the inception of those activities and should thereafter report quarterly as to the nature and extent of such activities.
- Any potential conflicts identified in discussion of such activities should be resolved by discussion between the employee and the employee’s immediate supervisor with the college dean or other appropriate second-level supervisor providing final review and resolution if necessary.

### **Related Outside Professional Activity**

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

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

In all cases, related outside activity for compensation should be discussed with the employee's immediate supervisor; and the Outside Activity Form (which can be found on the Faculty Affairs [Forms and Template](#) website) must be completed following the guidelines established in the policy statement.

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

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

- Submit a copy of the Outside Activity Form to the immediate supervisor for review and approval. In the event the employee requesting outside employment is a supervisor, the next higher supervisor will be the initial recipient of the request form.
- The immediate supervisor should submit the Outside Activity Form to the second-level supervisor for review. If the second-level supervisor deems it necessary, a copy of the request will be submitted to the chief academic officer and/or chief fiscal officer, as appropriate.
- In all cases where resources and/or release time are involved, the Vice President for Business and Administration must review the related outside employment activity request to insure that the activity is appropriate and that proper accounting procedures required by the University and the University System are being followed.

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

### **4.3.2. Policy 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 [8.2.23](#)) on Amorous Relationships.

## ***4.4 Administrative Procedures***

### **4.4.1. Grants and Contracts**

[The Office of Research \(OR\)](#), an organizational unit under Academic Affairs, is the service and support office for external funding activities. This office provides services to support faculty throughout the proposal and grant process. The OR is responsible for all pre-award and post-award functions and provides a full array of services such as identification of funding sources, interpretation of guidelines, project/program development, technical writing and editing, budget development, proposal submission, award and contract negotiation, technical reporting, and project accounting and billing. The earlier the OR is informed about an upcoming submission, the more comprehensive these services can be. All proposals for external grant or contract funding must be entered into and routed through [SmartGrant](#), KSU's electronic grants management system. OR needs at least five working days to review the proposal for compliance with all federal, state, and university regulations, and will submit the proposal once routing and the review are complete.

Once a grant or contract has been awarded to the University, the OR negotiates and finalizes the terms and conditions of the award with the sponsor. The OR works closely with faculty in the fiscal management of grants and contracts awarded to the University. Once an award has been finalized, the staff contacts the project director and sets up a meeting to go over the award conditions. The OR is responsible for insuring that the business interests of the University are protected and that the University complies with award provisions. The staff maintains auditable records in support of direct and facilities and administrative charges to contracts and grants and prepares and files fiscal reports required by the sponsor.

A few reminders:

- Kennesaw State University 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 SmartGrant.
- The Vice President for Research (or his/her 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 catalog, Student Rights and Responsibilities section). This procedure is also not applicable to cases of violation of stated grading policy (see 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 his/her concerns or complaints for resolution. Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the President, Provost, 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 his/her complaint, in writing, to the Provost and Vice President for Academic Affairs within 15 business days of receipt of the dean's decision. The Provost and Vice President for Academic Affairs will review the 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 4**

The student may appeal the Provost and Vice President for Academic Affairs' decision by directing his/her 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 his/her 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 Rights 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**

### **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 Diversity and Inclusion](#)),
- promotion and tenure decisions (See Kennesaw State University Faculty Handbook [Section 3.5](#) – General Expectations for Tenure, Promotion, and Post-Tenure Review),
- performance evaluations (See Kennesaw State University Faculty Handbook [Section 3.7](#) – 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; [8.3.7.10](#) – 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), and
- scholarly misconduct (KSU University Handbook [Section 5.2.3](#)).

## **II. Informal Procedures for Resolving Conflict**

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

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

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

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

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

## **III. Formal Procedures for Resolving Grievances**

A grievance is a written complaint. A grievance review will be available to handle claims that a person has been harmed by any action that violates the policies of either Kennesaw State University or the Board of Regents of the University System of Georgia. These procedures assure that any faculty member within the University community who has a complaint will have access to an internal process that provides fairness to all Parties involved and that has as its objective the resolution of the conflict.

These procedures are not intended to discourage faculty from attempting to resolve a conflict themselves through discussion with the involved parties. These procedures should not be interpreted as a means to eliminate or weaken first-level supervisory or administrative roles of individuals or to prevent them from attempting immediate and

impartial resolution of conflicts that develop within their areas of responsibility. While the Ombuds is available to consult with anyone at any time during the formal process, the Ombuds is never a part of the formal process.

### **Formal Grievance Resolution**

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

#### *Supervisory Level Review*

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

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

#### *Next Level Review*

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

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

#### *Petition for Review*

If a complainant wishes to appeal after completion of the next level review of the matter, a petition for review (the completed Grievance Form) must be submitted to the Grievance Hearing Committee through the Associate Vice President for Faculty within 10 calendar

days of the date of the final decision letter of the head of the academic or administrative unit or his/her designee. A copy of the petition for review will be provided to the respondent(s).

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

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

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

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

A complainant who wishes to address the Grievance Hearing Committee orally must make the request in the written petition. If no oral presentation is requested, the review will be based upon the written record. The Grievance Hearing Committee may call a hearing if they deem necessary. If a hearing is called, it must be conducted within 21 calendar days, unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

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

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

12. The complainant has the burden of proving by the preponderance of the evidence that he/she has been wronged. If, at the conclusion of a review, the Grievance Hearing Committee is unable to reach a decision, the complainant fails to carry this burden and the finding should be in the respondent's favor.

### **Grievance Hearing Committee Findings**

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

### **Decision of the Provost**

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

### **Decision of the President**

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

### **Discretionary Review by Board of Regents**

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

#### **IV. Formation of a Grievance Hearing Committee**

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

#### **Organizational Meeting**

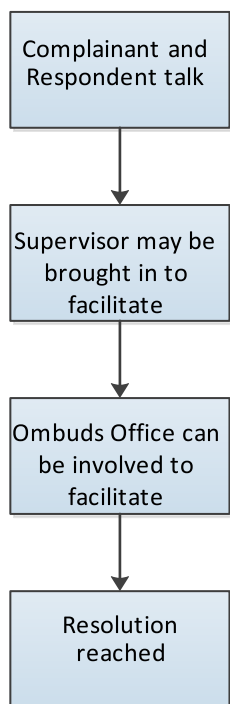
The Associate Vice President for Faculty will proceed to make all arrangements for a formal hearing before a Grievance Hearing Committee and assure that all materials submitted are available to the Complainant, the Respondent(s) and Grievance Hearing Committee members in advance of the formal hearing.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

#### **V. Amendment Process**

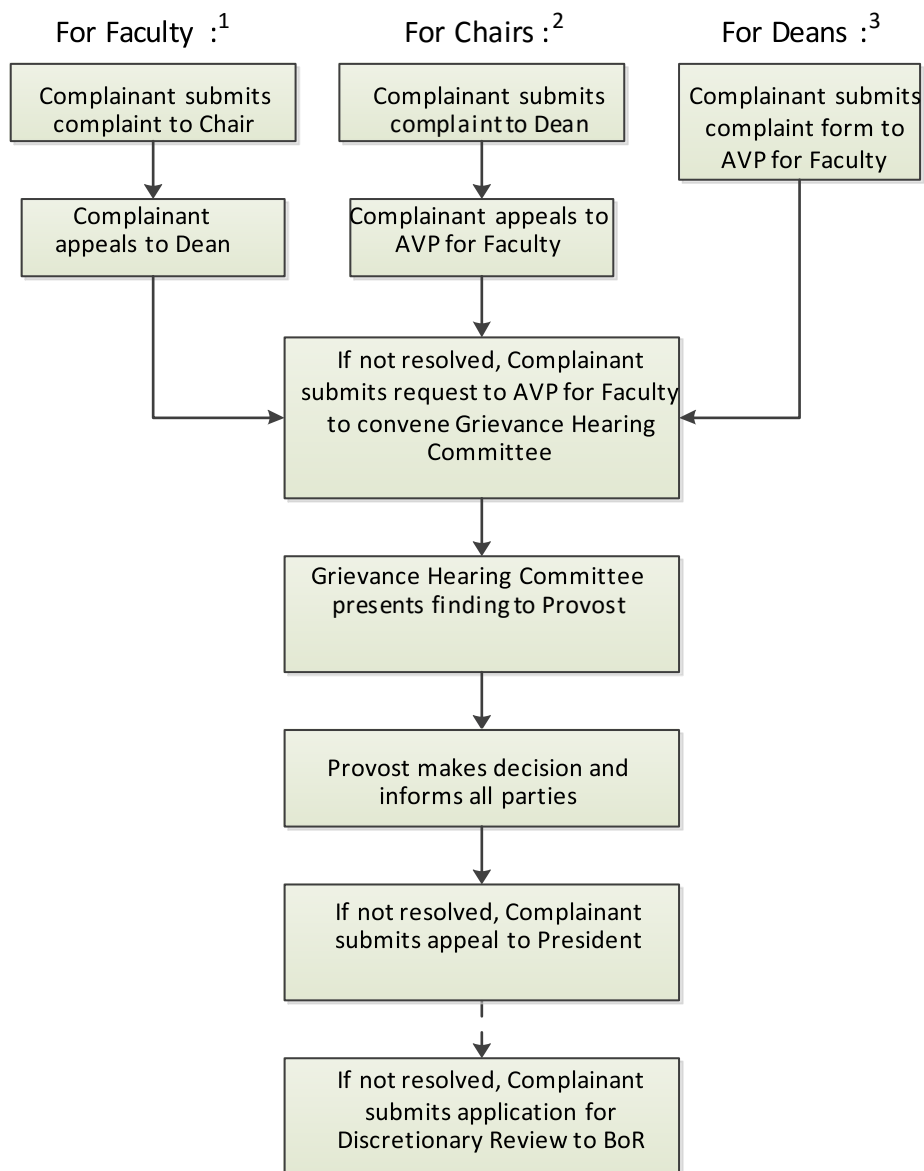
These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the Faculty Senate, Council of Academic Deans, and Chairs and Directors Assembly, and approved by an affirmative vote of the majority of the Senate. The [Grievance Oversight Committee](#) has the responsibility of reviewing these procedures and recommending appropriate changes. No amendment or alteration will be in effect until it has been approved by the President.

## VI. Flow Chart

### Informal Grievance Procedure



### Formal Grievance Procedure



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

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