
Kennesaw State UNIVERSITY

2006-2007

Faculty Handbook



Kennesaw State University, a member of the University System of Georgia, is an affirmative action/equal educational and employment opportunity institution and does not discriminate on the basis of race, religion, color, sex, age, handicap, national origin, or sexual orientation.



Faculty Handbook

Office of the Provost and
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The 2006-2007 edition of the Faculty Handbook is available online.

<http://www.kennesaw.edu/academicaffairs>

Under Resources, click on *Faculty Handbook*.



Office of the President

September, 2006

Dear Faculty:

The 2006-2007 academic year is upon us, and it promises to be a pivotal year for Kennesaw State as we embark on a new era together. KSU's enrollment will continue to grow, and the local, national and global landscapes in which KSU operates will continue to change. Together, these factors will necessitate changes in our academic programs and in the way KSU operates as we develop more effective ways to educate our students and to meet their needs.

As I have met with various campus forums, I have outlined my five strategic objectives for the university. Our success in meeting those objectives will require hard work and dedication from the entire campus community, and especially the hard work and dedication of our fine faculty. Allow me to recap my six priorities for the year ahead.

Learning is our foremost concern. Second, we will concentrate on improving Kennesaw State's retention, progression, and graduation rates. Third, we will concentrate on renewing our SACS accreditation, including the Quality Enhancement Program. Fourth, we will pursue the development and first phase implementation of an updated Strategic Plan. Fifth, we will develop and launch a Comprehensive Campaign that includes endowment funds, capital funds, and annual operating funds. And finally, we will expand KSU's traditional emphasis on across-the-board excellence.

Presidents Sturgis and Siegel have laid a firm foundation, and as the third president of KSU, I consider it a distinct privilege to lead this fine university in the early 21st century. It will be an exciting journey, and I welcome you as we go about the business of educating tomorrow's leaders.

Daniel S. Papp

A handwritten signature in black ink that reads "Daniel S. Papp". The signature is written in a cursive style with a large, prominent initial "D".

President

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I. 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, instructors, senior lecturers, 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. 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.

At Kennesaw State, department heads, (i.e., department chairs, directors, coordinators), librarians, counselors, deans, associate deans, assistant deans, vice presidents, associate vice presidents, assistant vice presidents, and the president are considered administrative faculty on fiscal year contracts. Assistant department chairs are usually on nine-month academic year contracts. Some administrative faculty have faculty rank and are on a tenure track. The term "teaching faculty" is used at KSU in reference to those members of the Corps of Instruction who hold rank and typically serve on an academic year (9-month) contract. Lecturers and senior lecturers are non tenure track with renewable contracts as indicated in the BOR Policy Manual (Sections 803.03 and 803.0301). Non tenure track status may be granted to administrative faculty with rank, faculty in the University Studies Department, and research faculty with approval of the Board of Regents.

II. Institutional Mission

In July 1996, the University System of Georgia completed an 18-month review of and redefinition of the institutional missions for all 34 two-year and four-year public colleges and universities in its system. The mission statement for Kennesaw State University that was approved by the Board of Regents appears below.

There are five classifications of institutions in the University System of Georgia: 1) research universities; 2) regional universities; 3) state universities; and 4) state colleges; and 5) two-year colleges. In an effort to promote consistency across institutions within each of these five classifications and to differentiate missions better among the classifications, a substantial portion of each institution's official mission statement was required to be the same for all institutions in that classification.

The first four statements outlined in bullet format in KSU's mission statement are common to all 34 institutions in the University System of Georgia. The second five statements outlined in bullet format contain the required standard wording for all state universities. This wording differentiates KSU's approved mission from the regional universities and the research universities in that KSU's service area is more restricted, admissions are more accessible, graduate programming is less comprehensive (and sub-doctoral) and research is more applied in focus. KSU's mission contains a strong commitment to high quality applied programs, services, and research in keeping with the institution's service area and the state's needs.

Purpose and Organization

Kennesaw State University Mission Statement

Kennesaw State University is a proud public University in the University System of Georgia, located in the densely populated and rapidly developing northwest region of Greater Metropolitan Atlanta. Chartered in 1963, KSU serves as a highly valued resource for this region's educational, economic, social, and cultural advancement.

This Institution shares with all other units in the University System of Georgia the following characteristics:

- a supportive campus climate, necessary services, and leadership development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

This institution shares with other senior universities in the University System of Georgia the following characteristics:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, a limited number of professional doctoral degrees, and selected associate degree programs based on area need and/or interinstitutional collaborations;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of Institutional strength and area need.

Kennesaw State University's distinctive characteristics are described as follows:

Kennesaw State serves a diverse student body in the northern suburbs of Atlanta and extending into northwest Georgia. It includes young adults who enroll as freshmen or undergraduate transfers and an equally large number of older adults who return or transfer to the college at different stages in their lives for undergraduate or graduate study. Students reside off campus and commute to classes. A majority pursue their academic goals on a part-time basis because of job, family, and civic responsibilities. Significant numbers of international and minority students enroll. Many students pursue professionally-oriented degrees, especially at the graduate level. Evening and weekend programs accommodate experienced professionals seeking academic advancement. A broad range of programs, services, and activities are offered outside the classroom to enrich campus life and enhance student success and personal development.

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Effective teaching and learning are central institutional priorities. Service and research that strengthen teaching and address the public's interests are important supportive priorities. 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, effective communication and interpersonal skills, leadership development, social responsibility, and lifelong learning. Programs that prepare students well for the advancement of professional pursuits are especially attractive and are offered in all schools of the university. The foundation for all undergraduate majors is a comprehensive and coherent general education program that promotes internationalized and connected learning in the liberal arts tradition. A wide array of baccalaureate degree programs is offered, including majors in the arts, humanities, social sciences, mathematics, natural sciences, accounting, business fields, teacher education specialties, computing and information systems, and nursing. An expanding array of professional master's degrees exists in education specialties, accounting, business fields, public administration, professional writing, and nursing.

KSU's commitment to public service is reflected through an extensive array of continuing education programs, service institutes and centers, nationally recognized lecturers and conferences, collaborative with the public schools, partnerships with business and governmental agencies, and international initiatives. The university plays a vital role in promoting and supporting regional interests in the visual, performing, and cultural arts.

Research, scholarship, and creative activity are broadly defined and predominantly applied. The university honors action research on the improvement of teaching and learning; survey research for community and economic development; interdisciplinary studies in support of environmental, governmental, business, or health interests; creative contributions in the arts and humanities; intellectual contributions; discovery research and academic publication; and the interpretation or application of academic research.

Kennesaw State University aspires to be a progressive and exemplary educational institution, respected for its excellence and leadership in its teaching, service, and research. The university is committed to continuous improvement in an increasingly diverse and constantly changing learning community.

Approved by the Board of Regents, July 1996

III. University System of Georgia

The University System of Georgia includes 35 state-operated institutions of higher education located throughout the state — four research universities, two regional universities, 13 state universities, four state colleges, and 12 two-year colleges. The following are the institutions making up the University System.

Universities

Georgia Institute of Technology
Georgia State University
Medical College of Georgia
University of Georgia

States Colleges

Dalton State College
Gainesville College
Georgia Gwinnett College
Macon State College

Purpose and Organization

Regional Universities

Georgia Southern University
Valdosta State University

State Universities

Albany State University
Armstrong Atlantic State University
Augusta State University
Clayton College & State University
Columbus State University
Fort Valley State University
Georgia College & State University
Georgia Southwestern State University
Kennesaw State University
North Georgia College & State University
Savannah State University
Southern Polytechnic State University
State University of West Georgia

Two-Year Colleges

Abraham Baldwin Agricultural College
Atlanta Metropolitan College
Bainbridge College
Coastal Georgia Community College
Darton College
East Georgia College
Floyd College
Georgia Perimeter College
Gordon College
Middle Georgia College
South Georgia College
Waycross College

The Board of Regents

The 18-member constitutional Board of Regents governs the system, which has been in operation since 1932. Appointments for seven-year terms of five board members from the state-at-large and one board member from each of the state's 13 congressional districts are made by the governor, subject to confirmation by the State Senate. The Board of Regents is responsible for all aspects of the operation and development of the University System and its institutions. Among the principal powers of the board are the establishment and organization of institutions of higher education; the employment of personnel for the institutions; the consolidation, suspension, or discontinuance of institutions; the merger of departments; and the addition or discontinuance of degree programs.

The board anticipates the state's needs in higher education and provides the institutions in the University System with the facilities and other resources required to meet these needs. The board makes annual requests to the General Assembly and the governor, through the Office of Planning and Budget, for sufficient funds for the operation of the entire University System. State appropriations for the system are made to the board, which then allocates the money annually to the institutions.

The allocations by the board to the institutions are made approximately four months prior to the beginning of each fiscal year on July 1. Prior to the allocation of funds, the institutions submit their requests through the chancellor to the board. These proposed expenditures are carefully analyzed by the members of the board and their staff. After receiving allocations, institutions prepare detailed annual budgets, which are submitted to the board for action prior to the beginning of the fiscal year.

Officers of the Board of Regents are the chairman and the vice chairman, who are board members; and the chancellor, the senior vice chancellors, the executive administrative assistant, the treasurer, and the special assistant, who are not board members. All officers except the chancellor are elected by the board in March and serve for one year beginning in July; the chancellor serves at the pleasure of the board.

Chancellor

The chancellor, as chief executive officer of the Board of Regents and chief administrative officer of the University System, executes the resolutions, policies, rules, and regulations adopted by the board for the governing of the system. In addition, the chancellor is empowered to execute board-approved documents.

The chancellor is the medium through which all matters are presented to the board, including recommendations, reports, and suggestions from institutions, their faculty members, employees, and students. It is his responsibility to make recommendations on matters presented to the board from institutions. The chancellor is a member of all faculties and other academic bodies having legislative authority within the system. He is a nonvoting ex-officio member of all committees of the board. He prepares and submits to the board suggested annual allocations of state appropriations to the institutions. He confers with presidents of the institutions in the preparation of institutional budgets to be submitted, with his recommendation, for action by the board.

Operation of the Board

Regular meetings of the Board of Regents are held monthly, usually at the board's official central office in Atlanta but occasionally on campuses of institutions of the University System. Regular meetings are held on the second Wednesday of each month. The business of the University System is handled through the central office by full-time staff members. Staff members are assigned by the chancellor or by the senior vice chancellor to handle responsibilities, including close liaison with the institutions, in each of the areas of the overall operations of the system.

The University System Advisory Council

An important adjunct to the Board of Regents in the policy making procedure is the University System Advisory Council. Voting membership on the council includes the chancellor, the executive vice chancellor, and the presidents of all institutions in the University System. To facilitate the work of the Advisory Council, an extensive committee structure is operational involving both academic and administrative areas. See the section II, "Governance & Committees" for a listing of the University System Level Committees.

IV. Kennesaw State University's Administrative Officers & Organization

President

The president is the chief executive officer of the university and in that capacity is responsible for all aspects of the institution's operations and affairs. Appointed annually by the Board of Regents, the president reports to the senior vice chancellor of academic affairs of the University System of Georgia and recommends to the Board of Regents, through the senior vice chancellor and the chancellor, all institutional matters requiring Regents' approval.

President's Cabinet

The president's cabinet meets regularly with the president to review and discuss matters of institutional planning and operations, coordination and priority, and serves as the principal advisory body to the president. The cabinet is comprised of the:

- The provost and vice president for academic affairs, who serves as the chief academic officer of the university and who coordinates the activities of KSU's other vice presidents and special assistants to the president, represents the president when called upon, and performs other duties as assigned by the president. In the absence of the president, the provost and vice president for academic affairs acts as chief executive officer of the university;

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- The vice president for business and administration, who serves as the chief financial officer of the university and who oversees the fiscal, business, human relations, campus safety, and plant operations of the university;
- The vice president for student success and enrollment services, who is the chief student services officer and who is responsible for a variety of programs, services, and activities that assist and enhance student success from the point of recruitment and admission, advisement and registration, student and residential life, and retention and graduation;
- The vice president for technology and chief information officer, who is responsible for expanding, updating, and improving information technology in the areas of network administration, telecommunications, hardware and software support, administrative systems, end-user training, instructional and presentation technology, library services, information technology services, web site administration, vendor/donor negotiations, and updating of university-wide technology planning;
- The vice president for advancement, who is the university's chief advancement and fund-raising officer and who is responsible for managing, coordinating, and integrating the university's advancement, fundraising, and capital development projects with the Kennesaw State University Foundation;
- The special assistant to the president for legal affairs and diversity, who is responsible for providing legal counsel and advice to the president, the leadership team, and the campus community, and for assuring that diversity and equal employment opportunity exist and are understood throughout the campus community;
- The special assistant to the president for external affairs, who is responsible for coordinating, directing, and implementing the university's community relations, government relations, public relations, and marketing programs;
- The faculty executive assistant to the president, who provides executive support to the president by acting as a key presidential liaison to a wide variety of constituents both within and outside the university, by providing feedback and advice to the president on a wide variety of issues, and by undertaking special projects as assigned by the president; and
- The executive assistant to the president, who manages and coordinates the administrative affairs of the office of the president

Other Reports to the President

Three other administrative units in addition to those represented on the cabinet report directly to the president.

Intercollegiate Athletics

The director of athletics is responsible for the development and implementation of the university's intercollegiate athletic program.

Internal Auditor

The internal auditor is responsible for performing internal audits of financial and operational practices of the university.

Center for Institutional Effectiveness

The director of the center for institutional effectiveness, who is the university's chief program and institutional evaluation officer, the university's official SACS accreditation liaison, and the overseer of the university's comprehensive program review and improvement process. The Offices of Institutional Research & Information Management report to the director and facilitate the production of statistical information, data analysis, and special studies in support of institutional reporting, planning, assessment, and administrative oversight.

Administrative Divisions

In addition to the Office of the President, there are five major administrative divisions of the university; 1) the academic division, 2) the business services division, 3) the student success division, 4) the advancement division, and 5) the information technology division.

The Academic Division, headed by the provost and vice president for academic affairs, is the largest and most complex of the university's divisions. Over two-thirds of the university's annual operating budget is committed to the teaching, research, public service, and academic support functions of this division. Because of its large size and complexity, the provost and vice president for academic affairs is aided by an associate vice president for academic affairs and the dean of university college and associate vice president for academic affairs. The academic departments and offices are divided into colleges and academic support divisions, each of which is headed by an academic dean, aided by one or more associate deans and/or assistant deans. Each academic department is headed by an academic department chair and may be aided by an assistant department chair.

The associate vice presidents for academic affairs and the academic deans meet regularly with the provost and vice president for academic affairs as the council of deans for the purpose of facilitating the planning, coordination, organizational development, and continuous improvement of the academic division. Several times a year all of the academic department heads and deans may gather for a deans and chairs meeting. The agendas for those meetings focus on campus wide academic concerns. The deans in turn meet regularly with their department heads to facilitate the operation and advancement of their colleges. Instructional department chairs hold departmental faculty meetings on a regular basis to facilitate departmental administration, communication, and coordination.

The remaining administrative departments and offices are divided among the other four vice presidents and the president, forming the other major administrative divisions of the university. Like the provost and vice president for academic affairs, the other four vice presidents have regular meetings with their department heads to facilitate planning, coordination, organizational development, and continuous improvement.

V. Descriptions of Organizational Divisions, Colleges, & Departments

Academic Affairs Office

The academic affairs office is a general term used to describe the administrative unit that oversees the university's entire academic affairs division. This office is centrally involved in university-wide academic administration. It is headed by the provost and vice president for academic affairs who is assisted by the associate vice president for academic affairs, the dean of university college and associate vice president for academic affairs, and the dean of graduate studies.

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) faculty appointments and contracts; c) promotion and tenure recommendations; d) capital improvement proposals for the academic division; e) academic budget allocation and redirection, and f) follow-up on strategic priorities and academic policy directives set at the levels of the university system and/or KSU. Working with the teaching faculty and other academic administrators, the provost and vice president is expected to provide leadership, direction, and support for the planning, operation,

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evaluation, and advancement of the university's academic programs, services, and research. The provost and academic vice president is a member of the president's administrative team, providing support and assistance to the president and the other vice presidents as necessary.

The associate vice president for academic affairs serves as chief assistant to the Provost/VPAA and is primarily responsible for supporting and facilitating the success of KSU's teaching faculty and department chairs. This position also provides leadership in undergraduate policies and processes and oversight of the undergraduate catalog and publications.

The dean of university college and associate vice president for academic affairs aids the Provost/VPAA by directing special projects at the request of the Provost/VPAA.

Academic Division

The provost and vice president for academic affairs and the Office of Academic Affairs oversees all operations of the academic division, providing administrative oversight, academic leadership, and external representation. The Provost/VPAA is assisted by the associate vice president for academic affairs, the dean of university college and associate vice president for academic affairs, the dean of graduate studies, as well as the executive director of The Institute for Global Initiatives, the executive director of the Institute for Leadership, Ethics, and Character, the director of the Kennesaw State University Press, and the director of the Center for Excellence in Teaching and Learning.

Office of the Dean of University College

The Office of the Dean of University College provides university-wide administrative support and direction in matters involving undergraduate programs and undergraduate students as well as assistance and support to the academic vice president in a variety of university-wide curricular concerns and administrative activities. The undergraduate dean provides leadership in undergraduate policies and processes, appeals from college deans' decisions for undergraduate academic programs, decisions on transfer credit, decisions regarding substitutions for the general education curriculum, and decisions regarding advanced placement.

This office plays a key role in advancing interdisciplinary programs on campus. Working closely with the General Education Council, this office oversees the General Education program, the University PALS program connecting underserved public school students with the university, and the Council on Undergraduate Academic Advising, special programs, such as the American Democracy initiative and the Community Based Learning program. The dean provides oversight and operations for University-wide programs housed in the Department of University Studies (e.g., Honors Program, KSU 1101, KSU 1102, Sophomore Year Experience, Senior Year Experience, English as a Second Language, Service Learning, Communities for Learning Success, and Learning Support Programs). In addition, the dean heads the graduate and undergraduate scholarship committee for university-wide scholarships.

Office of the Dean of Graduate College

This office provides university-wide administrative support and direction in matters involving graduate programs and graduate students, as well as assistance and support to the academic vice president in a variety of university-wide curricular concerns and administrative activities. The dean of graduate studies provides management of graduate policies and processes, oversight of the graduate catalog & publications, coordination of graduate ceremonies, and the advancement of graduate faculty identity. In addition, the Office of Graduate Admissions reports directly to the dean of graduate college.

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The Office of the Graduate Dean plays a key role in the promotion and support of scholarship on campus. The dean of graduate studies has oversight responsibility for KSU's Institutional Review Board (IRB). This office is responsible for oversight and operations of the Office of Sponsored Programs. The Office of Sponsored Programs (OSP) functions as the primary service office for faculty seeking external support for research, education, training, service and professional development activities. The OSP maintains a reference library on federal, corporate, and private funding sources; maintains liaison with agency program officers; assists faculty with identification of potential sponsors; offers technical proposal development assistance; reviews proposals for compliance with agency, Regents', and KSU policies; and facilitates the internal administrative review process.

Academic Deans

Each of the six degree-granting colleges, and undergraduate studies and university college, as well as the Division of Continuing Education, is headed by an academic dean. In addition, there is an academic dean who oversees graduate programs, graduate admissions, and the Office of Sponsored Programs. Each academic dean may be aided by one or more associate and/or assistant deans. 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's and academic vice president's administrative team. A college's/division's/office's administrative team typically includes associate and/or assistant deans, department chairs and directors, lead by the dean.

Department Chairs, Directors & 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, vice president, 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 share administrative responsibilities as assigned by the chair.

College of the Arts

The College of the Arts maintains an exceptional faculty whose accomplishments are recognized locally, regionally, nationally and internationally. Students command high professional regard. The disciplines that make up the College of the Arts place the teaching of students as their central mission. The College of the Arts provides a professional environment conducive to artistic growth that prepares students for the aesthetic and professional challenges facing musicians, artists, designers, historians, and teachers in the 21st century. The College recognizes and embraces important influences on 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.

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The College of the Arts annually hosts a number of guest artists who provide students with rich professional training experiences. These artists appear as part of major exhibitions in the Fine Arts Gallery, the Sturgis Library Gallery, and performances in the Premiere Series, the Arts in Society Series, the Musical Arts Series, and productions in the Studio Theater and on the Mainstage. The College of the Arts offers the Starlight Summer Series at the Legacy Gazebo Amphitheater featuring local and international jazz and pops artists. These unique experiences provide exceptional opportunities for the college's talented students.

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 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.

Special Units:

The University Box Office - this office services audience development, ticketing, and event information needs of the university.

The Stillwell Theater - theatrical, musical, and other university events are held in the University's Stillwell Theater.

The Music Library - this library serves the curricular needs of students and faculty in the Department of Music. The library houses musical scores, sound recordings, video recordings, reference materials, music/historical collections, and other musicological materials.

Performance Libraries - the libraries housing the performance materials of the orchestra, wind ensembles, and choirs are housed in the Department of Music.

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

Art Galleries - the Department of Visual Arts maintains two visual art galleries. A gallery director oversees the displays and functions of the art galleries.

Studio Theater - the Studio Theatre provides a performance space for experimental theatre, storytelling and student-directed works.

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. The College 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 leaders in business and industry. The Coles College grants over 35% of all the degrees awarded at Kennesaw State University. The College is committed to continuous improvement and targeted program development. The College supports extensive short and long-term study abroad programs and courses. There are numerous business student organizations in the Coles College and chapters of the international academic honoraries Beta Gamma Sigma and Beta Alpha Psi.

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

Purpose and Organization

accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the internationally recognized accrediting agency for business schools.

The dean of the College, who provides administrative oversight and academic leadership to all aspects of the College's operation, oversees the Coles College of Business. An associate dean for undergraduate programs and a senior associate dean for graduate programs support the Dean and are also faculty members in academic departments within the College. An associate dean for administration, associate dean for undergraduate programs, director of graduate business programs and a managing director for executive programs support the Dean and are also faculty members in academic departments within the College. The Coles College also houses the MBNA Career Resource Center.

Instructional Departments: Accounting, Economics & Finance, Leadership & Professional Development, Management & Entrepreneurship, and Marketing & Professional Sales.

The chief administrator of each academic department is the department chair. Each department decides its own administrative structure, which includes coordinators and committees for supervising the functions of the department and for annually reviewing curriculum.

Special Units:

Center for Excellence in Organizations (CEO)

The Center for Excellence in Organizations provides contract training and consulting services to corporate clients. The Center's primary functions include:

- Designing corporate training programs (non-degree/non open enrollment) for corporate clients.
- Delivering corporate training programs (non-degree/non open enrollment) for corporate clients.
- Consulting to corporate clients on training and development issues.

The Edge Connection- Microenterprise Center

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

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*.

Purpose and Organization

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.

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.

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.

Center for International Business Initiatives

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

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.

Purpose and Organization

The Leland and Clarice Bagwell College of Education

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

Instructional departments in the Bagwell College of Education include: Educational Leadership; Elementary and Early Childhood Education; Secondary and Middle Grades Education; and Inclusive Education. The chief administrator of each academic department is the department chair. Each department has its own administrative structure, which includes coordinators and committees for carrying out the functions of the department.

Special Support Units:

Teacher Resource and Activity Center (TRAC)

The Teacher Resource and Activity Center (TRAC), located on the second floor of Kennesaw Hall, Room 2005, offers area teachers as well as Kennesaw State students and staff, assistance with instructional material development, a curriculum center, and a varied program of workshops on topics of interest to teachers. Also available in TRAC are computers that are Internet accessible, laminators, badge makers, binding machines, poster makers, and TV's with VCR's for previewing videos.

Office of Field Experiences

The Office of Field Experiences arranges placements in nine partnership school districts to accommodate student teachers and students in field experiences in Education 2202 and Education 3304. The office builds collaborate relationships with their collaborating teachers, the school districts and local school personnel, the university faculty and the community.

Cobb Education Consortium (CEC)

Cobb Education Consortium consists of a network of public education services including P-12, technical institutes and senior colleges and universities. The six institutions that form

Purpose and Organization

the membership of the CEC are: Chattahoochee Technical Institute; Cobb County Public Schools; Kennesaw State University; Marietta City Schools; North Metro Technical Institute; and Southern Polytechnic State University. The exemplary Cobb educational culture insists that learners can transfer credits between institutions as they explore, upgrade, and retool their knowledge and skills throughout their careers. Each of the Cobb institutions complements the others and is noted for its excellence.

Educational Technology Training Center (ETTC)

The KSU Educational Technology Training Center (ETTC) is a collaborative partnership between the Bagwell College of Education and the Georgia Department of Education. The ETTC is one of the largest DOE Educational Technology Centers in the state. The mission of the ETTC is to provide high quality service, consulting, and professional learning for Georgia educators and to advance the effective use of technology for teaching, learning, and leading. ETTC provides comprehensive instructional, administrative and technical technology training for educators in order to enhance teaching and learning in Georgia's classrooms. ETTC's service area consists of 12 school systems within metro Atlanta and North GA.

William D. Impey Teacher Education Advisement Center (TEAC)

The William D. Impey Teacher Education Advisement Center has been established to guide education majors as they complete program requirements for full admission to the teacher education programs. The Center provides advisement services to freshmen, sophomores, transfer students, and second baccalaureate students who are preparing to meet the prerequisites for admission to teacher education programs. Advising responsibility for each student begins in the William D. Impey Advisement Center, and is reassigned to a faculty member in the student's teacher preparation program area when the student has been admitted to the teacher education program.

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

- Early Childhood Education (P-5 program)
- Middle Grades Education (4-8 Program)
- Social Science Education (Secondary program)

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

Secondary Teacher Certification Program

- Bachelor of Science in Biology Education
- Bachelor of Science in English Education
- Bachelor of Science in Mathematics Education
- Bachelor of Science in Chemistry (Chemistry Education Track)

P-12 Teacher Education Certification Program

- Bachelor of Science in Art Education
- Bachelor of Science in Health and Physical Education
- Bachelor of Music in Music Education
- Bachelor of Art in Modern Language and Culture (Teacher Certification in Foreign Language Education Concentration)

Purpose and Organization

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 Human Services, the Department of Health, Physical Education and Sport Science, and the School of Nursing. Additionally, the college includes the campus-wide Wellness Center, Student Health Clinic, Center for Health Services, Center for Community Partnerships, and the Global Center for Social Change Through Women's Leadership and Sport.

The WellStar College of Health and Human Services prepares graduates through the WellStar School of Nursing and the Department of Human Services to seek employment in a wide variety of health/human service fields, as registered nurses or as generalist practitioners in a variety of private, nonprofit or governmental human service organizations. The WellStar Primary Care Nurse Practitioner Program is housed in the WellStar School of Nursing and prepares graduates as primary care nurse practitioners. Additionally, the graduate nursing division offers a degree program in Advanced Care Management and Leadership including tracks in Clinical Leadership and Leadership in Nursing Education. The WellStar College also offers three separate major programs through the Department of Health, Physical Education, and Sport Science: 1) Exercise and Health Science prepares students in the area of health promotion or as exercise specialist; 2) Health and Physical Education prepares students for licensure in grades P-12 to teach health and physical education; and 3) Sport Management prepares students in either fitness management, sport communications, sport marketing, or recreation management.

The College recently expanded to include an Office of Research that actively pursues the development of faculty scholarship and grants. This initiative was designed to develop a comprehensive approach to the interrelated academic roles of teaching, scholarship, and service.

Members of each of the college units are actively engaged in the pursuit of excellence in undergraduate and graduate education. Instructional Departments: WellStar School of Nursing, Human Services, and Health, Physical Education & Sport Science. The WellStar College of Health and Human Services is overseen by the dean of the college, who provides administrative oversight and academic leadership to all aspects of the college's operation.

The chief administrator of each academic unit is either the chair or director. Each academic unit decides its own administrative structure, which includes coordinators and committees for supervising the functions of the department.

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

Special Units:

Center for Health Promotion and Wellness

The Center for Health Promotion and Wellness promotes wellness and encourages students, faculty and staff to assume more responsibility for their health through a variety of education and prevention programs and services. In addition the Center supervises a fitness center for faculty and staff.

Walk In Health Clinic

The University Health Clinic serves as a fee-for service clinic for all students, faculty and staff.

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It is staffed with nurse practitioner faculty, physicians and nursing students. Services include immunizations, illness care, women's health and physical examinations.

Office of Research

The Office of Research actively pursues the development of faculty scholarship and grants. This initiatives was designed to develop a comprehensive approach to the interrelated academic roles of teaching scholarship, and service.

Center for Community Partnerships

Faculty members in human services are taking leadership roles in community partnerships, with more than 100 agencies being affiliated with the Center for Community Partnerships. Several of these agencies are housed with the center on the KSU campus. The partnership provides a unique model for service learning and research/evaluation initiatives.

Global Center for Social Change through Women's Leadership and Sport

Global Center for Social Change through Women's Leadership and Sport is our newest Center. The Center serves as an interdisciplinary catalyst for focusing on initiatives that facilitates positive social change locally and internationally. The Center emphasizes the inter-related role of sport as a methodology for social change and the potential of women's leadership as an agent for social change.

College of Humanities and Social Sciences

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

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

- cultivate an appreciation of the richness of human experience
- encourage individual achievement and a sense of social responsibility
- emphasize critical thinking, problem solving, effective communication, and lifelong learning
- promote the development of knowledge, skills, and intercultural awareness that lead to personal and professional success in an ever-changing, global society
- 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 centers and institute serve Kennesaw State University and the community with research services and outreach programs. The College serves the university-at-large by providing many of the courses in the general education curriculum.

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Academic Departments

Communication	English
Foreign Languages	Geography and Anthropology
History and Philosophy	Political Science and International Affairs
Psychology	Sociology and Criminal Justice

Academic Programs (leading to a baccalaureate degree)

African and African Diaspora Studies	Communication
Criminal Justice	English and English Education
Geographic Information Science	History and History Education
International Affairs	Modern Language and Culture
Political Science	Psychology
Sociology	

Programs leading to a Master's Degree

Conflict Management	Public Administration
Professional Writing	

Programs with an Interdisciplinary Focus

American Studies	African and African Diaspora Studies
Gender/Women's Studies	Public History

Programs leading to a Certificate—Undergraduate

Alternative Dispute Resolution	European Union Studies
Geographic Information Systems	Professional Politics
Public History	

Programs leading to a Certificate—Graduate

Creative Writing	Professional Writing for International Audiences
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In addition, the College has

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

Endowed Chairs

Shaw Industries Distinguished Chair in Southern Economic History

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

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Robert D. Fowler Distinguished Chair of Communication

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

Centers

Center for Regional History & Culture

The Center for Regional History & Culture was established in 1998 and is housed in the Department of History and Philosophy. Its mission is to promote a deeper understanding of the Northwest Georgia region among area residents. The Center conducts and encourages research on the history and culture of Northwest Georgia, gathers oral histories, and provides programs open to the public.

Center for Conflict Management

The Center for Conflict Management is housed in the College of Humanities and Social Sciences. Established in 1998, the Center works closely with the Master of Science in Conflict Management (MSCM) graduate program and the ADR 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.

Kennesaw Mountain Writing Project

The Kennesaw Mountain Writing Project (KMWP) was established in 1994 on the campus of Kennesaw State University. Funded primarily by the National Writing Project (NWP), the KMWP was born of the cooperative efforts of the Kennesaw State English Department and leaders from several metro Atlanta and northwest Georgia school districts.

The KMWP draws on the NWP's teachers-teaching-teachers model to support professional development for educators, kindergarten through university. As in all NWP sites, the KMWP organizes its work around three core programs promoting teachers' and students' literacy-based learning across the curriculum: a month-long summer institute for educators; professional development offerings for schools, districts, universities and individual teachers; and a wide range of programs supporting continuity and sustainability in KMWP affiliates' best educational practices. In addition to the NWP's core programs, the KMWP has drawn on partnerships with schools and community groups, as well as external funding from sources such as the National Endowment for the Humanities, to enhance its work. The most important resource of the KMWP, however, is its affiliates longstanding commitment to core values of diversity, teacher leadership, and community building.

Institute

A.L. Burruss Institute of Public Service and Research

With a dedicated, professional staff and faculty, The Burruss Institute is known for creating and maintaining large, high-quality datasets, and providing a wide range of technical assistance in a broad range of policy areas to nonprofit organizations and governmental entities

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at various levels. The Institute maintains a core of faculty, administrative faculty and staff. Additional Institute staff members serve in a variety of positions funded by grants and contracts from federal, state, and local governments as well as nonprofit agencies. The Telephone Survey Lab maintains a professional staff of telephone interviewers and supervisors who serve on a part-time basis. In order to address the various research needs of clients, the Institute often draws on faculty expertise. Faculty members are contracted to work on individual projects, or provide technical and administrative support services to complete their research. Institute staff members have experience in research design, survey construction, methodology, technical and statistical analyses, and teaching and training. For more information please see the Burruss Institute's Web site at http://www.kennesaw.edu/burruss_inst/about.html

College of Science and Mathematics

The College of Science and Mathematics is staffed by faculty, typically PhDs, with exceptional teaching records and keen interests in research. The college offers contemporary degrees that have gained high recognition for the success of their faculty and graduates. The curriculum in these programs offer course work that is current and challenging and designed to relate the theory taught in the classroom to its application in the workplace. Opportunities abound for students to develop a strong identity to their major departments through clubs, honor societies and mentoring relationships and research activities with faculty and other students.

The college offers baccalaureate degree programs in biology, biotechnology, and biology education, in the Department of Biological and Physical Sciences; chemistry, biochemistry, and chemistry education in the Department of Chemistry and Biochemistry; computer science, information security and assurance, and information systems in the Department of Computer Science and Information Systems; and mathematics and secondary mathematics education in the Department of Mathematics and Statistics. The college also offers masters degrees in information systems, applied computer science, and applied statistics. Strong relationships exist between the departments and the Bagwell College of Education and are reflected in the content areas in education programs. Biology and mathematics education majors receive nearly comparable course work in the disciplines of biology and mathematics, as do majors in these fields. Students in chemistry education receive a B.S. degree in chemistry. Students with career interests in the sciences, mathematics, computer science or information systems will find degree programs in these areas in the College of Science and Mathematics that prepare them for graduate school, professional schools or careers in industry. Students planning to enroll in the foregoing degree programs should declare their major upon entering the university to ensure that they receive proper advising.

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

The College of Science and Mathematics is overseen by the dean of the college, who provides administrative oversight and academic leadership to all aspects of the college's operation.

Instructional Departments: Biological and Physical Sciences, (Science 3rd floor), Chemistry and Biochemistry, (Science 4th floor), Computer Science and Information Systems, (Clendenin 3rd floor), and Mathematics and Statistics (Science 5th floor).

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The chief administrator of each academic department is the department chair. Each department decides its own administrative structure, which includes coordinators and committees for supervising the functions of the department. Chairs of large and complex departments may be assisted by an assistant department chair.

Special Units:

The **Center for Election Systems**, 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. (<http://elections.kennesaw.edu>)

The **Center for Industrial Collaboration** engages regional businesses and industry in collaborations with faculty and programs in the College of Science and Mathematics. The Center serves as a vehicle for faculty, students and the college to participate in applied research and development activities with a wide spectrum of corporate clients through direct funding of collaborative projects or external funding of such projects from federal and state grants or the federal Small Business Innovation Research (SBIR) grants. The Center links our undergraduate and graduate education to real problems having potential economic impact upon the larger external community that KSU serves. (<http://cic.kennesaw.edu>)

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. (<http://infosec.kennesaw.edu>)

The Institute for Global Initiatives

The Institute for Global Initiatives supports and promotes KSU's mission of global learning by initiating and coordinating research, service, and other educational programs of the institution's regional studies centers. It provides programs to internationalize the curriculum and expand international opportunities for faculty, staff and students and the larger community that KSU serves. It collaborates with divisions, colleges, schools, departments, and other units to ensure the infusion of international dimensions into teaching, scholarship, and community service.

Special Units:

Center for the Development of Asian Studies

The Center for the Development of Asian Studies (CDAS) is a regional center of the nationally recognized Asian Studies Development Program of the world-renowned East-West Center, University of Hawaii. The Asian Studies Development Program has 16 Regional Centers throughout the U.S. The Center for the Development of Asian Studies is one of these regional centers. ASDP operates a variety of programs aimed at faculty, curriculum, and institutional development. The CDAS has as its mission the promotion of understanding of Asia among both the scholarly community in the Southeast and the general public.

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CDAS encourages and disseminates scholarship by sponsoring conferences and faculty development workshops and public events. The CDAS designs and hosts faculty workshops, organizes distinguished lecture series, publishes the *East-West Connections: Review of Asian Studies*, and seeks external funding for its activities.

Center for Hispanic Studies

The Center for Hispanic 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 Hispanics as legitimate and productive members of Society.

China Research Center

KSU is pleased to be the headquarters of the China Research Center (CRC). The CRC links China experts in the greater Atlanta area to the larger community interested in developments in Greater China in business, media, academia and government. The Center promotes original research on Greater China's contemporary political and economic situation, and disseminates research results, policy options, and business and study opportunities for China, Taiwan, Macao and Hong Kong. The Center serves as a bridge, and a base for collaboration, between the Southeast United States and Greater China.

Chinese Proficiency Testing Center

The Chinese Proficiency Testing Center in southeastern United States was established at Kennesaw State University on May 11, 2003. The Chinese Proficiency Testing Center, also known as HSK, is China's national standardized test designed to assess the Chinese language proficiency of speaker whose first language is not Chinese and overseas Chinese. There are more than 100 HSK centers in 30 different nations and regions worldwide.

International Training Programs in Continuing Education

A prominent part of Continuing Education at KSU is its international training. Concentrating so far on China, the mission of ITP is to support and facilitate international program development across campus by best utilizing resources and outstanding services. ITP designs programs and provides Chinese officials with a variety of short-term training opportunities in the U.S. It organizes visits by U.S. executives to China to study Chinese business, society, and culture. It is the goal of the ITP to extend this model of international training into other countries.

Office of International Services and Programs

The Office of International Services and Programs (OISP) promotes international and cross-cultural understanding, both on the KSU campus and in the communities we serve. Kennesaw State University believes such international understanding is vital to student and community success in an increasingly global marketplace. The OISP enhances international education by working collaboratively with a wide range of academic departments, student groups, and community organizations. Through its activities, the OISP expands teaching and learning on international subjects at the university. It mobilizes the university's resources to internationalize the community, and it facilitates greater involvement of skilled community

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groups and individuals in building a model international educational program at Kennesaw State University. The OISP is the core of the Institute for Global Initiatives.

Center for African and African Diaspora Studies

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

Sino-American Education Consortium

KSU is pleased to be the headquarters of the Sino-American Education Consortium, a national organization whose goal is to improve education and teacher education in China and the United States. Members include P-12 schools, colleges, universities and agencies in America and China. These members work in collaboration with each other. Membership is open to anyone interested in promoting the mission of the consortium to promote an increase of linkages between China and America.

Continuing Education

Continuing 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 20,000 registrants annually, the program offers a unique opportunity to acquire new skills or enhance existing ones in a multitude of different areas.

Certificate programs are available in diverse disciplines including finance, management, technology, computer forensics, healthcare, paralegal, human resources, hospitality, and real estate. A robust Languages Program features training in 8 different foreign languages as well as English as a Second Language (ESL) classes in six levels of expertise. Training may also be customized to meet the needs of business and industry, and may be taught at the KSU Center or on site. All customized training is designed to provide immediate, practical, and long-term application of new knowledge and techniques that increase productivity and job satisfaction. For those who enjoy the flexibility of online learning, more than 120 classes are offered in either start-anytime formats, or with specific begin and end dates.

For those interested in developing recreational interests and talents, a wide variety of personal enrichment courses in art and music, fitness and recreation, home and garden, culinary arts are available. In addition, Continuing Education conducts more than 30 educational summer classes for kids and teens as part of its Summer University program.

Classes and activities tailored specifically for older adults (ages 50+) are conducted by the Osher Lifelong Learning Institute (OLLI) every quarter. In addition to over 40 classes in a wide assortment of subjects, OLLI sponsors three evening socials each year as well as day trips to local music, theater and museum events, and bridge tournaments. OLLI also has a member's only Club Room located in the KSU Center.

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. Continuing Education

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at Kennesaw State University has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), the international standard for excellence for training. KSU employees may attend Continuing Education programs at a discounted cost on a space available basis (with some exceptions).

Please visit the Continuing Education Web site at <http://www.kennesaw.edu/ConEd> or call 770-423-6765 for more information.

Institute for Ethics, Leadership, and Character

The following describes the vision, mission, and goals of the Institute for Ethics, Leadership, and Character (ILEC).

Vision

The Institute for Leadership, Ethics & Character seeks to inspire, enable and promote ethical conduct, decision making and leadership for the common good.

Mission

The Institute for Leadership, Ethics & Character exists to develop and promote ethical leadership among individuals and organizations through education, service and applied research.

Goals

Continue to support current partnerships while seeking out and creating new partnerships that will enable the Institute to work with departments, colleges, business, non-profits and other organizations committed to the goal of valuing diversity and enhancing ethical conduct and leadership.

Business and Administration Division

The Business and Administration Division, headed by the vice president for business and administration, is responsible for the administration and maintenance of the fiscal affairs of the campus. The vice president provides leadership, direction and oversight management for facilities, planning, construction and operations, risk management, auxiliary services, card services, environmental health and safety, campus master planning, parking operations, public safety, procurement, contract and grant accounting and the controller and bursar functions. The far-reaching nature of his area of responsibility is from physical plant to purchasing. This division is heavily involved in all aspects of the institution's operations.

Managing the financial affairs of the university is an important part of this division's responsibilities. This area prepares monthly expenditure reports for each unit on campus. These reports include the amounts budgeted, the amounts expended and the amounts encumbered.

The area of plant operations is also an integral part of this division. The areas of responsibility range from the upkeep of the grounds, to building custodial service and maintenance, to the planning for integration of new facilities. This unit touches all areas of the university.

The following is a description of the offices which report to the vice president of business and administration:

Auxiliary Enterprises (Bookstore, Dining Services, Vending, Copy/Print, Distribution Center)

The director of auxiliary services oversees a service organization composed of: 1) those operations that are self-supporting by generating revenues (bookstore, food, vending, & copy/print) and 2) the Distribution Center which manages U.S. and inter-campus mail,

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surplus items disposition, general and Bookstore receiving. Faculty receive a 10% discount in the bookstore (excluding course materials, postage stamps, and academically priced software).

Business Services

This office headed by the controller is primarily responsible for the university's financial affairs. This includes accounting records, payroll accounts payable, student accounts, bursar/cash functions, and financial reporting. Services to faculty include reimbursing travel expenses, cashing personal checks and providing petty cash funds for small emergency purchases.

Budget and Sponsored Operations

The Office of Budget and Sponsored Operations is responsible for the preparation and administration of the University's budget, which includes contracts and grants, resident instruction, capital, auxiliary and student activities. This office is also responsible for conducting cost analysis studies and the preparation of budget forecasts.

Card Services Center

The Card Services Center at KSU issues the official university ID, parking decals, and keys. In addition, they manage the KSU Debit Card program. All services require an in-person visit to our office in Suite 219 of the Carmichael Student Center. The Card Center hours of operation normally match those of Financial Aid, Registrar and the Bursar office, but please contact us if you need service outside this time frame.

Environmental Health & Safety

The Office of Environmental Health & Safety ensures that Kennesaw State University complies with local, state and federal regulations in the areas of worker safety and the protection of the environment along with overseeing risk management, training, and proper hazardous waste disposal for the campus. This department provides specific training in hazard recognition and accident prevention to the staff and faculty. The department is responsible for safe working environments by conducting routine audits to identify and correct hazardous situations and activities at Kennesaw State University. The director provides technical assistance in the area of the protection of the environment and health and safety to Kennesaw State University employees.

Facilities

The Facilities Division includes Planning & Design Services, Plant Operations, Postal Center and limited receiving /storeroom services. These departments are responsible for maintaining the buildings, grounds, vehicles and equipment of the University, providing support services for campus operation, providing design and coordination of new campus construction and renovations, and the oversight of the campus master plan.

Procurement Services (Purchasing)

The Office of Procurement Services specializes in the performance of procuring supplies, materials, equipment and contractual services for the university. The department assists the faculty in specification preparation, commodity evaluation, vendor identification, cost analysis and budget information. The department provides interpretation of the many state laws, state and Board of Regents policies and procedures pertaining to procuring with state and other university-controlled funds as well as contract administration and vendor performance measurement.

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Public Safety & Campus Police

The Office of Public Safety is responsible for a wide range of services to the campus community. On hand with certified police officers 24 hours per day, the department is ready to answer calls relating to anything from law enforcement and medical emergencies to more routine matters such as traffic safety, escorts and building access after hours. In addition, the department has certified Emergency Medical Technicians or First Responders on duty to handle any illnesses and accidents that occur on campus.

Student Success and Enrollment Services Division

The Division of Student Success and Enrollment Services is responsible for a variety of services that assist and enhance student success. These activities, programs and services cover a wide spectrum of student contact including recruitment and admission, advising undeclared majors, registration, graduation, and beyond.

In addition, this division houses the non-academic aspects of the student experience at Kennesaw State University. Included in this division are areas such as student financial aid, career services, on-campus housing, intramural sports and leisure activities, registered student organizations, programs for specific populations, and the student judiciary program.

The following offices report to the vice president of student success and enrollment services:

Admissions

The Office of Admissions is primarily responsible for the supervision and management of undergraduate recruitment and admission procedures. The office consists of four basic functions: counseling, recruitment, data entry and telecounseling. In cooperation with other campus departments, this office provides enrollment services for new traditional, nontraditional, and readmit students. A separate Graduate Admissions Office oversees admission procedures for graduate students. The dean of enrollment services and director of admissions oversees all admission operations for the university.

Registrar's Office

This is the central administrative office responsible for registering students, maintaining permanent academic records, administering the Regents Test, 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.

Student Financial Aid

The Office of Student Financial Aid ensures University adherence to the primary purpose of the financial aid program, i.e. providing financial assistance to enrolled students. The financial aid office handles applications for scholarships, grants, loans, and the Emergency Loan Fund.

Counseling and Advising Program Services (CAPS)

Counseling and Advising Program Services offers a number of student developmental programs and services designed to enhance students' personal, educational, and career success. Their objective is to assist students in the process of adapting to the university. See Section Six - Services and Facilities for specific programs and services offered.

Purpose and Organization

Career Services Center

The Career Services Center offers experiential learning (co-op/internships), career development and employment opportunities for both KSU students and alumni. The director serves as the liaison between the students and the employment community.

Judiciary Programs

This office is responsible for implementing the University judiciary program. For further information visit the Web site at www.kennesaw.edu/judiciary.

Student Life Center

The Student Life Center's staff includes coordinators in the following areas: intramural sports, student activities, registered student organizations, student publications, and business operations. All student organizations fall under the supervision of the Student Life Center staff.

Center for Student Leadership (CSL)

The Center for Student Leadership (CSL) focuses on providing students resources, training and programs that enhances their leadership skills and abilities. The CSL sponsors the LINK programs (Emerge, Ascend & Leads), the Presidential Fellow program, the Northwest Crescent Leadership program and the Center for Student Leadership Fellow program.

Student Development Center

The Student Development Center is responsible for non-academic programs and services focusing on the needs of several specific student populations. Areas of supervision include minority student retention, international student retention services, disabled student support services, adult learner programs, and student community service.

Residence Life

The Office of Residence Life coordinates all programming for students living in on-campus housing. In addition, this office interfaces with the privatized management company that operates student housing.

University Advancement Division

The Division of Advancement is charged with advancing Kennesaw State University through strategic interface with its key constituencies. The division is composed of two subdivisions: the Office of Development, which pursues private monetary and in-kind gift support; and the Office of University Relations, which works to market and enhance the image of the university through public relations, media relations and strategic marketing.

Office of Development

The Office of Development is responsible for coordinating and conducting efforts to increase private support to advance the mission and priorities of the university. The Development Office staff works directly with the president, the vice presidents, deans, trustees and volunteers to maximize gift support for prioritized annual, major and special initiatives at both the institutional and unit levels. Fund-raising activities are carefully orchestrated by the Development Office so as to maximize support from several constituencies, including trustees, friends, alumni, faculty, staff, corporations and foundations. Faculty interested in pursuing private gift support must first secure the approval of their respective deans and

Purpose and Organization

the clearance of the Development Office. Monies raised are directed to the KSU Foundation, the 501c3 organization set up to receive and manage gifts on behalf of the university.

Office of University Relations

The Office of University Relations is responsible for coordinating efforts to enhance the image and build the reputation of the university consistent with the institutional mission and its priorities.

1. The University Relations staff serves as the primary contact to media sources for the president, administration, faculty and the institution. In addition to providing news releases and feature articles for placement in local and regional newspapers and television outlets, national newspapers, and international journals, staff members serve as writers and editors for many campus publications. University Relations also produces a reporter's source book to highlight faculty experts at the university.
2. The University Relations staff also serves as the point of contact for campus colleges, departments, and administrative units for the production and quality control of campus publications. In addition to working directly with campus personnel in designing and producing high-quality brochures, fact sheets, and general campus publications, the staff is responsible for the planning and implementation of a university marketing plan. This department is also responsible for enforcing compliance with the university's visual identity program.

Technology and Human Resources Division and Chief Information Officer

The technology and human resources division and chief information officer (CIO) provides leadership in the continuing advancement of information and instructional technology. This area oversees the operations of information systems and technology, library services, archiving, and records management which includes the following departments:

Information Technology Services

The director and staff of Information Technology Services are responsible for the infrastructure of all the computing and telecommunication resources on campus. This includes enterprise wide services such as technology security, identity management, wireless connectivity, wide area network file storage, e-mail, personal web space, telecommunications, campus telephone operators, software training, help desk support, computer labs, electronic classrooms, and all campus standard and academic software. Information Technology Services works closely with faculty, staff and students to help strike a balance between keeping up with ever-changing technology and insuring that all services provided to campus operate predictably.

Enterprise Systems & Services

Under the management of the director of Enterprise Systems & Services (ESS), this office provides system support for several administrative applications including; SunGard SCT Banner, NoliWeb Imaging, PeopleSoft Financials, Kronos, EMS (Event Management System), Blackbaud Raiser's Edge/Financial Edge (University Foundation, Alumni and Development Applications) and several others. ESS also performs a substantial amount of local software development as well as database administration utilizing Oracle. The department maintains multiple HP servers and over forty Dell Windows Server Systems. The ESS department also houses the KSU Web-master, who oversees the KSU Web sites, helps develop departmental Web pages and in conjunction with University Relations, sets policies for KSU related Web pages.

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Horace W. Sturgis Library

The library director is responsible for the development of the library and its holdings and its efficient and effective management. Access to the extensive book collection is through the library's public catalog that is available on-line. For research purposes, students and faculty have access to full-text data services and to a wide variety of in-house periodical databases also available via computer.

Online Learning Services Department

Online Learning Services supports online learning systems for Kennesaw State University, including web-based course support, video servers, and systems for providing live and recorded classes over the Internet. The OLS mission includes the investigation and development of new technologies for online learning and for classroom use. OLS supports the WebCT-Vista system for KSU. WebCT-Vista is a system that can be used, at the option of the faculty, in any course at KSU. It is accessed over the Internet and provides a variety of instructional tools for use by faculty and students. Access to the WebCT-Vista materials for a course is restricted to students enrolled in the course. Additional information about resources for online learning and the services provided by OLS can be found at the web site: <http://online.kennesaw.edu/>

Presentation Technology Department (PTD)

PTD provides audio-visual support for campus through classroom infrastructure consultation, design and installation services; circulating equipment check-out for approved courses; and technical support for major campus events. PTD consults and advises on the incorporation of technology into instruction both from a pedagogy standpoint and application. Workshops and training for curriculum support are offered to assist faculty in the use of audio-visual and multimedia technologies. Satellite downlink and video conferencing support offers real time access to programs and conferences.

Archives and Records Management

The director of Archives and Records Management is responsible for overseeing the life cycle of university records created in the course of business. The director identifies, preserves and makes available to researchers, students and staff, records of enduring historical, legal and fiscal value to Kennesaw State University. The director oversees the Records Management Program, the purpose of which is to promote and ensure the proper retention, maintenance, and disposal of university records in accordance with the USG Board of Regents Retention Guidelines and to satisfy legal, fiscal, and administrative needs of the university. The Archives and Records Management department serves as a resource for staff, administrators, students and researchers for all records management issues.

Office of Human Resources

The Office of Human Resources is responsible for the personnel services and human resource development. The office administers all university payroll and personnel functions, and the recruitment and hiring of non-faculty personnel. More specific services provided include in-processing, maintaining personnel records and administering employee group benefits. The department also serves as a central location for employees to initiate changes to the university's payroll/personnel/benefit database.

Officers of General Administration

Chief Administrative Officers

President	Daniel S. Papp, Ph.D
Provost and Vice President for Academic Affairs	Lendley C. Black, Ph.D.
Vice President for Business and Administration	Randy C. Hinds, Ed.D. (Interim)
Vice President for Student Success & Enrollment Services	Nancy S. King, Ph.D.
Vice President for Technology and Human Resources and Chief Information Officer	Randy C. Hinds, Ed.D.
Vice President for Advancement	Wesley K. Wicker, Ed.D.
Special Assistant to the President for Legal Affairs and Diversity	Flora B. Devine, J.D.
Special Assistant to the President for External Affairs	Arlethia Perry-Johnson, B.A.
Faculty Executive Assistant to the President	Yet-to-be-named
Executive Assistant to the President	Lynda K. Johnson

Associate Vice Presidents

Associate Vice President for Academic Affairs and Dean of University College	Ralph J. Rascati, Ph.D.
Associate Vice President for Academic Affairs	Valerie D. Whittlesey, Ph.D.

Deans

College of the Arts	Joseph D. Meeks, M.M.
Michael J.Coles College of Business and Tony & Jack Dinos Eminent Scholar Chair of Entrepreneurial Management	Timothy S. Mescon, Ph.D. Yiping Wan, Ph.D.
Bagwell College of Education	Richard L. Sowell, Ph.D.
WellStar College of Health and Human Services	Richard Vengroff, Ph.D.
College of Humanities and Social Sciences	Laurence I. Peterson, Ph.D.
College of Science and Mathematics	Teresa M. Joyce, Ph.D.
Graduate College	Ralph J. Rascati, Ph.D.
University College	Joe F. Head, M.Ed.
Enrollment Services	Barbara S. Calhoun, M.A.
Division of Continuing Education	Charles E. Bowen, Ph.D.
Student Success	

Senior Associate, Associate, and Assistant Deans

Senior Associate Dean, Graduate Business Programs	Rodney Alsup, D.B.A
Associate Dean, Bagwell College of Education	Mark L. Warner, Ed.D..
Associate Dean for Graduate Studies	Foster Watkins, Ph.D.
Associate Dean of Undergraduate Business Programs	Kenneth P. Gilliam, Ph.D.
Assistant Dean of the Bagwell College of Education	Beverly F. Mitchell, Ph.D.
Associate Dean, WellStar College of Health and Human Services	Vanice W. Roberts, D.S.N.
Assistant Dean, Wellstar College of Health and Human Services	Timothy A.Akers, Ph.D.
Associate Dean, College of Humanities and Social Sciences	Lana J. Wachniak, Ph.D.
Associate Dean, College of Humanities and Social Sciences	Thierry Leger, Ph.D.
Assistant Dean, College of Humanities and Social Sciences	Hugh C. Hunt, Jr. Ph.D.

Instructional Department Chairs

Accounting
Biological & Physical Sciences
Chemistry & Biochemistry
Communication
Computer Science and Information Systems
Economics & Finance
Educational Leadership
Elementary & Early Childhood Education
English
Geography and Anthropology
Foreign Languages
Health, Physical Education and Sport Science
History and Philosophy
Human Services
Leadership and Professional Development
Management & Entrepreneurship
Marketing & Professional Sales
Mathematics
Music
Nursing (WellStar School of)
Political Science & International Affairs
Psychology
Secondary & Middle School Education
Sociology and Criminal Justice
Special Education
Theatre and Performance Studies
University Studies
Visual Arts

William "Ken" Harmon, Ph.D.
Ronald H. Matson, Ph.D.
Daniel J. Williams, Ph.D. (Interim)
Birgit Wassmuth, Ph.D.
Merle S. King, M.B.I.S.
Govind Hariharan, Ph.D. (Interim)
Roy Rowe, Ph.D.
Ikechukwueker C. Ukeje, Ed.D.
Herbert William Rice, Ph.D.
Garrett C. Smith, Ph.D.
William C. Griffin, Ph.D.
Mitchell Collins, Ed.D..
E. Howard Shealy, Ph.D.
Alan Kirk, Ph.D.
Michael S. Salvador, Ph.D.
Harry J. Lasher, Ph.D.
R. Keith Tudor, Ph.D.
Victor E. Kane, Ph.D.
Peter T. Witte, M.M.
David N. Bennett, Ph.D.
Chien-Pin Li, Ph.D.
Randolph A. Smith, Ph.D.
Marjorie Economopoulos, Ph.D.
Samuel Abaidoo, Ph.D.
Toni S. Strieker, Ph.D.
John S. Gentile, Ph.D.
Rebecca J. Casey, M.S.
Linda A. Hightower, Ed.D.

Administrative Department Heads

Director, Alumni Affairs
Director, Admissions
Director, Annual Giving
Director, Assurance of Learning, Coles College of Business
Director, Athletics
Director, Compliance Athletics
Director, Finance, Athletics
Director, Marketing/Promotions, Athletics
Director, Bookstore and Director of Auxiliary Enterprises
Director, Budgets and Sponsored Operations
Director, Business Services
Director, Career Services
Director, CAREing Center
Director, Center for Excellence in Teaching and Learning (CETL)
Director, CLASS
Director, Coles College Center for International Business
Director, Coles College of Business Financial & Administrative Division
Director, Center for Conflict Management
Director, Continuing Education Conferences
Director, Continuing Education International Programs
Director, Continuing Education Marketing
Director, Continuing Education Osher Lifelong Learning Center

Lisa. A. Duke, B.S.
Joe F. Head, M.Ed.
Joan Duncan Ph.D.
Linda M. Malgeri, M.B.A.
David L. Waples, Ed.D.
Darryl A. Pope, Ed.D.
Brenda R. Stopher
Felecia Mulkey, B.S.
Faye J. Silverman B.B.A.
Dawn Gamadanis, B.B.A.
Rita A. Adams, M.B.A.
Karen B. Andrews, M.Ed.
Barbara Karcher, Ph.D.
G. William Hill IV, Ph.D.
Keisha L. Hoerner, Ph.D.
Sheb True, Ph.D.
Tamara Grooms
Linda M. Johnston, Ph.D.
Todd Michael Shinholster, M.B.A.
Kehua (Ken) Jin, M.B.A.
Pamela W. Davis, M.B.A.
Richard J. Harp, B.A.

Administrative Department Heads

Director, Continuing Education Professional Development and Life Enrichment	Karen LaMarsh, M.Ed.
Director, Continuing Education Project IDEAS	Wynn Montgomery, M.S.
Director, Continuing Education Registration	Karen V. Stark, Ed.S.
Director, Continuing Education Technology Training Center	Kris Turnbull, B.A.S.E.
Director, Controller	Susan M. Dalton, M.B.A.
Director, Convocation Center	William "Mike" Meads
Director, Counseling & Advisement Program Services (CAPS)	Robert J. Mattox, Ed.D.
Director, Cox Family Enterprise	Joseph H. Astrachan, Ph.D.
Director, Development Athletics	George A. Olney, M.A.
Director, Development Operations and Research	Durba Chatterjee, M.B.A.
Director, Econometric Center	Donald M. Sabbarese, Ph.D.
Director, Educational Technology Center	Traci C. Redish, Ph.D.
Director, EEO and Diversity Program	Cheryl Y. Wayne, J.D.
Director, Center for Election Systems	Ray Cobb, M.B.I.S.
Director, EMBA Graduate Business Programs	Mandy J. Brooks, B.A.
Director, Enterprise Systems and Services	Wayne T. Dennison, M.S.
Director, Environmental Health and Public Safety	Gerald Donaldson, B.A.
Director, Center for Excellence in Organizations	Rodney G. Alsup, D.B.A.
Director, Facility Planning and Design Services	John A. Anderson, M.S.
Director, Financial Aid	Michael Roberts, M.B.A.
Director, The First-Year Experience	Kathy L. Matthews, M.A.
Director, Foundation and Asset Management	Margaret Hoffman, B.A.
Director, Foundation Finance and Accounting	Valerie K. Patrick, B.B.A.
Director, Foundation Programs	Karen K. Paonessa, M.S.
Director, Graduate Admissions	David R. Baugher, M.P.A.
Director, Graduate Business Programs	Harry J. Lasher, Ph.D.
Director, Center for Health Promotion and Wellness	Sherry Twidwell-Grable M.Ed.
Director, Health Clinic	Anne Y. Nichols, M.S.N.
Director, Center for Hispanic Studies	Robert Devillar, Ph.D.
Director, Honors Program	Patricia E. Davis Ph.D
Director, Human Resources	Rodney Bossert, M.A.
Director, Center for Information Security Education and Awareness	Michael E. Whitman, Ph.D.
Director, Information Management	Erik Bowe, M.S.
Director, Information Technology Services	John Isenhour, Ph.D.
Executive Director, Institute for Global Initiatives	Akanmu G. Adebayo, Ph.D.
Director, Institutional Effectiveness	Edwin Rugg, Ph.D.
Director, Institutional Research and Information Management	Deborah J. Head, M.Ed.
Director, Office of International Services and Programs	Daniel J. Paracka, Ph.D.
Director, International Sports	Michael Spino, M.S.
Director, International Student Admissions	Julio Espana, M.B.A.
Director, Judiciary Programs	Diane Walker, M.P.A.
Director of KSU Press	Laura S. Dabundo, Ph.D.
Director, Learning Center	Linda M. Lyons, M.S.
Director, Learning Support	Tonya C. Jones, M.S.
Director, Horace W. Sturgis Library	Robert B. Williams, M.A.
Director, Media Relations	Frances Weyand, M.A.P.W.
Director, Faculty/Student OMBUD	Dorothy Graham, Ph.D.
Director, Online Learning Services	Gary C. Lewis, Ph.D.

Administrative Department Heads

Director, PeopleSoft Implementation	Kenneth Bridges B.S.
Director, Planned Giving, University Development	Terry L. Balko, B.S.
Director of Plant Operations	Jodie G. Sweat, B.S.
Director, Portfolios for Student Success Programs and Senior Year Experience Programs	Joan E. Dominick, Ed.D.
Director, Program for American & African Disapora Studies (PAADS)	Rosa Bobia, Ph.D.
Director, Presentation Technologies Department	Karl C. Aldag, M.L.S.
Director, Public Safety	Theodore J. Cochran, M.P.A.
Director, A.L. Burruss Institute of Public Service	Carol Pierannunzi, Ph.D.
Director, Regional History and Culture Center	Thomas A. Scott, Ph.D.
Registrar	William L. Hamrick, M.Ed.
Director, Residence Life	Michael L. Sanseviro, M.S.
Executive Director, RTM Institute for Leadership, Ethics, and Character	Deborah Britt Roebuck, Ph.D.
Executive Director, Service Outreach and Partnerships	Susan Brown, Ph.D.
Director, Small Business Development Center	Lydia C. Jones, M.B.A.
Director, Sophomore Year Experience	Edward K. Chan, M.A.
Director, Special Events	Leslie Clark-Malzhan
Director of Sponsored Programs	Jacqueline L. Givens, M.P.A.
Director, Sports Information	Mark E. Toma, B.S.
Director, Student Development Center	Jerome Ratchford, Ph.D.
Director, Center for Student Leadership	Brian Wooten, M.P.A.
Director, Student Life	Kathy Alday, M.Ed.
Director, Teacher Resource & Activity Center (TRAC)	Diana G. Poore, M.Ed.
Director, Universal Card Services	Martha A. Roth, B.A.
Director, WebMBA Program	Joseph S. Bocchi, D.A.
Director, Writing Center	Robert G. Barrier, Ph.D.

Section Two

Shared Governance and Committees of KSU

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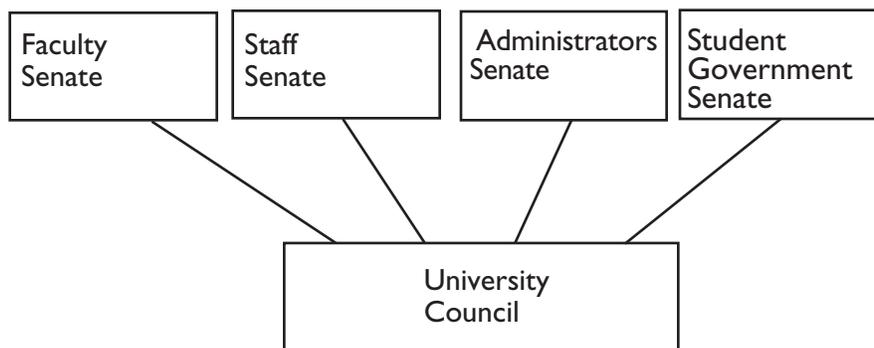
Shared Governance & Committees of KSU

I. Constituencies Involved in Shared Governance

The Constitution of the State of Georgia and Georgia law authorize the Board of Regents to serve as the governing board for the University System of Georgia and its member institutions, including Kennesaw State University. The Board of Regents has authorized the President of KSU to administer all aspects of the institution's operations in accordance with Board policies. To accomplish that task, the President and the other administrative officers of the University engage the major constituencies of the University community through a prescribed structure and process of shared governance for the institution's operations. That structure for shared governance at KSU includes a number of University Standing Committees, four Senates representing the major constituencies of the university community (faculty, staff, administrators and students), and a University Council. These groups have responsibilities for institutional oversight as outlined below and serve in a recommending and advisory capacity to the administrative officers of the University, including the President.

II. Senate and University Council Structure

The four major constituencies of the University community (faculty, staff, administrators and students) review and respond to important issues and conditions affecting them through their elected representative Senates. Each Senate's president and vice president serve on the University Council with four of KSU's academic and administrative officers to coordinate and facilitate the entire governance process and to reconcile conflicting advisory opinions and recommendations of different governance bodies when they arise. The following chart depicts these five key representative bodies for shared governance.



To facilitate communication among the Faculty, Staff and Administrators Senates, each of those representative bodies elects a liaison to the other and each liaison participates in the meetings of the other senate as a non-voting member. Senators on the Faculty, Staff and Administrators Senates are elected for three-year terms in order to have sufficient time to learn their roles, understand the issues before them, and contribute to constructive recommendations for change and improvement. The President and Vice President/President-Elect of each of these three Senates will be elected by the Senate's voting membership from the pool of eligible Senators who have sufficient years of service remaining in their term of office. The membership and elections of the Student Government Senate are described elsewhere in the Constitution for Student Government at KSU.

Shared Governance & Committees

The University Standing Committees are also vital components of KSU's shared governance system. Their work is defined in greater detail below and they have advisory roles to particular university administrators. Each Standing Committee is also assigned either to the University Council or the Faculty Senate for general direction and support as needed. Those two bodies will periodically review the activity and productivity of their assigned standing committees and take appropriate action to reactivate or abolish unnecessary standing committees.

A. "Senates"

One aim of the restructuring of KSU's shared governance system in 2006 at the Council and Senate levels was to establish smaller and more streamlined advisory bodies whose agendas were more focused on relevant issues to the constituencies they represent than was the case previously.

1. Faculty Senate (advisory to the Provost and Vice President for Academic Affairs or other Vice President as appropriate for the issue being discussed).

The membership of the Faculty Senate was initially determined by the previous Faculty Council and University Senate in consultation with the Provost and University President. The membership can be altered by the Senate's elected membership in consultation with the University President and the administrator designated by the University President. The composition of the Faculty Senate is determined as follows:

- Each instructional department elects one Senator.
- Eligibility to participate in elections of the department's Senator is restricted to the full-time tenure-track, nontenure-track and temporary faculty of the department, excluding the department chair.
- Eligibility to serve as the department's Senator is restricted to the full-time tenure-track, nontenure-track, and temporary faculty of the department, excluding the department chair.
- The department's Senator is elected for a three-year term.

2. Staff Senate (advisory to the Chief Human Resources Officer or administrative officer as appropriate for the issue being discussed).

The membership of the Staff Senate was initially determined by the previous Staff Council and University Senate in consultation with the Chief Human Resources Officer and University President. The membership can be altered by the Senate's elected membership in consultation with the University President and the administrator designated by the University President. The composition of the Staff Senate is determined as follows:

- The Staff Senate is composed of 30 Senators who are elected to represent a major administrative division of the University. Each division's representation is determined according to the size and complexity of its staff. The Senators are distributed as follows: Business & Administration Division (11 Senators), Academic Affairs Division (8 Senators), Student Success & Enrollment Services Division (4 Senators), Technology & Human Resources Division (4 Senators), and Advancement & President's Other Reports (3 Senators).
- Eligibility to participate in elections of the division's Senators is restricted to the full-time classified staff who are not university administrators in the division.
- Eligibility to serve as a division's Senator is restricted to the full-time classified staff who are not university administrators in the division.

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- A division's Senator is elected for a three-year term.

3. Administrators Senate (advisory to the Chief Human Resources Officer or the Vice President for Student Success or both or administrative officer as appropriate for the issue being discussed).

The membership of the Administrators Senate was initially determined by the previous Staff Council and University Senate in consultation with the Chief Human Resources Officer, the Vice President for Student Success, and the University President. This membership can be altered by the Senate's elected membership in consultation with the University President and the administrator designated by the University President. The composition of the Administrators Senate is determined as follows:

- The Administrators Senate is composed of eight Senators, three elected at large (the Senate's President, Vice President and Secretary) and one from each of the following five divisions: Academic Affairs, Student Success & Enrollment Services, Business & Administration, Information Technology & Human Resources, and Advancement, Global Diversity and Community Relations.
- Eligibility to participate in elections of these Senators is restricted to full-time employees with an exempt professional status and mid-management level responsibilities and have director status or below.
- Eligibility to serve as a Senator is restricted to full-time employees with an exempt professional status and mid-management level responsibilities and have director status or below.
- Senators are elected for a three-year term.

4. Student Government Senate (advisory to the Vice President for Student Success or administrative officer as appropriate for the issue being discussed).

The membership and elections for the Student Government Senate can be found in the Student Government Constitution as published on the SG Web site. The SG Senate's composition was not affected by the restructuring of KSU's shared governance system in 2006.

B. University Council (UC)– usually advisory to the University President (or Provost)

1. Membership of the UC shall consist of:
 - a. The president and vice-president (or the equivalents of these offices) from each of the following - the Faculty Senate, the Staff Senate, the University Administrators Senate, and the Student Government Senate.
 - b. One representative each from the Chairs' Council, the Deans' Council and the President's Cabinet, and the University President.
2. Presiding Officer of the UC:
 - a. The President of the Faculty Senate will serve ex officio as Chair of the University Council and as an ex officio member of the University President's Cabinet.
3. Operating Procedures of the UC:
 - a. Formal votes will not be part of the UC's regular operating procedure. The purpose of the UC is to advise the President of the points of view of the different constituencies represented, and, where there are differences, to seek consensus.
 - b. The UC will hold a formal meeting at least two (2) times each semester. Meetings will be scheduled by the UC Chair in consultation with members.

Shared Governance & Committees

- c. A UC Executive Committee, composed of the presidents of the three senates and the President of the Student Government Senate, will handle routine administrative matters between formal meetings of the UC.
4. Reassign-time for officer-members of the UC:
 - a. The presidents and president-elects of the Faculty Senate, Staff Senate and the University Administrators Senate will have reassign time from their ordinary duties to enable them to provide effective leadership for their respective shared governance bodies and to represent those bodies in the University Council.
5. Key Responsibilities: The University Council would
 - a. Assign issues to the most appropriate governance body (or bodies), but with the understanding that other bodies may also comment if they wish;
 - b. Assure that the appropriate governance bodies are consulted in the creation of any ad hoc committee or task force addressing issues of general importance, and, if desired, will have the opportunity a nominate members to such ad hoc committees or task forces;
 - c. Assure that the appropriate governance bodies are given the opportunity to consider and offer formal comment on the final reports of any such ad hoc committee or task force;
 - d. Report to the President and other UC members the results of deliberations in various bodies when issues or reports are considered by multiple bodies; and
 - e. Seek to reconcile conflicting advisory opinions when different bodies have conflicting views.
6. Important Prerogatives of the UC: The University Council may, at its discretion,
 - a. Call a Joint Session of all the representative bodies of the university's governance structure;
 - b. Call a Town Hall Meeting of the entire campus community.

C. University Standing Committees

The following describes Kennesaw State University's current standing committees including their make-up and their purpose. The make-up of these committees consists of Teaching Faculty (TF), Administrators (AD), Staff (SF), and Students (SD).

I. Undergraduate Policies and Curriculum Committee —assigned to the Faculty Senate and advisory to the Provost

- a. Purpose:

This committee will receive proposed policy changes regarding admission, progression, retention, course/program description and requirements for any undergraduate course of study offered at Kennesaw State University (in essence, any changes in the university catalog). It will also receive undergraduate course and program proposals from colleges and departments and will insure their compliance with university policies and goals. Its recommendations will be directed to the provost and vice-president for academic affairs and the president for their action, and to the executive committee of the senate for its use in monitoring the activities of this committee. This committee will also make policy recommendations regarding the curriculum development and review process to the senate.

Shared Governance & Committees

b. Membership:

- 1) TF 14; two elected from each college; one from university studies; one from and elected by the General Education Council
- 2) AD 3; a person appointed by the provost and vice president for academic affairs; an elected librarian; the registrar
- 3) SD 2; two undergraduate students appointed by the president of Student Government Senate in consultation with the vice president for student success & enrollment services

2. Graduate Policies and Curriculum Committee—assigned to the Faculty Senate and advisory to the Dean of Graduate College

a. Purpose:

This committee will receive graduate course and program proposals from colleges and departments and insure their compliance with university policies and goals. This committee will also approve changes in curriculum including the addition or deletion of courses, approval of new programs or concentrations, and changes in program requirements. The committee recommends changes in graduate policies and procedures and monitors assessment of graduate programs. Its recommendations will be directed to the dean of graduate studies, the provost and vice president for academic affairs and the president for their action, and to the executive committee of the senate for its use in monitoring the activities of this committee. It also makes recommendations regarding the curriculum development and review process to the senate.

b. Membership:

- 1) TF 10; two faculty members with full provisional graduate faculty status elected by graduate faculty from each college. No more than one of the elected faculty members from each college may be a graduate program director or graduate program coordinator.
- 2) AD 3; the Dean of Graduate College; an elected librarian; the registrar or his/her appointed designee.
- 3) SD 5; one graduate student from each college which has a graduate program, appointed by the graduate program director or dean of that college.
- 4) nonvoting ex officio members: graduate program directors.

Shared Governance & Committees

3. General Education Council—assigned to the Faculty Senate and advisory to the Dean of University College

a. Purpose:

The General Education Council serves as an advocate for and facilitator of the general education program on the KSU campus. It is the voice that speaks for the general education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective general education program. The council is advisory and submits proposals to the UPCC.

b. Membership:

The council is chaired by the dean of university college. General education coordinators are those faculty/administrators who coordinate general education activities in their respective departments and function as liaisons between those departments and the council.

20; one general education coordinator from each discipline represented in the core: anthropology, biology, chemistry, communication, economics, English, foreign language, geography, history, health, physical education and sport science, mathematics, music, philosophy, physics, psychology, sociology, theater, political science, and visual arts

2; one representative elected from each college with no core courses; one elected from university studies

4. Faculty Development and Awards Committee—assigned to the Faculty Senate and advisory to the Director of CETL

a. Purpose:

This committee will solicit and evaluate applications and select recipients for internal grants such as the Master Teaching Program and Master Scholarship Program. This committee will also solicit applications or nominations, evaluate responses, and select recipients for campus-wide faculty honors and awards. Awards to be included are the Distinguished Teaching Award, Distinguished Scholarship Award, and Distinguished Service Award. The results of this committee's work are sent to the provost and vice president for academic affairs.

b. Membership:

1) TF 16; one elected from each college and university studies; three previous winners of the Distinguished Teaching Award; three previous winners of the Distinguished Service Award; three previous winners of the Distinguished Scholarship Award

2) AD 3; director of sponsored programs; associate vice president for academic affairs; dean of graduate college

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- 3) SF 0
- 4) SD 3; three SALT students

5. **Academic Standing Committee —assigned to the Faculty Senate and advisory to the Registrar**

- a. Purpose:

This committee shall evaluate petitions for exceptions to academic regulations in the areas of admissions, withdrawals, retention, suspension, grade changes, graduation requirements and other matters of academic standing. The results of this committee's work will be sent to the provost and vice-president for academic affairs.
- b. Membership:
 - 1) TF 7; one elected from each college; one elected from university studies
 - 2) AD 3; registrar; director of admissions; a chairperson elected from all chairs by chair council
 - 3) SF 0
 - 4) SD 0
- c. The registrar will chair this committee.

6. **Intercollegiate Athletics Committee —assigned to the University Council and advisory to the Athletic Director**

- a. Purpose:

This committee will serve as an advisory group to the university administration concerning the intercollegiate athletic program and its budget, including insuring compliance with the NCAA regulations. The results of its work is reported to the president.
- b. Membership:
 - 1) TF 9-10; one elected from each college and university studies; head of physical education; the faculty athletic representative who is appointed by the president of the university. Must include at least one female and one male. In the event that at least one male and at least one female is not elected, the president will appoint one
 - 2) AD 3; director of athletics; vice president for business and administration; vice president for student success & enrollment services
 - 3) SF 1; elected from and by the staff
 - 4) SD 2; two appointed by the president of the Student Government Senate. One must be female and one male. One must also be an athlete

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7. Institutional Review Board for Research with Human Participants—assigned to the Faculty Senate and advisory to the Provost

a. Purpose:

This committee is charged with the prior review and approval of all research involving human participants that is conducted under the auspices of Kennesaw State University. The committee will be responsible for ensuring that all research involving human participants complies with the Department of Health and Human Services regulations for the protection of human participants. A complete description of the policies and procedures of the committee is found in the *Kennesaw State University Assurance of Compliance with the Department of Health and Human Services Regulations for Protection of Human Research Participants* (on file in the office of academic affairs and the library).

b. Membership:

- 1) The dean of graduate college.
- 2) TF 10; appointed by college deans, in consultation with the dean of graduate college, for staggered three-year terms. Faculty shall have diverse backgrounds as required to promote complete and adequate review of research activities covered by this assurance. Faculty shall have the professional competence necessary to review the specific research activities that will be assigned to it. At least one faculty member appointed will have scientific research experience.
- 3) SF 0
- 4) SD 0
- 5) Community
2; volunteer appointments to be recommended by the university president, provost and vice president for academic affairs, dean of graduate college, or college deans for staggered three-year terms. Neither this person nor the members of his/her immediate family should be affiliated with Kennesaw State University.

Each member of the IRB (except for the dean of graduate college, which is a permanent appointment to the IRB) shall serve for a term of three years, with terms running August July 31 and staggered in their ending years. Should an IRB member resign prior to the end of his/her term, a replacement shall be appointed for the balance of the term. The chairperson of the IRB is appointed by the dean of graduate college and serves a two-year term as chairperson.

8. Library Committee—assigned to the University Council and advisory to the Chief Librarian

a. Purpose:

This committee will serve as an advisory group to the library and liaison with each department and group represented regarding library needs and issues. It will make recommendations regarding departmental allocations and acquisitions within the library budget and advise the library in the development and refinement of library policies. The

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results of this committee's work will be reported to the library director, chief information officer, provost and vice president for academic affairs, and president.

b. Membership:

- | | | | |
|----|----|-----|--|
| 1) | TF | 13; | one graduate and one undergraduate faculty representative elected from each college and university studies |
| 2) | AD | 2; | one librarian appointed by the library director, one representative appointed by the vice president for business and administration from the business and administration area |
| 3) | SF | 1; | one library staff representative elected by the library staff members. |
| 4) | SD | 2; | one undergraduate student appointed by the president of Student Government Senate; one graduate student appointed by the president of Student Government Senate in consultation with the deans of the colleges with graduate programs. |

9. Environmental Concerns Committee—assigned to the University Council and advisory to the Vice President of Business and Administration

a. Purpose:

This committee will serve as an advisory group to the university administration on campus environmental concerns, including matters of environmental education, land use, natural areas, recycling, resource and energy conservation. Its recommendations will be directed to the president and the vice president for business and finance for their action, and to the University Council for its use in monitoring the activities of this committee.

b. Membership

- | | | | |
|----|--------------------|----|--|
| 1) | TF | 7; | one from each college, one from university studies. |
| 2) | AD | 1; | elected at-large |
| 3) | SF | 5; | one from each major administrative division |
| 4) | SD | 6; | four appointed by the president of the Student Government Senate and two elected from the Environmental Alliance |
| 5) | Ex Officio Member; | | the KSU director environmental health and safety, voting |

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10. Teacher Education Council —assigned to the Faculty Senate and advisory to the Dean of Bagwell College of Education

a. Purpose:

The Teacher Education Council (TEC) is the equivalent of a college curriculum committee for all professional teacher education degrees and endorsement programs at KSU. The TEC is a standing university-wide governance committee, established to represent the entire Professional Teacher Education Unit (PTEU) in curricular and policy matters affecting these programs. Recommendations are forwarded to the UPCC or GPCC as appropriate. The PTEU includes any faculty member at KSU who identifies with or wants to contribute to teacher preparation and formally joins one or more of the professional teacher education program groups (elementary, middle grades, secondary, P-12, etc.)

b. Membership:

Membership on the TEC is representative of all degree programs, several significant academic support functions, students at the basic and advanced levels, and the world of practice:

1)	Degree Program Representatives	14	elected from those with a primary affiliation in PTEU graduate and undergraduate degree programs by program faculty
2)	Academic Support Representatives	6;	representatives from Center for Field Experiences and Partnerships, Impey Teacher Education Advisement Center, and Educational Technology Center. Bagwell College of Education Dean's appointees to represent multicultural perspectives, technology, and teacher education assessment
3)	Student Representatives	6;	selected by the program faculty four undergraduate and two graduate students
4)	Alumni/Practicing Professionals	5;	selected by program faculty elementary teacher, middle grades teacher, secondary teacher, P-12 teacher, P-12 administrator
5)	Ex-Officio (nonvoting)		PTEU deans PTEU department chairs

11. Information Technology Advisory Committee —assigned to the University Council and advisory to the Vice President of Technology, Human Resources, and Chief Information Officer

a. Purpose:

The purpose of the ITAC Committee is to advise the chief information officer on planning and policy issues concerning use of information technology, increase/facilitate communication between the CIO and IT users, and provide support for the teaching mission at KSU through appropriate use of technology to improve learning.

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All members of the faculty, staff, students, and administration of KSU who have an interest in information technology are invited to join one of the subcommittees. Three subcommittees will meet four times a year, twice during fall semester and twice during spring semester:

Academic subcommittee
Administrative subcommittee
Student subcommittee

b. Membership of the Executive Committee

- 1) TF 8; one representative from each college, with IT background/interest; university studies; CETL Fellow
- 2) AD/SF 5; one administrator or staff member elected from each of the following units: business and finance, student success, advancement and development, academic affairs, continuing education
- 3) SD 4; four students elected by the Student Government Senate
- 5) Ex Officio CIO; any other members of Information Technology Services (nonvoting)

The executive committee of ITAC will meet monthly from August through May with the exception of December.

12. Public Safety Advisory Committee—assigned to the University Council and advisory to the Vice President of Business and Administration

a. Purpose:

The purpose of the Public Safety Advisory Committee is to advise the Vice President of Business and Administration about all public safety issues on campus (including but not limited to: automobile and pedestrian traffic flow on and adjacent to Kennesaw State campus, the disposition and use of parking lots and parking decks, personal safety factors for students, staff, and faculty, and safety issues arising in the student housing complexes) and that it report its recommendations, minutes, and all proceedings to the campus at large, preferably electronically.

The Public Safety Advisory Committee (PSAC) will also review an annual budget analysis prepared by the Business and Finance office concerning the utilization of all parking fees to assess appropriate cost.

b. Membership

- 1) TF 2; two faculty (at least one of whom is tenured) appointed by the chair of the faculty council
- 2) AD 3; director of public safety (or designated representative); one director appointed by vice president of student

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- | | | | |
|----|----|----|--|
| | | | success and enrollment services; one chair appointed by chair's council |
| 3) | SF | 2; | two staff members appointed by the chair of staff council |
| 4) | SD | 2; | two students appointed by the Student Government Senate president |
| 5) | | | invited ex-officio administrators, staff, faculty, and/or students depending on the issues under consideration |

13. University Budget and Planning Committee —assigned to the University Council and advisory to the Vice President of Business and Administration

a. Purpose:

The purpose of this committee is:

- 1) To establish and implement a set of principles and guidelines for collaborative budgeting and long-term planning;
- 2) To review the university budget and make recommendations to the president and the president's cabinet regarding funding priorities and budget allocations;
- 3) To make recommendations to the president and university council regarding the long-range planning of the institution including the master plan for facilities and also planning for academic programs;
- 4) To ensure that budgeting reflects the long-term goals of the university.

The committee shall meet at least twice during both fall and spring semesters and as needed during summer semester. The chair of the committee shall be elected from among the teaching faculty members of the committee. Members should be elected for staggered 2-year terms (initially half of the members shall be elected for three year terms).

b. Membership

- | | | | |
|----|-----------------------|----|--|
| 1) | TF | 9; | one teaching faculty member from each college or (elected from the college and university studies; chair of faculty council (or representative); chair of faculty senate (or representative) |
| 2) | AD | 3; | one department chair elected by the chairs council; one dean elected by the dean's council; one administrative faculty director elected by the directors |
| 3) | SF | 1; | chair of the staff senate (or representative) |
| 4) | SD | 1; | Student Government Senate president (or representative) |
| 5) | Non-Voting Ex-Officio | 5; | provost and vice president for academic affairs; vice president for student success and enrollment services; |

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vice president for business and administration; chief information officer; vice president for external affairs and university relations

I4. Grievance Oversight Committee—assigned to the Faculty Senate and advisory to the Provost

a. Purpose:

The committee reviews petitions from faculty for a grievance hearing using the procedures outlined in the Faculty Conflict Resolution Policy. The committee shall, in collaboration with the Provost and VPAA and the Ombuds, also have the responsibility of evaluating the effectiveness of the Conflict Resolution Policy and recommending changes in the Policy to the Senate. The Policy should be evaluated on a yearly basis.

Members of this committee will receive training in policies and procedures at the beginning of each academic year. The Faculty Ombuds will coordinate the training.

b. Membership

- | | | | |
|----|----|----|---|
| 1) | TF | 6; | three principal
three alternates elected by the faculty council |
| 2) | AD | 4; | two chairs; one principal and one alternate elected by the chairs council
two deans or assistant deans; one principal and one alternate elected by the deans council |

Members of the Grievance Oversight Committee serve 2-year, staggered terms. Elections will occur during spring semester of each year for terms that begin during fall semester of the following academic year. The Chair's Council will elect the Chairs and the Dean's Council will elect the Deans. The Faculty Council will elect teaching faculty from tenured faculty at large. The Faculty Council Chair will invite nominations from all faculty members in January of each year. The Faculty Council Chair will check that each nominee is qualified to serve and will contact each nominee to ensure his or her willingness to serve. In even years, the Faculty Council will vote for two representatives and one alternate from those nominated. In odd years, one representative and two alternates will be elected. Once the elections have been held, the Faculty Council Chair will send the name(s) of the faculty member representative(s) to the Chair of the Oversight Committee, the Ombuds, and the Faculty Senate Chair.

The Chair of the Grievance Oversight Committee must be a member of the Teaching Faculty and will be elected by a majority vote of the whole committee. Since the Chair of the Grievance Oversight Committee has an especially significant role in the application of these procedures, it is recommended that the individual receive a minimum of one course release per semester and one course equivalent of salary during summer semester. Funds should be allocated for salary and release time in the University Budget.

Committee Procedures

1. Committees will elect a chair-elect and secretary from among their members annually.
2. Committees will meet as necessary to conduct the business of the committee at a time and place announced to the campus.

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3. Committee chair-elect and secretaries will serve one-year terms.
4. Committee secretaries will send two copies of committee minutes to the Library for the archives and will post them on the KSU Web for general examination.
5. VOTING
 - a. To conduct the business of a committee a quorum must be present. A quorum is 1/2 of the total voting members.
 - b. Proxy voting will be allowed only by written statements from the absent committee member.
6. The most recently published procedures in this section automatically supersede any prior governance procedures.

15. Tenure and Promotion Oversight Committee —assigned to the Faculty Senate and advisory to the Provost

a. Purpose:

The committee will review the Tenure and Promotion Guidelines as they have been implemented in the current year cycle, and refer to the entire faculty senate any changes it recommends be made to the Faculty Handbook based on this review.

Members of this committee will receive training in policies and procedures at the beginning of each academic year. The Faculty Ombuds will coordinate the training.

b. Membership

- 1) TF 7; chairs of college review committee from the previous year

16. Human Resource Advisory Committee—assigned to the University Council and advisory to the Vice President of Information Technology and Human Resources and Chief Information Officer

a. Purpose:

The Human Resource Advisory Committee (HRAC) is a standing committee of the University and advises the vice president responsible for HR on strategic human resources issues. The committee does not make policy decisions.

b. Membership

Advisory committee should be comprised of carefully selected and diversified individuals expected to impart honest feedback, new ideas, and experience knowledge.

The membership should be reflective of the constituencies of the University.

Members consist of 16 representatives to include:

- 1) Staff Senate 1; immediate past chair
- 2) TF 2; determined by faculty council
- 3) SF 6; one from each division as determined by staff senate (business and administration, student success, advancement, academic affairs, ITS/CIO, and president's reports)

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- 4) Administrative Staff 6; one from each division as determined by vice presidents of business and administration, student success, advancement, academic affairs, and ITS/CIO, and president's reports
- 5) HR representative 1; determined by HR representative
- 6) Ex-Officio (non-voting) 1; vice president responsible for human resources and HR staff

Members shall serve staggered two year terms and may only serve two consecutive terms. The Advisory Committee shall elect among themselves a chair who will schedule and chair the meeting, prepare the agenda, and oversee the activities of the committee and communicate with the vice president responsible for HR. In addition, a secretary or other elected officers of the committee or both may be established.

17. Faculty Handbook Committee—assigned to the Faculty Senate advisory to the Provost

a. Purpose:

The Faculty Handbook Committee will facilitate continuous scrutiny of the published policies and procedures that affect Kennesaw State University faculty, staff, and students.

b. Membership

- 1) TF 1; one representative elected by the faculty senate
- 2) SF 1; one representative elected by the staff senate
- 3) AD 1; one representative elected by the administrators senate
- 4) SD 1; one representative elected by the student government senate

Members serve two year terms.

III. General Faculty Meeting

The president and the provost and vice president for academic affairs are responsible for calling general faculty meetings when appropriate and as necessary.

Reconsideration of Senate Recommendation

1. Any individual or group of individuals from any constituency who objects to a recommendation of the senate may submit that objection, and the reasons for it, to the president in writing.
2. The president will call a meeting of the appropriate constituents for reconsideration if:
 - a. a petition signed by 20% of the faculty or more is submitted to the president's office,

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- or
- b. a petition signed by 20% of the staff or more is submitted to the president's office, or
 - c. a petition signed by 5% of the student body is submitted to the president's office, and
 - d. said petition(s) is (are) received by the president's office within 14 days of the publication of the recommendations as noted in the Senate minutes.
3. A senate recommendation will be overridden by a 2/3 vote of the faculty present at the general faculty meeting.

IV. University System Committees

Listed below are the academic and administrative committees of the University System. These committees assist the Advisory Council of the University System.

1. University System Academic Committees

Arts and Sciences
Biological Sciences
Business Administration, Management, & Economics
Chemistry
Computer Science and Systems Analysis
Criminal Justice
Education
Educator Preparation
English
Family & Consumer Science
Fine and Applied Arts
Foreign Languages
Geological Sciences and Geography
Health Professions
History
Learning Support
Libraries
Mathematical Subjects
Philosophy
Physical Education, Health Education & Recreation
Physics and Astronomy
Political Science
Psychology
Regents Academic Committee on Libraries (RACL)
Sociology, Anthropology, and Social Work
Teacher Education

2. University System Administrative Committees

Academic Advisement
Academic Affairs
Fiscal Affairs
Graduate Work

Information Technology
Institutional Research & Planning
Public Service/Continuing Education
Records & Admissions
Research Administration
Student Affairs

3. Atlanta Regional Consortium for Higher Education

The Atlanta Regional Consortium for Higher Education is an association of public and private colleges and universities in the Atlanta-Athens area. The Consortium is involved in cooperative academic endeavors, such as interlibrary lending, cross-registration, and visiting scholar programs.

V. Undergraduate and Graduate Curriculum Review and Approval Process

Curriculum is the collective responsibility of the faculty. The curriculum development and review process will be guided by the policies and goals of the university, colleges, and departments. Proposed changes and reactions to those proposals should be communicated to all interested parties and multiple viewpoints should be considered.

Faculty initiate proposals by completing and submitting the appropriate course/program proposal forms. These forms are available online at <http://www.kennesaw.edu/upcc/Forms.html> (for all undergraduate proposals forms) and <http://www.kennesaw.edu/gpcc> (for all graduate proposal forms).

There are four categories of proposals, each with a different set of reviewing levels. (In the description below, PTEU is an acronym for Professional Teacher Education Unit, UPCC denotes the university-wide Undergraduate Policies and Curriculum Committee, and GPCC denotes the university-wide Graduate Policies and Curriculum Committee.)

Category 1. Proposals for Directed Study courses and Special Topics courses funded exclusively by department budgets require approval only by the associated department curriculum committee and department chair. Special Topics course approvals should be sent as information to the college dean.

Category 2. Proposals for Special Topics courses involving funding outside department budgets require approval by the:

- 1) department curriculum committee
- 2) department chair
- 3) college curriculum committee
- 4) college dean
- 5) UPCC or GPCC.

Category 3. Proposals relating to (a) teacher education program requirements (e.g., curriculum, admissions, certification), (b) general education and teaching field courses designed exclusively for teacher education programs, or (c) professional education courses require approval by the:

- 1) department curriculum committee in conjunction with the PTEU Program area (e.g., early childhood, middle grades, secondary, and all grades, P-12)
- 2) department chair responsible for course delivery
- 3) Teacher Education Council
- 4) dean of the Bagwell College of Education
- 5) UPCC or GPCC

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- 6) dean of graduate college in the case of graduate courses or programs
- 7) provost and vice president for academic affairs and president.

Category 4. All other proposals (that is, proposals not in Categories 1, 2, or 3) require approval by the:

- 1) department curriculum committee (in conjunction with General Education Council if the proposal is related to a core course)
- 2) department chair
- 3) college curriculum committee
- 4) college dean
- 5) UPCC or GPCC
- 6) dean of graduate college in the case of graduate courses or programs
- 7) provost and vice president for academic affairs and president.

Rejection of a proposal at any of its designated levels of review precludes adoption of the proposal in its present form and must be accompanied by a written explanation of the rationale behind the rejection. This explanation is to be distributed by the rejecting level of review to all earlier levels of review and to the initiator of the proposal.

The UPCC or GPCC will receive course and program proposals from colleges and departments and insure their compliance with university policies and goals. These committees will maintain in writing and make available upon request a list of major criteria used in evaluating proposals. Initiators of proposals under review will be invited to discuss those proposals at scheduled meetings. Committee recommendations will be directed to the provost and vice president for academic affairs and president for their action and to the Executive Committee of the Senate for its use in monitoring the activities of these committees. The UPCC and GPCC will also make policy recommendations regarding the curriculum development and review process to the Senate. The General Education Council will assign one of its own members to serve concurrently as a voting member of the UPCC.

Each college curriculum committee will include representatives from all the departments in the college. It will maintain in writing and make available upon request a list of major criteria used in evaluating proposals. Initiators of proposals under review will be invited to discuss those proposals at scheduled meetings. Input will be solicited from departments within the college that may be affected by substantive proposals under review. Each college curriculum committee chair should attend (or send a designee to attend) meetings of the UPCC and/or GPCC as applicable to relay input from departments within the college that may be affected by substantive proposals under review from other colleges. (Note: For Category 3 proposals, the Teacher Education Council plays the role of college curriculum committee in the Bagwell College of Education).

Each department curriculum committee will maintain in writing and make available upon request a list of major criteria used in evaluating proposals. It will discuss substantive proposals with the department before passing those proposals on to the chair. It will share with the department the written explanation of the rejection provided by any level of review. Each department curriculum committee will maintain in writing policies and procedures guiding the development of directed studies and special topics courses within the department and will forward a copy of these policies and procedures to the UPCC and/or GPCC as applicable.

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I. 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.*
- 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 which 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 and their own scholarship that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is

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improper for an instructor persistently to intrude 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.

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 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.

II. Workload Guidelines for Teaching Faculty

The purpose of these guidelines is to clarify Kennesaw State University's general workload expectations for teaching faculty under the semester system. These general guidelines are complemented by more specific departmental and college guidelines that take into account the unique nature of instructional delivery, workload assignments, program accreditation standards, and other pertinent characteristics of the different departments and colleges at the university.

Planning and Coordinating Faculty Loads

The department chair is responsible for assigning, negotiating, and coordinating the annual workload assignments of the teaching faculty in the department. Ideally, the workload assignments for both semesters of an academic year are planned together and in advance. Later changes in such assignments may be necessary during the academic year for a variety of reasons, including grant awards, unanticipated special assignments, personnel and course schedule changes, health-related or personal reasons, etc.

Workload assignments are made under the assumption that the faculty member will meet the performance expectations associated with those responsibilities. When those expectations are not met, workload adjustments may be necessary and subsequent workload plans may be changed accordingly.

Accommodating the Faculty Member's Situational Context

University expectations for faculty performance vary from person to person because of differences in experience, rank, highest degree, department/program affiliation, graduate status, specialty area responsibilities, grant & contract responsibilities, administrative duties, special project assignments, and other factors. Such factors define a faculty member's particular situational context for purposes of assigning workloads and conducting performance reviews. Workload assignments should take the situational context of a faculty member into account.

Although systematic approaches to defining equitable workloads are advocated, no simple or single formula exists that adequately captures the uniqueness and multivariate nature of the diverse contributions that each faculty member makes to the university's mission. In order to maintain that necessary diversity of faculty roles and responsibilities, a measure of professional judgment by department chairs, deans, and others must be applied to balance loads equitably across individuals, departments, colleges, and the university.

Defining a Full Faculty Load

When describing the university's expectations for faculty workload, it is very important to distinguish between the expectations for a "full faculty load" and a "full teaching load." Although one's "teaching load" typically consumes the bulk of a faculty member's total workload, teaching is not

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the only significant component of a “full faculty load.” Beyond teaching assignments, a “full faculty load” includes expected contributions in continuing professional development, scholarship & creative activity, professional service, student advising & mentoring, course and curriculum development & preparation, and other related academic activities.

University faculty are considered to be professional/managerial employees who are compensated on a salaried, rather than hourly, basis. Demands on faculty time and effort fluctuate from week to week throughout the academic year in accordance with the professional nature of a university faculty member’s responsibilities. Surveys of faculty workload at KSU and other universities in the nation reveal that university faculty routinely commit more than 40 hours per week to university-related obligations and responsibilities. Characterizing a faculty member’s total workload only in terms of assigned semester hours of instruction can lead to a significant misinterpretation and underestimation of faculty workload and should be avoided.

Defining a Full Teaching Load

Teaching load assignments must be planned and evaluated in the context of instructional productivity. Instructional productivity is defined in the University System of Georgia’s funding formula as a weighted number of credit hours of enrollment per full-time-equivalent faculty position over the course of a year. Therefore, class size and credit hour productivity are equally important to the number of classes taught in discussions of workload. Workloads are expected to be managed efficiently and economically. Small class sizes and low credit hour productivities are costly and weaken the university’s, college’s, and department’s justification for additional resource acquisition.

The following guidelines constitute the university’s general expectations for the definition of full teaching loads. Since faculty loads are planned on an academic year basis (i.e., fall and spring semesters), the academic year equivalents of these teaching loads are presented below.

The university’s general teaching load guidelines are derived from the 12-hour undergraduate and 9-hour graduate teaching load models found elsewhere in comparable universities. These teaching load models assume that the university’s average class size for lower division, upper division, and graduate courses will be 35, 25, and 20 respectively. Colleges and their departments may deviate from the teaching load models presented here if their models meet the university’s general expectations for the college’s instructional productivity. For example, lower teaching loads could be justified if offset by raised class sizes and the use of more efficient or economical instructional delivery strategies, while maintaining or enhancing instructional quality and effectiveness.

- **Typical Tenure-Track Undergraduate Faculty Model: 20-24 Semester Credit Hours of Class Instruction per Academic Year (typically the equivalent of 7 to 8 3-hr Courses)**

This teaching load model applies to most faculty whose instructional contributions are devoted primarily to undergraduate programs and whose professional service, scholarship, and professional development are substantial, but not as heavy as the workload associated with the graduate faculty model. Tenure-track undergraduate faculty typically carry a teaching load of 24 SCH per academic year (typically the equivalent of 4 3-hr. courses per semester); those with heavy non-instructional responsibilities may be assigned teaching loads of 20-21 SCH per academic year.

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- **Typical Tenure-Track Graduate Faculty Model: 15-18 Semester Credit Hours of Class Instruction per Academic Year (typically the equivalent of 5 to 6 3-hr Courses)**
This teaching load model applies to most faculty whose instructional contributions are devoted primarily to graduate programs and who carry the workload expectations associated with graduate faculty roles and responsibilities. Tenure-track graduate faculty typically carry a teaching load of 18 SCH per academic year (typically the equivalent of 3 3-hr courses per semester); those faculty with heavy non-instructional responsibilities may be assigned teaching loads of 15 SCH per academic year.
- **Principally Teaching Model — 26-32 Semester Credit Hours of Class Instruction per Academic Year (typically the equivalent of 9 to 10 3-hr courses)**
This teaching load model applies to temporary faculty, lecturers, senior lecturers, instructors, and others whose faculty responsibilities are primarily devoted to teaching multiple sections of the same undergraduate courses and whose professional service, scholarship, academic achievement, professional development, or advisement responsibilities are minimal and/or nonexistent. The heavy teaching load inherent in this model offsets the absence of a full range of regular faculty responsibilities that rounds out the typical full undergraduate faculty load at KSU.

External accreditors at the institutional and program levels typically expect teaching loads associated with graduate programs to be lower than those at the undergraduate level. This difference is intended to accommodate the greater expectations for scholarly productivity, the extra demands of graduate student advisement and placement, the special effort required to prepare, update, and regularly revise highly specialized graduate courses, and the increased responsibilities for involvement with external publics and professional organizations that graduate faculty must assume.

Factors Involved in Determining “Equivalents” to Semester Credit Hours of Class Instruction

All teaching assignments do not fall into a standard three-semester hour class involving group instruction. The most obvious exceptions involve individualized supervision for degree credit. Even there, a single formula for equivalence does not exist. Individualized supervision loads equate to standard class instruction in different ways according to the nature of supervisory responsibilities, accreditation standards, number of credit hours involved, and other factors. Departments and colleges must establish guidelines for “equivalents” to semester credit hours of instruction in the following areas:

- a) field supervision (e.g., student teaching, nursing practice, etc.)
- b) lab supervision
- c) practicum supervision
- d) internship and co-op supervision
- e) individual instruction (e.g., applied music, etc.)
- f) directed study supervision
- g) portfolio or thesis supervision
- h) class size

In addition, the number of different or new course preparations, team teaching, and availability of teaching assistants could also be factors in determining semester hour equivalents, depending on how a college and its departments decide to manage teaching loads to meet the university’s expectations for instructional productivity, instructional cost control, and quality assurance. Such determinations will be made at the college and department levels.

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The fundamental principle underlying the establishment of an “equivalent” involves the determination of equivalent faculty loads. An equivalent assumes that the time and effort required to supervise a specific number of students, registered for a specific number of semester hours in a specific activity, are basically equivalent to the time and effort required to prepare, teach, evaluate, and support a standard class. Formal departmental guidelines for “equivalents” must be approved by the appropriate college dean.

Reassigned Time for Non-Teaching Assignments

Unusually heavy professional service or scholarship responsibilities in a given semester or year may warrant reassigned time from teaching. Major grant and contract obligations or formal administrative responsibilities typically require reassigned time that reduces a faculty member’s teaching load by one or more courses per year. Those reassignments are negotiated on a case-by-case basis by the faculty member, department chair, and dean.

Teaching Overloads

Because the workloads carried by KSU faculty on an in-load basis are heavy, the university does not employ its regular full-time faculty to teach degree credit courses on an overload basis. Furthermore, teaching extra courses in one semester in order to teach fewer in the other semester of one academic year in order to accommodate a faculty member’s nonteaching obligations is permitted only when certain conditions are met. Such special arrangements must adequately serve the interests of all concerned; there must be no negative consequences on the quality or productivity of the faculty member’s work throughout the academic year; students must not be short-changed in any way; and the maximum teaching load in any one semester must not exceed 16 semester hours.

III. Teaching, Supervision, 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. Instruction is a complex process that is not always easy to describe or capture. Nor is its impact immediately obvious even to the participants—instructor and learners. As faculty try to identify their instructional activities and their contributions to learner development, they struggle with the elusive nature of their work. 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, Supervision, and Mentoring

Highly effective teaching and learning are the central institutional priorities of Kennesaw State University. In addition, service and scholarship 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’s 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

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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, supervision 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 scholarship and 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 of these are teaching, supervision, and mentoring, which are not mutually exclusive categories.

Teaching

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

Supervision

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

Mentoring

The purpose of mentoring is to facilitate and enhance the academic and professional success of an individual. Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues. Faculty mentor students in order to attract them to a discipline, retain them in degree programs, and enhance their professional success. Faculty mentor colleagues in order to retain them at KSU and help them develop professional expertise. A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities. Frequently, in mentoring relationships, faculty challenge the mentees by setting high expectations for the quality of the mentee's work and the development and achievement of their long-term goals. Although the mentee ultimately selects the mentor, faculty invite students and colleagues

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to engage in a mentoring relationship through their actions during teaching, supervision, 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 or situational context. 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 part of a faculty member's written annual goals or situational context.

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.

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 and

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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.

At a minimum, a well-constructed syllabus should include the following:

Course Information

- Course title, course number and section, term taught
- Course description from the most recent catalog
- Course objectives/goals
- Course outline
- Any course prerequisite(s) and/or co-requisite(s)
- Required materials (including texts, calculators, and library reserve readings)
- Class times and location(s)
- Course assignments/requirements
- Grading policies and procedures
- Due dates for assignments, exams, laboratory exercises, etc.
- Final exam date, time and place

Instructor Information and Policies

- Instructor Information: Name, office number, phone number, e-mail address
- Availability for on-campus appointments
- Attendance and tardiness policies
- Policies concerning late papers or assignments, missed exams, and quizzes (scheduled and unscheduled)
- Policies concerning changes to the syllabus
- Any special rules or expectations (e.g., no cell phones or beepers)

Departmental and University Policies

- KSU's Academic Integrity Statement (see below)
- Disruption of Campus Life Statement (see below)
- General-Education Statement (required for all general education courses)
- Other policies or statements required by departments or colleges
- University's last day to drop without academic penalty

Additional Syllabus Considerations

- Care should be taken when explaining class assignments and grading policies to students. How grades are derived for each assignment and how the final grade is determined should be clear to all students.
- Syllabi and other course information may be posted to a web-site. Directions for obtaining web space and designing your page are available on the KSU network. Additionally, web-related workshops are conducted regularly in the TTE Lab.
- Multiple sections of a course should be relatively standard with respect to course content as well as other information that may reflect university policies or accreditation guidelines. To this end all departments should have a model course syllabus on file for each course in their curriculum to guide instructors.

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University Policies or Statements to be Included in Syllabi

Academic Integrity Statement (Required)

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, 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.

Disruption of Campus Life Statement (Optional)

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

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, including both in person and electronically. Departments must establish some minimum number of hours during each week that faculty should be available on campus beyond scheduled classes. The number of hours should reflect factors such as the number and size of sections, the nature of those classes, and the number of advisees. Although faculty are not required to establish specific availability, they should be flexible 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.

IV. Assessment of Teaching, Supervision, and Mentoring Effectiveness

Highly effective teaching and learning are the central institutional priorities of Kennesaw State University. Therefore, the expectation of a pattern of highly effective teaching applies to all faculty regardless of rank and type of instructional activity. The achievement of highly effective teaching at KSU encompasses the development of a well-stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course plans, pedagogical experimentation and innovation, systematic assessments of teaching and learning, and the use of assessment results for professional growth and improvement.

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While maintaining highly effective teaching, KSU expects faculty to assume leadership roles in teaching, supervision, and mentoring as they progress from assistant professor to full professor. Examples of instructional leadership and initiatives include developing new courses and programs; reviewing, evaluating, and revising existing courses and programs; establishing new pedagogical strategies; internationalizing the curriculum; adapting instructional technology for the enhancement of teaching and learning; developing advisement and mentoring systems for the department, college, or university; promoting active and applied learning, including service learning; establishing internship opportunities for students on and off the campus; and advancing learning through distance education.

Documenting a pattern of highly effective teaching, supervision, and mentoring involves four sequential steps:

- 1) developing a philosophy of and goals for teaching, supervision, and mentoring,
- 2) engaging in instructional activities consistent with one's philosophy and goals,
- 3) assessing one's teaching, supervision, and mentoring effectiveness, and
- 4) reflecting on one's teaching, supervision, and mentoring effectiveness and making adjustments and improvements, as necessary.

At KSU, the summary of one's teaching, supervision, and mentoring effectiveness ultimately requires the submission of a narrative and supporting materials that clearly document a pattern of highly effective teaching, supervision, and mentoring. Faculty members should use the process as outlined in the four steps above to guide their revision and improvement of teaching, supervision, and mentoring as well as to demonstrate a pattern of highly effective teaching, supervision, and mentoring in the annual, third-year, tenure, promotion, post-tenure, and graduate faculty status reports.

Philosophy and Goals of Teaching, Supervision, and Mentoring

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

Each faculty member must prepare a written document describing one's philosophy of teaching by the end of the first year of full-time employment at KSU and share and discuss it with one's department chair. Because teaching is a dynamic process that is responsive to factors such as assessment information, new techniques that become available, and changes associated with revisions in a departmental mission, PTEU requirements or accreditation standards, one's philosophy may undergo revisions over time. As a faculty member's philosophy evolves, revisions and

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updates should be shared with one's department chair as part of the annual review. One's philosophy should also provide a context for evaluating assessment results, as manifested in the various forms described below. Ultimately, one's philosophy must be incorporated within the narrative that is shared with peers and administrators when a faculty member submits a portfolio for review.

Assessment of Teaching, Supervision, and Mentoring

The assessment of teaching, supervision, and mentoring involves collecting appropriate and sufficient information to evaluate a faculty member's success in accomplishing one's goals for, and being consistent with one's philosophy of, teaching, supervision, and mentoring effectiveness and instructional leadership. Appropriate assessment must involve collecting multiple measures from multiple sources across a variety of settings and times. The best combination of measures and sources varies with the instructional assignments. Three general sources of information are one-self, one's students, and one's peers or other professional sources.

At KSU, all faculty must collect information related to their effectiveness in teaching, supervision and mentoring using two or more measures. Because of accreditation and Board of Regents expectations, one source of information must be the University-wide Student Comments on Instructional Effectiveness. The other measure(s) should be selected by each individual faculty member. Many of the suggested measures are primarily formative in their content (e.g., student comments on instructional effectiveness, peer observation, student interviews or focus groups, and feedback from on-site supervisors for applied educational experiences). However, the response to and use of information from these measures should form the basis of an annual narrative that assesses and reflects upon a faculty's member current effectiveness in teaching, supervision and mentoring, as well as implemented improvements that were suggested by the information gathered. The University-wide questionnaire and examples of additional measures of effectiveness are described below.

Required University-Wide Student Comments on Instructional Effectiveness

A standard questionnaire (described below) must be administered during the last two weeks of the semester in all classes for all instructors including the summer term. Additional questions developed by a college, department, and/or individual faculty member may be included on a separate sheet. The importance of obtaining comments from all courses is guided by the following principles:

- Teaching, mentoring, and supervision are dynamic activities. Most faculty make minor to major changes in a course each semester. Therefore, faculty should be assessing their instructional approaches to identify those that either work or do not work and continuously fine tuning them.
- Although an instructor may be teaching several sections of the same course in a particular semester, each course has its own dynamics. That is, what worked in one section may fail to work in another. Student input may provide formative feedback that explains the difference.
- The majority of students appreciate and desire the opportunity to provide input on the course.
- From an administrative perspective, student complaints about a particular course are easier to address when an individual student's complaint can be put in the context of comments provided by the entire class.

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The questionnaire should usually be administered and collected by a faculty member other than the course instructor at the beginning of a scheduled class period so that students have adequate time to complete it. The questionnaire will be a two-part carbonless form. Completed forms should be placed in an envelope and delivered to the departmental office. After the submission of final grades, the departmental secretary should separate the copies, with the original copy given to the instructor and the carbonless copy to the department chair. Departments should make appropriate arrangements for modifying (if necessary), administering, and collecting the student comments on instructional effectiveness for classes that do not have regularly scheduled meetings (e.g. student teaching, practicum, internships, directed study, directed applied research and on-line courses).

Additional Measures of Instructional Effectiveness

Because at least one additional measure is required, the following sections include some examples that may be used. Suggestions for additional measures may be obtained from colleagues and the college teaching, learning and assessment literature.

Examples of Additional Measures from Oneself

- Syllabi demonstrating innovative approaches (e.g., computer use and team teaching) and changes over time that reflect responsiveness to previous assessment information.
- Selected assignments and handouts that shape and guide student learning in accordance with educational goals, learning outcomes, and one's philosophy of teaching, supervision, and mentoring.
- Selected quizzes, tests, and exams that reflect one's educational goals, learning outcomes, and one's philosophy of teaching, supervision, and mentoring.
- Records of participation in professional development opportunities and an indication of how these have been used to enhance teaching, supervision, and mentoring.

Examples of Additional Measures from Students

- Summary of results from other assessment instruments (e.g., alumni surveys and college, departmental or individually designed questionnaires) that address student learning and satisfaction.
- Documentation of student progress and performance on exams, term papers, and individual or group projects and on pre- and post- standardized tests. Information on student success rates including grade distribution and withdrawal rates.
- Documentation of student performance in professional settings (e.g., meetings, publications, or field experiences).
- Interviews or focus groups conducted with students. The format of the interview should be structured and standardized. Every effort should be made to ensure that the information is objectively recorded (e.g., tape recordings) and confidentiality of students is maintained. A transcript or summary of the interview(s) and description of how the students were selected, the format, etc., should be provided.
- Nominations, recognitions, or awards from students or student organizations for distinguished teaching, supervision, and mentoring.
- Letters, e-mails, and bulletin board and chat room comments from students and alumni documenting an instructor's effect on student learning and success. Chairs who receive written unsolicited feedback about a faculty member's teaching, supervision, and mentoring effectiveness must share the information with the faculty member within one week.

Examples of Additional Measures From Peers or Other Professional Sources

- Peer review of instructional activities and materials can provide important formative input on one's instructional effectiveness. Peers can be asked to provide a brief written assessment of materials such as syllabi, class notes, handouts, web-sites, texts, and innovative activities designed to enhance student learning. These reviews may also come in the form of informal, unsolicited correspondence or a formal review of a teaching-related proposal for a presentation at a professional meeting.

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- Peer reviews of instruction that occur in more formal settings (e.g., classroom, lab, or clinic) are another common source of information on instructional effectiveness, particularly for teaching and supervision. The review can be based upon an in-person visit to the setting or a review of a videotape recorded in the setting. Suggestions for using this method include: (1) basing the review on several classroom visitations, preferably by more than one peer to increase the reliability of conclusions drawn from this method; (2) mutual trust, respect, and support between the instructor and the reviewer; and (3) using a standardized checklist and/or appraisal form.
- Feedback from service learning clients on the teaching, supervision, and mentoring effectiveness for service learning projects that may be an integral component of an instructor's instructional goals or philosophy. Similarly, on-site supervisors for students who are enrolled in a cooperative studies course, internship, student teaching, or other on-site applied educational experience may also be in a position to provide feedback on the teaching, supervision, and mentoring effectiveness.
- External reviews by professional organizations or associations that focus upon an instructor's preparation, syllabi, course materials, or other instructionally related issues as part of a program accreditation or certification may also provide information relevant to assessing an instructor's teaching, supervision, and mentoring effectiveness.
- Nominations, recognitions, or awards from peers or professional organizations for distinguished teaching, supervision, and mentoring.
- Written unsolicited feedback about a faculty member's teaching, supervision, and mentoring effectiveness from professional colleagues or peers received by Chairs. Chairs who receive written unsolicited feedback about a faculty member's teaching, supervision, and mentoring effectiveness must share the information with the faculty member within one week.

Annual Narrative Addressing Teaching, Supervision, and Mentoring Effectiveness

As part of a faculty member's annual report each year, each faculty member should submit a narrative of not more than 3 pages that addresses one's teaching, supervision, and mentoring effectiveness as reflected in the assessment information gathered during the review period. This narrative should be treated as an evolving draft of the section on teaching, supervision, and mentoring that will ultimately be incorporated into the narrative for one's third-year, tenure, promotion, or post-tenure review. Faculty members should keep copies of each year's narrative and supporting evidence until their next tenure, promotion, or post-tenure review. Chairs should keep a copy of the narrative and any supporting evidence they deem necessary. A copy of this narrative for each year should be included in a faculty member's third-year, tenure, or promotion review as supporting documentation in Portfolio Binder 2.

The annual narrative should address the following:

- A brief description of the sources and measures used to evaluate teaching, supervision, and mentoring effectiveness.
- A brief description of any situational factors that may be related to one's effectiveness (e.g., enrollment, course level, workload, etc.).
 - Reflection on teaching, supervision, and mentoring effectiveness based on one's sources, measures, philosophy and goals. Reference to the data from student comments and the additional measures should be included. When referring to the data, faculty members are encouraged to identify general issues or themes that tend to be repeated for a particular course or across courses at a particular level (i.e., general-education courses,

lower-level major-field courses, upper-level major-field courses, and graduate courses). Emphasizing data from a single measure as the sole evidence for effectiveness should be avoided. The reflection should address some of the following questions:

- What patterns of effectiveness can be identified? Can successful student learning be identified?
- How has the instructor's effectiveness changed over the review period and why?
- What changes in pedagogy, philosophy, courses taught or syllabi occurred and what may need to be changed?
- What areas of improvement are recognized and will be addressed?
- What future goals for course and instructional improvement have been set?
- What plans for professional development related to instructional improvement have been made?

V. Course Scheduling Expectations

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.

VI. Course Instructional Materials

Since most classes taught on the freshman and sophomore levels are foundations for more advanced ones, it seems 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. Departments will monitor selections to ensure the continuity of content and quality of the courses in the context of the course as originally approved by Faculty.

Faculty members cannot obtain textbook desk copies from the bookstore without purchasing them. Desk copies may be ordered directly from the publisher free of charge provided the book is in use or is being considered for adoption. Departmental secretaries will assist with such orders. Desk copies have been ordered in advance for new faculty members and should be available in the departmental or dean's office.

VII. Class Rolls

Types of Rolls

Up to the minute class rolls are available at:

www.kennesaw.edu/
then click OWL Express
secured passwords required

Checking Class Rolls

Instructors are to check class rolls via the procedure outlined above. Instructors should be reminded that they are not to allow any unauthorized students in their classes. A student is

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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.

VIII. 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 withdrawal without academic penalty. Grades are expected to conform to those listed below.

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 Symbol

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 students 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.

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

WF—This symbol indicates that the student was permitted to withdraw from a course after the first 28 working days (including registration days) of the semester with the approval of the registrar. The grade of WF is counted as an F in the calculation of the student’s scholastic average. This notation will be printed on the final class roll after authorization by the registrar.

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 is 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.

Incomplete Grade and Record Form

Refer to the previous section, Special Purpose Grading Symbol for a definition of the correct use of the Incomplete (I) grade.

The Incomplete Grade Record Form describes uncompleted requirements and the method of computing a final grade for any student who receives an Incomplete (I) grade. The form must be signed by both the instructor and the student. One copy should be placed in the department office files, one copy should be given to the student and one copy forwarded to the registrar’s office.

Course Withdrawal and Required Form

Students may withdraw from one or more courses any time before the last three weeks of the semester. However, as of fall 2004, students will be allowed a maximum of eight total withdrawals if they enter KSU as a freshman. Transfer students will be allowed one withdrawal per fifteen credit hours attempted, for a maximum of eight. Students who choose to pursue a second degree at KSU will be allowed two additional withdrawals. Students who entered KSU before fall 2004 will be allowed one withdrawal per fifteen credit hours attempted. To withdraw they should complete an official withdrawal form in the Office of the Registrar. Students who officially withdraw from courses before mid-semester will receive a “W” in those courses and receive no credit. They

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will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a "WF" which will be counted as an "F" in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing are assigned failing grades. Students may appeal to the academic standing committee for consideration of unusual circumstances.

The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances, which are fully documented.

Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the University System refund policy.

Reporting of 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 on-line 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.)

Scholastic Grade Point Average - Cumulative

The scholastic standing of a student is determined by the scholastic grade point average calculated as the ratio of the total number of quality points earned to the total number of degree credit hours in which a final grade has been assigned. Institutional credits do not affect the cumulative grade point averages of students. The ratio is calculated only for those courses attempted at Kennesaw State University.

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 and Using the Official Grade Change Form

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 which 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 the registrar's office. 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 Appeal Procedure

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 has 60 days to appeal a grade, 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.

IX. 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 will, at the beginning of each semester, make a clear statement to all of their classes regarding their policies in handling absences. Instructors will also be responsible for counseling their students regarding the academic consequences of absences from their classes or laboratories. 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.

X. Final Examinations

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

- Any variation from the published final examination schedule for an entire class must be approved by the dean of the college.
- No final examination should be given during the last week of classes and major tests are strongly discouraged. Students who are completing requirements for other courses are placed under unreasonable stress when testing is administered during the last week.

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XI. 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.

XII. 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 & enrollment services 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.

XIII. 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. Although an adverse judgment against an employee of the State would not result if that employee were acting in an official capacity and not negligent or willfully malicious in his/her actions, the employee could, nevertheless, be sued. Such suits are rare, indeed, but protection against such suits is provided free to the employee. Also, additional coverage can be obtained by a business affairs rider on a comprehensive home owner's policy. Professional societies such as AAUP and the Georgia Association of Educators provide tort insurance as part of their membership fees. Trip insurance is available for faculty members and students who schedule officially sanctioned field trips off campus. A faculty member planning such a trip should notify the vice president for student success & enrollment services, giving the purpose of the trip and the number of students to be involved. The insurance premium is paid from student activities fees.

XIV. Faculty Absences

Brief Absences from Teaching Responsibilities

(See sections on "Leaves" for further information). In case of brief illnesses and anticipated brief absences from class for professional travel, etc., it is the responsibility of the faculty member to arrange coverage for his/her classes. Therefore, one's department chair or dean should be promptly notified concerning anticipated absence. In practice, it is often much more convenient for the faculty member to arrange coverage of classes with a colleague, perhaps one teaching another section of the same course. When this is possible, such arrangements should be made and submitted for approval before the expected absence. Sick leave should be reported to the Personnel Office. (Refer to sick leave policy in Section Seven—Personnel, Fiscal, and Institutional Policies).

When faculty must miss class to attend professional meetings, coverage must be arranged. While such professional activity is encouraged, the faculty member should be extremely judicious in limiting absences during any semester in any class.

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.

Unless the absence from a semester's class schedule is reasonably short (generally less than two weeks or 20% of the semester's scheduled class time) and can be covered with substitute instructors satisfactorily, the affected teaching faculty member will normally be given special administrative assignments in lieu of classroom teaching responsibilities for that semester. It is expected that these special assignments along with the continuation of other routine responsibilities and duties of the faculty member will be sufficient to constitute the equivalent of full-time service to the university. Standard sick level policies will apply.

Faculty may not take vacation time while classes are in session, even if coverage by a colleague is provided.

XV. 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 following is a brief synopsis of the Georgia Attorney General's unofficial opinion dated February 14, 1996 relating to the Fair Use provisions of The Copyright Act of 1976, 17 USC & 107 (hereinafter section 107), and can be used as a "user-friendly" opinion for faculty and students:

It is important to understand that a basic policy of copyright law is that a copyright is primarily a mechanism for serving the public interest in the education of the citizenry and the exchange of ideas.

Q: May teachers reproduce copyrighted work for classroom use;

A: Multiple copies of excerpts from copyrighted works for classroom teaching made by or at the request of a teacher is Fair Use.

Section 107 states in determining whether the use made of a work in any particular case is fair use, four factors should be considered and include:

1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such findings is made upon consideration of all the above factors.

Section 107 and its Application.

The application of section 107 requires an analysis of its two paragraphs. The introductory paragraph states that fair use includes use by copying and lists six exemplars of fair use: criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. It also makes clear that fair use is not a infringement of copyright. "Fair uses are affirmatively guaranteed to the public." The Eleventh Circuit recently stated in dictum that fair use is a right, not merely a defense.

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The second paragraph lists four nonexclusive factors for determining whether a use is fair.

1) The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; 2) The nature of the copyrighted work; 3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) The effect of the use upon the potential market for or value of the copyrighted work.

Other factors such as the availability of the work can also be relevant factors of consideration.

Q: May scholars reproduce copyrighted work for research purposes.

A: Teachers may reproduce copies of copyrighted materials for scholarship and research purposes.

Section 107 makes clear that teachers may make personal copies for scholarship and research purposes. Thus, scholarship and research are two of the six exemplars of fair use and may be considered preferred fair uses. While the four factors are to be applied to copying for this purpose, the first factor—"the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes"—supports the conclusion that this is a preferred fair use.

Q: May teachers who inadvertently violate copyright standards rely on a "good faith" defense to a copyright infringement action.

A: Teachers, librarians and other employees of nonprofit institutions are entitled to a good faith Fair Use defense.

If such a person believes in good faith that the copying is a fair use, neither the copier nor his or her institution is liable for statutory damages. The Copyright Act provides:

The court shall remit statutory damages in any case where an infringer believed and had reasonable grounds for believing that his or her use of the copyrighted work was a fair use under section 107, if the infringer was: (i) an employee or agent of a nonprofit educational institution, library or archives acting within the scope of his or her employment who, or such institution, by reproducing the work in copies or phonorecords;. . . .
1 U.S.C. & 504 (c) (2).

The Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revisions, the Authors League of America and the Association of American Publishers agreed to the following guidelines (as published in 17 U.S.C. 107).

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A chapter from a book,
- An article from a periodical or newspaper;
- A short story, short essay or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon or picture from book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion: provided that:

- The copying meets the tests of brevity and spontaneity as defined below; and,

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- Meets the cumulative effect test as defined below; and
- Each copy includes a notice of copyright.

DEFINITIONS:

Brevity

- Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- Prose: (a) Either a complete article, story or essay of less than 2500 words, or (b) an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
(Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
- Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

- The copying is at the instance and inspiration of the individual teacher, and
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- The copying of the material is for only one course in the college in which the copies are made.
- Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.*
- There shall not be more than nine instances of such multiple copying for one course during one class term.*

* The limitations stated here shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

Notwithstanding any of the above, the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.

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2. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not:
 - (a) substitute for the purchase of books, publishers’ reprints or periodicals;
 - (b) be directed by higher authority;
 - (c) be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying. (17 U.S.C. 107)

The Music Publishers Association of the United States, Inc., the National Music Publishers Association Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music and the Ad Hoc Committee in clarifying “fair use” as it applies to music developed the following guidelines (as published in 17 U.S.C. 107).

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
(b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy. (17 U.S.C. 107)

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The following questions and answers about copyright appeared in an article explaining copyright for non lawyer professionals in education in the *Journal of Law and Education*.

Additional Questions and Answers About Copyright

- Q. May a teacher legally tape a TV program to show later in class?
- A. Yes, if the teacher uses the tape in the classroom within 10 days, then erases it.
- Q. May a teacher permanently retain the tape of a TV program after it has been recorded?
- A. Maybe. If a teacher tapes a TV program which is available for rental or purchase, the tape must be erased. Although the guidelines require all TV tapes to be erased after 45 days, these guidelines do not have the force of law and the retention by a teacher of a tape not available for purchase or rental is arguably “fair use” and thus permissible.
- Q. May a teacher tape for permanent retention rented material?
- A. No. Such use would clearly violate the copyright law.
- Q. May teacher photocopy an article from a newspaper and distribute it to students?
- A. Yes. This is fine, unless copying is so great as to be a substitute for the purchase of the magazine or newspaper by the student.
- Q. May a teacher photocopy materials from a book and distribute them to students?
- A. Yes. The copying should meet specified requirements of brevity and spontaneity and not substitute for the purchase of material by students.

(McNally, Charla D. & Sutherland, Sue, “Copyright Law and the Classroom: Photocopying, Video-taping Fair Use”. *Journal of Law and Education*. 15 (1986):229.)

For More Information on Fair Use

See the Regents Guide to Understanding Copyright & Educational Fair Use for an extensive review of educational fair use of copyrighted material, copyright law, and court decisions which is available on KSU’s and the Board of Regents’ Web sites at <http://www.usg.edu/legal/copyright/>.

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XVI. Academic Integrity

To promote academic integrity among Kennesaw State University students and ensure that students understand the expectations of their professors, all faculty members shall integrate the following statement, under the heading “Academic Integrity” into their class syllabus:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, 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.

In addition, faculty members are encouraged to be as specific as possible about their expectations as to whether assignments or take-home tests are to be completed by the individual student or can be done in collaboration with other students.

XVII. Policy Concerning Research with Human Participants

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

Research proposals must be submitted to the IRB Chairperson using the research proposal form that is available at www.kennesaw.edu/irb. Allow at least two weeks for processing. Proposals that require review of the full committee generally require more time for review (see the website for discussion of the levels of review required for different projects). The approval of a research proposal shall be based upon the determination that all aspects of the research that involve human participants meet the principles and guidelines specified in the federal regulations. Specifically, the proposed research should: (a) minimize any potential risks, (b) take appropriate steps to obtain and document informed consent from the participants (or their legally authorized representative) prior to their participation in the research, and (c) include acceptable provisions for the protection of the participant's safety and his or her privacy by ensuring anonymity or confidentiality with respect to the data collected. Researchers whose proposals have been disapproved may submit a written request for reconsideration. All appeals for reconsideration will be processed within two weeks.

All research extending more than one year must be resubmitted for approval by the IRB annually. In addition, any changes to research procedures that affect human participants must be submitted for approval to the IRB using the forms provided with the initial approval.

In the case where research with human participants is being conducted without having obtained the prior approval of the IRB, the IRB Chairperson will initially send a memorandum to the researchers asking them to suspend the research project and to comply with these guidelines by submitting a research proposal to the IRB. If the researchers fail to respond to the initial notification within 14 days, a second memorandum will be sent and copies of this memorandum will also be sent to the appropriate vice-president, the dean of graduate studies and the researchers' College or School dean and department head. The research project should not resume until IRB approval is obtained.

A complete description of the policies governing the review and approval of research involving human participants can be found in the Kennesaw State University Assurance of Compliance with the Department of Health and Human Services Regulations for Protection of Human Research Participants, which is available at <http://www.kennesaw.edu/irb>. The dean of graduate studies serves as the liaison officer between the president of the College and the Institutional Review Board.

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I. Policy Statement on Advising

Mission

The mission of academic advising at Kennesaw State University is to facilitate student success, development, and retention by supporting the design and implementation of educational and career plans.

Role of Academic Advising

Because academic advising plays such an important role in student satisfaction and student retention, the University System of Georgia policy mandates advising programs throughout the system and clearly sets the parameters of responsibility.

Each institution shall have a program for the advisement of its students. Academic advisement is a primary responsibility of faculty and should be integrally related to the education process. Effective advisement shall be credited toward retention, tenure, and promotion. It should be a specific topic of faculty evaluation.

The system likewise supplies a broad definition of academic advising, which goes far beyond the traditional assumption that advising simply means assisting students plan their schedule for the term.

Academic advisement is the continuing interaction between advisee and adviser in a developmental process that involves the exchange of information and setting goals, a process that enables the student to understand realistically the educational and career options from which choices are made.

In the past, many institutions equated advising to scheduling. Many now believe that this view is simplistic and inaccurate. It fails to recognize the impact of effective advisement on student progress, student retention, and the educational reputation of the institution.

Advisement should not focus exclusively upon the student's course scheduling. It represents, instead, an opportunity for the faculty and the institution to express a special interest in both the personal and academic welfare of the students. Advisers coordinate students' educational experiences, including academic matters, career plans, clarification of goals, and related problems of a personal, interpersonal, or physical nature.

Functions of Academic Advising

Kennesaw State University is committed to a program of effective academic advising based upon the University System policy and philosophy. The function of this program is defined in the literature of ACT (American College Testing Service):

- To provide students with information on policies, procedures, and programs;
- To assist students in choosing educational and career objectives commensurate with their interests and abilities;
- To assist students in exploring the possible short- and long-range consequences of their choices; and
- To make students aware of the wide range of services and educational opportunities that may be pertinent to their educational objectives.

Advising and Registration

II. KSU's Advising Program

General Description

The University's advising program is a decentralized system with two primary components: advising services for students who have not declared a major, and advising services for those who have a major.

Students who have not declared a major and those required to take learning support courses are assigned to the Counseling and Advising Program Services (CAPS) Center for academic advising, registration assistance, and career counseling. These students are advised by a trained staff of CAPS advisers, peer advisers, and volunteer faculty advisers.

Students who have declared a major are advised in the appropriate college/ department, each of which has its own model for the delivery of advising services. Some units have a central advising center staffed by a team of professional, peer, or faculty advisers. Others assign students to individual faculty. Faculty members will be given specific information about the advising procedures in their respective college/department.

In addition, the Odyssey Peer Mentoring Program and the Protégé Program are special advising programs for minority students, administered and coordinated by the Student Development Center.

Administrative Responsibility

Administrative responsibility for the advising program at Kennesaw State University resides ultimately with the vice president for academic affairs and the vice president for student success and enrollment services. The academic deans are directly responsible for administering the advising program in their respective colleges. The director of the CAPS Center, along with the assistant director of advising and the administrative coordinator of advising, directly administers the program for undeclared and learning support students.

The Undergraduate Advising Council, consisting of representatives from each of the colleges, the CAPS Center, the Registrar's Office, the Vice President for Student Success, and chaired by the Dean of University College, works to improve the advising process and system.

Selection and Responsibilities of Advisers

While advising is considered to be a contractual obligation at KSU, the extent of that obligation varies unit to unit. Some departments expect all faculty members to be responsible for a certain number of assigned advisees; other departments assign advising responsibilities to one individual or a small cadre of advisors; still others contribute faculty members to a college-wide advising team. Faculty members should consult their respective department chairs to determine their specific advising obligations.

Recognizing that effective advising is a partnership between advisors and advisees and that each has its own role and responsibility, it is expected that, regardless of where the advising occurs, the academic advisor's roles is to:

1. Help the advisee to understand the academic and administrative processes of the university.
2. Help the advisee to understand the expected standards of achievement and likelihood of success in certain areas of study.
3. Discuss the educational and career objectives suited to the advisee's demonstrated abilities and expressed interests. The advisors help the advisee to understand the relationships

among the courses, programs, undergraduate research opportunities, internships, study abroad programs, other academic and personal development experiences provided by the university.

4. Help the advisee plan a course of study and give advice about courses and the adjustment of course loads. The advisor will inform the advisee about the prerequisites for subsequent courses in the advisee's program and evaluate their progress.
5. To familiarize advisees with, and direct advisees to, appropriate campus resources.
6. Participate in the advisor training sessions provided by the university and each college and department to keep informed and current.
7. Encourage students to utilize available resources in the development of effective study skills.
8. Provide necessary mentorship and career development support.

Responsibilities of Advisees

Faculty can reasonably expect that students will understand that the advisee's role in the academic advising process is to:

1. Acquire the information needed to assume final responsibility for course scheduling, program planning, and the successful completion of all graduation requirements.
2. Seek the academic, personal development and career information needed to develop and meet educational and personal goals.
3. Become knowledgeable about the relevant policies, procedures, and rules of the university, college, and academic program.
4. Be prepared with accurate information and relevant materials when contacting the advisor.
5. Consult with the advisor at least once per semester to decide on courses, review the accuracy of the audit, check progress towards graduation, and discuss the suitability of other educational opportunities provided by the university.
6. Take personal responsibility for his or her own actions and behavior.

Evaluation of Advisers

Regardless of the system employed by the individual departments, participation in the advising program will be one element used in the assessment of faculty performance for retention, tenure, and promotion at Kennesaw State University. (See Section Five of this handbook: Review and Evaluation of Faculty Performance, which lists "advising and mentoring students" as one activity to be considered in assessing teaching supervision, and mentoring.) Service in the CAPS program is over and above faculty members' departmental responsibilities and is, therefore, considered important institutional service.

III. Suggestions for Effective Advising

1. Care about students as people by showing empathy, understanding and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about students.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, adviser's handbook, etc.
9. Know how and when to make referrals, and be familiar with referral sources.

Advising and Registration

10. Don't refer too hastily; on the other hand, don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with students; take the initiative; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on students' strengths and potentials rather than limitations.
15. Seek out students in informal settings.
16. Monitor students' progress toward educational goals.
17. Determine reasons for poor academic performance and direct students to appropriate support services.
18. Be realistic with students.
19. Use all available information sources.
20. Clearly outline students' responsibilities.
21. Follow up on commitments made to students.
22. Encourage students to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of other faculty or staff to students.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage students to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize students' questions; are they seeking action, information, or involvement and understanding.
30. Be yourself and allow students to be themselves.

In addition to the ACT suggestions, a few additional suggestions specifically about Kennesaw are:

31. Have a catalog and a schedule of credit courses booklet with you at all times when advising. Be sure to check prerequisites. Students depend on you to help them get in the right class. If they wind up "over their heads," both the students and the professors teaching the courses suffer.
32. Check course numbers carefully. Numbers change periodically, and you want to get students in the correct class.
33. Students should sign up only for what they want to take. Do not tell students to register for just any course and then change during drop/add. Often the course they really want is also not available during drop/add, and then they already have paid.
34. Students will receive no refund for dropping one or more courses unless they withdraw from all classes for the semester.
35. Students should not sign up for a directed study course unless they have prior approval from that department's chair. Students enrolling in internships must have prior approval from the faculty and departmental coordinator and the registrar prior to any phase of registration.

IV. Advising and Registration

Advising, in its broadest sense, is the continuing conversation between adviser and advisee that centers on academic matters, career plans, clarification of goals, information on internships, additional educational opportunities, and other related topics. In this conversation, the adviser serves as guide and mentor, drawing upon other campus resources for assistance with this responsibility.

One important part of this type of advising includes the planning of an academic program and the keeping of accurate records of the student's progress towards completion of that program. It is important, therefore, that faculty advisors be familiar with both the General Education requirements and the major requirements for their departments. The KSU catalog, departmental advising sheets, and experienced faculty advisors are valuable resources. Attendance at a "Wise Owl" session sponsored by CAPS is also strongly recommended.

Because of this function of advising, advisors become an important resource when students are selecting their courses for registration and should make themselves available for this type of consultation, particularly before and during Priority Registration. (Certain advisors will also be designated to be on call during Final Registration.) It is important to emphasize, however, that the advisor's role is not to select specific times and instructors for the student, only to give guidance regarding required courses. The planning of a specific schedule is ultimately the student's responsibility.

Advisors should familiarize themselves with the KSU registration system, which may be accessed via the web. Priority Registration occurs during the previous term and is open only to currently enrolled students in good standing and those who have been out of KSU no more than one term. Final Registration occurs during the week before the start of classes and is open to new students, to those on academic probation, and to all others who have not registered. New students who attend Orientation are allowed to register as a part of the orientation process. Late Registration/Drop/Add runs through the first full week of classes.

V. Registration

All registration at Kennesaw State University is conducted over the web. Priority registration occurs a few weeks before the end of the previous semester and is open only to currently enrolled students in good standing and first semester holdovers. Students who are on academic probation are not eligible for Priority registration.

Final Registration occurs the first few days prior to the start of the semester. Certain faculty are required to be available during registration to advise new students who are attending Kennesaw State for the first time and to advise returning students who failed to talk with their assigned adviser prior to registration. Late Registration and Drop/Add usually runs through the first full week of classes.

Those who advise must work out with the student a schedule of courses which is compatible with the catalog requirements for the student's chosen program of study. Faculty members are generally assigned to advise only students in one or a related set of programs of study. New faculty members should discuss with their department chair what these programs will be as early as possible so that they may become familiar with the catalog requirements. There are a few special cases involving scheduling sequence courses and particular requirements of colleges to which the students may wish to transfer that may require the new faculty member to seek the assistance of an experienced

Advising and Registration

colleague. It is important that the students be assigned appropriate schedules with alternative selections. Advisers should seriously consider catalog requirements, the college or to which a student wishes to transfer, and any other special circumstances presented by the student.

VI. Declaration of Program of Study (Major)

Upon acceptance to Kennesaw State University, undergraduate students are initially assigned to the interest code associated with the program of study/major that they listed on their application for admission and assigned an advisor. Upon the recommendation of the department or completion of admission requirements, if applicable, for the major program, students will be reassigned to the full-status code for their program of study/major.

Quite often students change their program of study/major. To request a change, students must do one of the following: contact the departmental office housing the new program of study/major and request to be reassigned to that major; ask their current advisor to send an email requesting a change in program of study/major to the department chair for the new program of study/major; or send an electronic change of program of study/major request located on the intranet at <http://www.kennesaw.edu/registrar>.

VII. Course Substitution in Program of Study

Students wishing to substitute one course (usually transfer credit) for another course that is required for graduation under their program of study should complete a Course Substitution Form. These forms may be obtained from the Registrar's Office, the various academic department offices and advising centers, as well as from individual advisors. Substitutions are usually appropriate when courses have similar content and objectives. If the faculty advisor feels that the substitution request is valid, he/she should provide a rationale and sign a form, which then goes to the department chair for approval. If the student wishes to appeal the decision of the advisor, the student may appeal to the appropriate department chair whose decision is final.

Substitutions for courses in the General Education program should be submitted to the dean of undergraduate and university college. All substitutions are ultimately forwarded to the Registrar's Office.

Note that the course substitution procedure is distinct from petitions for relief from graduation requirements—for example, requests to graduate with fewer hours in residence than required by catalog requirements. Such petitions require no special form but are presented by the student in the form of a letter addressed to the registrar. If departmental and college approval are needed, it will be forwarded appropriately.

VIII. Regents' Test

The Regents' Test was developed in the early 1970's to assure the University System, the individual institutions, and the public that undergraduate students meet basic competency levels in reading and writing. Successful completion of the test is a requirement for graduation.

Students should take the Regents' Test prior to accumulating 30 semester hours of credit. To prepare for the test, they should register for English 1101 and English 1102 as soon as possible. Students who reach 45 hours of credit without passing the Regents' Test will be required to take

the appropriate remediation course (RGTE 0199 and/or RGTR 0198) each term until they pass both sections of the test.

A complete statement of board and institutional policies concerning the Regents' Test appears in the university catalog.

IX. Advanced Standing Examination

A student who offers satisfactory evidence that he/she is qualified to do so, may receive credit for a course by examination. Such an examination is called an Examination for Advanced Standing. Examinations for Advanced Standing may be authorized by the registrar upon the approval of the chair of the department. An Examination for Advanced Standing will be reported "S" or "U" and will not be included in the calculation of the scholastic average. An Examination for Advanced Standing will not be authorized if the course has been audited or failed. The hours awarded will not be used to satisfy residency requirements at KSU.

The Application for the Examination for Advanced Standing is obtained in the departmental office or the Registrar's Office. The student uses the form to petition for an examination to receive credit for a course offered at Kennesaw State University. Policies regarding advanced standing are provided on the form and are as follows:

A student may receive up to a total of thirty (30) hours of credit by CLEP, AP, Institutional Advanced Standing, or other examinations. Authorization will not be given for a course under any of the following circumstances:

1. If the course has been previously audited.
2. If the course has been previously scheduled and failed.
3. If the course has been previously scheduled, but the student has withdrawn after the first two calendar weeks from the day the semester begins.
4. If the student is currently enrolled in the course.
5. If the course is either a prerequisite or an introduction to a course for which the student is currently enrolled or has previously completed. (This provision does not apply to skill courses such as physical education, music, for example.)

Credit earned by institutional advanced standing examination may neither be used to satisfy residency requirements, nor used to satisfy more than one-half of the major-field or related studies requirements in a program of study.

A passing grade for an institutional advanced standing examination is a grade of 75% or higher for a lower-division course and a grade of 80% or higher for an upper-division course.

A fee of \$60 will be assessed for each institutional advanced standing examination attempted; no course may be attempted more than once.

A student must be admitted to Kennesaw State University at the time of application for advanced standing and must be enrolled in the university to receive credit for a course by advanced standing examination.

If a student transfers to another college or university, it is the decision of that institution as to whether or not the exam credit will transfer.

Advising and Registration

X. College Level Examination Program (CLEP)

Students planning to enroll at Kennesaw State University with expertise in a particular area or professional experience are eligible to take standardized examinations in a number of areas to earn credit for certain specific courses, provided a minimum score is attained on the tests. Credit earned will be recorded on the student's permanent record. Proficiency is determined by passing standardized examinations. General conditions are as follows:

1. Credit will only be given when the student is accepted and registered at Kennesaw State University.
2. No student will be permitted to receive credit by examination for a course after enrolling in it, unless the student withdrew from the course within two calendar weeks from the day the course began.
3. The CLEP subject examination may not be retaken except by special permission of Educational Testing Service and only after a minimum of six months has passed from the date of testing.
4. Credit thus earned will be recorded on the student's record by course, course number and semester hours earned.
5. No grade or quality points will be assigned.
6. CLEP application forms are available in the CAPS Center. Completed applications and fees should be submitted to the CAPS Center.
7. CLEP fees are \$55.00 per subject examination. Fees are payable in advance by credit card to the College Level Examination Program. KSU charges a \$15 service fee per exam. Service fees are payable in advance by check to KSU.
8. A student may receive up to a total of thirty (30) semester hours of credit by CLEP, AP, Institutional Advanced Standing, or other exam.
9. Kennesaw State University grants credit for acceptable scores on certain subject examinations only.

See following for Table of CLEP Scores:

TABLE OF CLEP SCORES

SUBJECT EXAMINATIONS	COURSE FOR WHICH CREDIT WILL BE GIVEN	MINIMUM SCORE REQUIRED FOR CREDIT	CREDIT HOURS EARNED
College Algebra	MATH 1101	51	3
Algebra & Trigonometry	MATH 1113	53	3
American Government	POLS 1101	55	3
Intro to Business Law	BLAW 2220	57	3
Biology	SCI 1101 SCI 1101 & 1102	50 70	4 7
Calculus with Elementary Functions	MATH 1190	51	4
Calculus with Elementary Functions	MATH 1190, MATH 2202	55	8
*College Composition - requires 90 minute essay of all students	ENGL 1101	50	3
College French	FREN 1001, 1002	45	6
College French	FREN 1001, 1002, FREN 2001, 2002	57	12
College Spanish	SPAN 1001, 1002	44	6
College Spanish	SPAN 1001, 1002 SPAN 2001, 2002	54	12
College German	GRMN 1001,1002	45	6
College German	GRMN 1001,1002, GRMN 2001, 2002	54	12
General Chemistry	CHEM 1211,1211L	52	4
General Chemistry	CHEM 1211,1211L CHEM 1211,1211L 1212, 1212L	70	12
Human Growth & Development	EDUC 2204	46	3
Introductory Accounting	ACCT 2100	52	3
Principles of Management	MGT 3100	52	3
Principles of Microeconomics	ECON 2100	41	3
Principles of Macroeconomics	ECON 2200	44	3
Principles of Marketing	MKTG 3100	53	3
Introduction to Sociology	SOCI 2201	52	3
Trigonometry	MATH 1113	54	3
US History I - This CLEP alone does not meet the KSU general education core requirement	HIST 2111	52	3
US History II - This CLEP meets the KSU general education core requirement	HIST 2112	53	3
Western Civilization I or II	HIST 1110	52	3

Advising and Registration

XI. Advanced Placement Examinations

Credit is offered to students who successfully completed certain college-level Advanced Placement (AP) courses taught in some high schools and who earned acceptable scores on the AP examinations at the end of the courses. The scores determine the amount of credit awarded to the student for a particular course.

XII. Other Institutional Tests

COMPASS

The COMPASS test is administered to Kennesaw State University students whose SAT scores fall in the range of 430-480 on the verbal portion, 400-450 on the math portion or whose ACT scores fall in the range of 17-20 in English or 17-18 in Math. Results of the COMPASS determine students' eligibility to take regular freshman level courses or noncredit courses in the Department of University Studies. The test is also given as an exit examination for the developmental studies students in LSP courses.

Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) is administered through the Sylvan Learning CBT Center. Acceptable scores are required for admission to the Master of Education Program at Kennesaw State University and many other graduate schools.

Graduate Management Admissions Test (GMAT)

The Graduate Management Test (GMAT) is administered through the Sylvan Learning CBT Center. Acceptable scores are required for admission to the Master of Business Administration Program at Kennesaw State University and many other graduate schools.

Institutional Scholastic Aptitude Test (ISAT)

The Institutional Scholastic Aptitude Test is administered once each semester to only Kennesaw State University applicants who for unusual circumstances were unable to take the Scholastic Aptitude Test (SAT) on one of the national test dates. Scores on the ISAT are acceptable only at Kennesaw State University and are not transferable to other colleges.

United States and Georgia History Exam and U.S. and Georgia Constitution Exam

Students must earn credit in American History (HIST 2112) and American Government (Pols 1101) or show by examination that they have a basic understanding of the history of the nation and state and constitutions of each. Second-degree students are eligible.

No academic credit is awarded for passing these tests.

XIII. Petition for Graduation

Undergraduate students must obtain the petition for graduation from the registrar's office and complete and return the form no later than the midterm of the semester prior to the semester in which the student expects to complete degree requirements.

Graduate students must obtain the graduation petition from their respective program directors and complete and return the form no later than the midterm of the semester prior to the semester in which the student expects to complete degree requirements.

XIV. Awarding of Posthumous Degrees

Posthumous Degrees

The policy/procedure concerning the awarding of posthumous degrees for undergraduate and graduate students is as follows:

1. At the time of his/her death, the student must be enrolled in all courses needed to satisfy the requirements for his/her degree and must have met the GPA requirements for that degree, as well.
2. The process for granting the posthumous degree will begin when the Office of the Registrar is informed of the student's death. The Registrar will notify the president's Cabinet. The Cabinet, in consultation with the student's family, will then decide upon the appropriate time for the ceremony at which the degree will be presented.
3. The student's academic record will reflect that the posthumous degree has been awarded.

Posthumous Certificates of Achievement

The policy/procedure concerning the awarding of posthumous Certificates of Achievement for undergraduate and graduate students is as follows:

1. At the time of his/her death, the student must be enrolled in classes leading to his/her degree, must have at least a 2.0 GPA (3.0 for graduate students), and must have earned at least 90 semester hours of academic credit (21 semester hours of academic credit for graduate students).
2. The process of granting the certificate will begin when the Office of the Registrar is notified of the student's death.
3. The family will be mailed a copy of the certificate along with a letter of condolence from the president.

Please note that the refund of monies for enrollment in classes is covered by the University System of Georgia Board of Regents "Refund Policy," as outlined in the undergraduate and graduate catalogs.

XV. Declaration/Change of Degree Program or Concentration

When students apply to a graduate program at Kennesaw State University, they are initially assigned to the interest code associated with the program of study/major that they listed on their admission application. Upon acceptance into the program, students will be reassigned to the full-status code for their program of study/major.

Sometimes students may change concentrations within their program of study. To request such a change, students must contact the director of the graduate program and request to be reassigned to that concentration. If a student wishes to change to a different program of study entirely, he or she should contact the director for that program for information about admission to the program.

Consult the graduate catalog for various policies and procedures and associated graduate forms and where they may be obtained.

Advising and Registration

XVI. Graduate Studies Forms

Request to Take Overload

If a student wishes to take more than twelve hours, he/she must complete an Overload Request Form in the Office of the Registrar. For verification of enrollment purposes, full-time is considered nine (9) semester hours for fall and spring and six (6) semester hours for summer term.

Request for Time Extension

The Request for Time Extension for Master's Degree can be obtained from the Office of the Registrar, and should be used when the graduate student wishes to appeal the established time limit policy of six (6) years to complete the degree. The policies and procedures for the appeal can be found in the graduate catalog.

Other Graduate Forms

Consult the graduate catalog for various policies and procedures and associated graduate forms and where they may be obtained.

XVII. Student Request Forms

Change Request Form

This form is used to update/change names and is located in the registrar's office (or on the intranet at <http://www.kennesaw.edu/registrar>).

Verification Request Form

This form is available in the registrar's office or on the intranet at (<http://www.kennesaw.edu/registrar>) and may be completed and returned there. Use this form to request letters of good standing, loan deferments, enrollment verifications, military certification and other types of verifications.

XVIII. Request for Transcript of Record

Due to provisions of the Student's Right to Privacy Act this form must be signed by the student to authorize release of records. The form may be obtained in the registrar's office (or on the intranet at <http://www.kennesaw.edu/registrar>). Students may also send a letter to the Office of the Registrar to request a transcript.

XIX. University Center Cross Registration Program

Kennesaw State University is a member of the Atlanta Regional Consortium of Higher Education, an association of colleges and universities in the Atlanta area offering a combination of reciprocal academic services, such as cross registration, interlibrary lending, and visiting scholar programs.

The cross registration program is available to students officially enrolled in Atlanta Regional Consortium institutions. This program is distinct from transient status in that it is possible for a student to register for an approved course at any of the 21 Atlanta Regional schools and receive credit, while paying tuition costs to the home institution. The intent is to allow qualified students to take course work in their area of study that is not available on their own campus.

Advising and Registration

To be eligible to participate, the student must have the recommendation of the faculty adviser or department chair at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term.

Students who wish to enroll in courses at member institutions of the Atlanta Regional Consortium should obtain a Cross Registration form from the coordinator at the home institution. Contact the Office of the Registrar for more information and specific deadline dates.

MEMBER COLLEGES:

Agnes Scott College
Atlanta College of Art
Brenau University
Clark Atlanta University
Clayton College and State University
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Interdenominational Theological Center

Kennesaw State University
Mercer University-Atlanta
Morehouse College
Morehouse School of Medicine
Morris Brown College
Oglethorpe University
Southern Polytechnic State University
Spelman College
State University of West Georgia
University of Georgia

Section Five

Review and Evaluation of Faculty Performance

Preparing and reviewing portfolios

Fall 2006

Please follow the new committee structure but old performance criteria in preparing and reviewing portfolios for fall of 2006.

Fall 2007

Please follow the new performance criteria in preparing and reviewing portfolios for fall of 2007.

Old Version (2005-2006)

Refer to pages 5.3 - 5.50 for the old version of Section Five of Faculty Handbook.

New Version (2006-2007)

Refer to pages 5.51 - 5.78 for the new version of Section Five of Faculty Handbook.

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Review and Evaluation of Faculty Performance
(2005-2006 old version)

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Review and Evaluation of Faculty Performance

I. Overview

The performance of a faculty member is reviewed and evaluated regularly in the following ways in accordance with the governing policies of the Board of Regents of the University System of Georgia and the policies and procedures established by Kennesaw State University and its colleges and departments:

- Detailed Annual Reviews of Faculty Performance
- A Third-Year Review of Progress Toward Tenure for those with professorial rank
- A Review for Tenure by the sixth year for those with professorial rank
- A Third-Year Review of Progress Toward Promotion for Instructors
- A Review for Promotion by the sixth year for Instructors
- A Review for Tenure by the ninth year for previous Instructors
- Post-Tenure Reviews every five years
- Reviews for Promotions in Professorial Rank

The Faculty Handbook provides KSU's general expectations for faculty performance. Colleges and departments are responsible for establishing written guidelines to instantiate KSU's general expectations for faculty performance. These guidelines may vary across departments and colleges so as to accommodate diverse faculty roles, responsibilities, and specialty areas, as well as accepted disciplinary practices, program accreditation standards, and regulatory requirements. Department documents must be approved by the College Tenure & Promotion/Post-Tenure Review Committee and the dean to ensure consistency with the expectations of the college, equity across departments, and compatibility with the expectations of the university.

It is important to note that teaching and administrative faculty at Kennesaw State University have widely different assignments, expectations, and emphases that vary within and across: a) programs, departments, and colleges; b) professorial ranks; c) undergraduate and graduate faculty status; d) teaching and administrative assignments; e) levels and years of experience; etc. Therefore, performance review processes must be designed to be flexible enough to evaluate an individual's performance in relation to his or her specific situational context.

Review and Evaluation of Faculty Performance

II. KSU'S Mission and Culture

The university's mission statement, which appears in the first section of the Faculty Handbook, captures the character and priorities of the university in extensive detail. Within the University System of Georgia, KSU is classified as a comprehensive state university whose primary focus is the facilitation of effective undergraduate and graduate (subdoctoral) teaching and learning and whose secondary priorities include public service, research, scholarship, and creative activity that contribute to the region's educational, economic, social, and cultural advancement. Kennesaw State is not classified or expected to perform as a comprehensive, doctoral-level, research university.

Some of the key expectations and priorities extracted from KSU's mission statement that give general direction to faculty performance are as follows:

- Highly effective teaching and learning are central institutional priorities; service and research that strengthen teaching and address the public's interests are important supportive priorities.
- A commitment to teaching and learning, inside and outside the classroom, that sustains instructional excellence and promotes high levels of student achievement.
- Faculty, staff, and administrators committed to providing a challenging and facilitative collegiate experience that fosters high-quality academic preparation, critical thinking, global and multicultural perspectives, communication & interpersonal skills, leadership development, social responsibility, and lifelong learning.
- A supportive campus climate to educate the whole person.
- Use of technology to advance educational purposes, including distance learning.
- A high-quality general education program supporting a variety of disciplinary, interdisciplinary, and professional baccalaureate programs.
- Selected master's and educational specialist degrees.
- A diverse student body including large groups of traditional, nontraditional, minority and international students.
- A commitment to diversity that embodies the ideals of an open, democratic, and global society.
- A commitment to scholarly and creative work to enhance instructional effectiveness and to applied research in selected areas of institutional strength and area need.
- A commitment to public service, continuing education, technical assistance and economic development that addresses needs and improves the quality of life.
- Collaborative relationships with other system institutions, state agencies, local schools, technical institutes, business and industry.
- A commitment to excellence and responsiveness in addressing regional needs and to outstanding and distinctive programs.
- A university committed to continuous improvement in an increasingly diverse and constantly changing learning community.
- KSU aspires to be a progressive and exemplary institution, respected for its excellence and leadership in its teaching, service, and research.

Faculty performance is expected to be aligned with the university's assigned purposes and priorities for KSU's mission to be fully realized. The academic and institutional culture of Kennesaw State University values distinguished teaching, scholarship, and service. KSU has high expectations for the productivity, effectiveness, and continuous improvement of faculty performance. Faculty are expected to establish and maintain strong records of accomplishment. Please refer to the detailed institutional expectations for faculty performance in this regard which are described in the section entitled, "V. General Institutional Expectations for Faculty Performance at Different Stages of Academic Career Development Within Professorial Ranks."

III. Definitions of Basic Categories of Faculty Performance

The three basic categories of faculty activity known throughout academe are “teaching,” “research,” and “service.” Kennesaw State University refers to these three basic categories of faculty performance as:

- Teaching, Supervision, & Mentoring
- Scholarship & Creative Activity
- Professional Service

Of course, faculty activity cannot always be categorized neatly into one of these areas, because the categories are not mutually exclusive. Furthermore, KSU often encourages its faculty to engage in activities that impact more than one of these areas simultaneously. Nevertheless, examining faculty accomplishments within this framework can be useful for reviewing and evaluating faculty performance. Producing a well-documented narrative description of one’s philosophy, goals, strategies, innovations, assessments, improvements and professional growth for each of the three areas of teaching, scholarship, and service is the first step in documenting one’s professional accomplishments.

Before examining descriptions of these three basic categories of faculty performance in greater depth, it is important to note that effective teaching and productive scholarship and service require a basic foundation of prerequisite degrees and credentials as well as currency in one’s field. At KSU, this essential foundation is known as Academic Achievement & Continuing Professional Development and includes earned degrees, supplemental coursework/internships, certificates/licenses, work/life experience, acquired knowledge/skills, attendance at professional conferences and workshops, and other continuing professional development activity. Therefore, the area of Academic Achievement and Continuing Professional Development is a foundation for effective teaching and productive scholarship and service. Activities in this area can have a profound influence on a faculty member’s performance in the three evaluated areas. This is particularly true for faculty members in disciplines or sub-disciplines that undergo frequent, rapid, and/or extensive changes. It is imperative, therefore, that faculty address in their portfolio narratives how Academic Achievement and Continuing Professional Development influence, support, and/or shape their activities in the evaluated areas of Teaching, Mentoring & Supervision, Scholarship & Creative Activity, and/or Professional Service.

TEACHING, SUPERVISION, & MENTORING

This basic category of faculty performance refers to a wide variety of instructional activities. The principal purpose of these instructional activities is to engage students, peers, and others in activities that facilitate learning and educational advancement.

In assessments of faculty performance in this area, departments and colleges may review some of the following faculty activities, as deemed appropriate for specific disciplines, as well as others not mentioned here:

- teaching groups, classes, seminars, workshops, etc.
- handling diverse and challenging teaching loads and course assignments
- guest lecturing, speaking, master classes, etc.
- teaching individuals in directed studies
- supervising students and others in field placements, internships, co-ops, student teaching, nursing practice, applied music, theses, etc.
- advising and mentoring students, peers and others

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- developing and revising instructional programs, courses, curriculum materials, tests, assignments, etc.
- creating and updating syllabi
- assessing instructional effectiveness
- utilizing multiple methods for assessment of teaching effectiveness
- engaging in pedagogical innovation and experimentation
- setting goals for instructional improvement
- using results of evaluations for professional growth and improvement
- earning recognition and awards for distinguished teaching
- documenting student learning
- incorporating appropriate instructional technology
- maintaining currency in instructional content and delivery
- linking experiences in Academic Achievement and Continuing Professional Development to enhanced effectiveness in teaching, supervision, and mentoring
- maintaining a teaching portfolio

SCHOLARSHIP & CREATIVE ACTIVITY

Scholarship at KSU is broadly defined in the institution's mission statement to encompass a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, pedagogy, and the communities we serve. It includes the scholarship of discovery, the scholarship of integration and interpretation, the scholarship of application and artistic creativity, and the scholarship of pedagogy and learning both within and across disciplines. Professional activity in these areas becomes scholarship when the work is formally shared with others, and, thus, is subject to review of its quality, value, and significance.

In assessments of faculty performance in this area, departments and colleges may review some of the following faculty activities, as deemed appropriate for specific disciplines, as well as others not mentioned here:

- engaging in applied research including surveys, assessments, evaluations, field studies, etc.
- pursuing cross-disciplinary research projects, integrative studies, surveys of the literature, interpretative analyses, etc.
- embarking on research and development aimed at the improvement of teaching and learning
- conducting basic research for the discovery of new knowledge
- producing creative works of art, literature, media, etc.
- giving creative public performances, readings, shows, exhibitions, etc.
- giving paper/poster presentations at professional meetings
- publishing papers, articles, books, chapters, monographs, reviews, case studies, working papers, proceedings or creative works (single or joint authorship, as well as editing volumes; print and other media; refereed and non-refereed publications)
- serving as a reviewer or editor of professional publications
- giving or preparing English translations of works in other languages
- writing grant proposals to procure funding for one's work and/or the advancement of the institution
- preparing year-end reports to funding agencies
- reviewing and critiquing grant applications, papers, and manuscripts or judging performances or creative activities
- convening and discussing paper presentations at professional meetings
- maintaining significant progress in on-going scholarly activities

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- conducting professional workshops, seminars, and colloquia for colleagues
- delivering invited professional presentations and speeches
- earning recognition and awards for distinguished scholarship and creative works
- receiving commissions and contracts to produce creative products
- linking experiences in Academic Achievement and Continuing Professional Development to enhanced effectiveness in scholarship and creative activity
- maintaining a professional portfolio of scholarship/creative activity

PROFESSIONAL SERVICE

Professional service generally involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. Although an argument could be made that all faculty activities, including instruction and scholarship, are oriented toward the service of others, the definition of Professional Service goes beyond the activities associated with the teaching and scholarship areas.

In assessments of faculty performance in this area, departments and colleges may review some of the following faculty activities, as deemed appropriate for specific disciplines, as well as others not mentioned here:

- contributing actively as a member or leader of committees and task forces at the institutional, University System, professional, and local community levels
- fulfilling responsibilities in shared faculty governance
- administering divisions, departments, programs, organizational functions or support services (a major professional service commitment for deans, department chairs, and administrative faculty)
- coordinating programs for professional conferences/meetings
- serving as an officer in professional or civic organizations or participating and leading institutional and program accreditation self-studies
- organizing symposia or bringing professional meetings to KSU
- engaging in service learning activities
- volunteering support to community service organizations and projects associated with KSU's organizations or service learning initiatives
- engaging in professional practice (e.g., consulting, clinical practices, tutoring services, etc.)
- conducting professional development and continuing education programs
- serving on accreditation teams
- assisting in student recruitment and retention activities and fund-raising campaigns
- marketing and promoting programs, departments, and the institution
- establishing and maintaining informational web pages
- receiving community recognition or awards for service contributions
- linking experiences in Academic Achievement and Continuing Professional Development to enhanced effectiveness in professional service
- earning awards for distinguished service activity
- maintaining a professional portfolio of accomplishments in service

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IV. Expectations and Eligibility for the Award of Tenure

Academic tenure is an employment status at the university that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause or financial exigencies. Not all full-time administrative and teaching faculty members are on a tenure-track or are eligible to be awarded academic tenure. Eligibility for the award of tenure is restricted largely to academic faculty with rank who achieve certain requirements and expectations for tenure. The university and its governing board have the prerogative to award tenure and exercise that option following the completion of a thorough review process which includes the judgments and recommendations of the candidate's teaching and administrative faculty colleagues.

The award of tenure is a highly important decision through which the university incurs a major commitment to the individual faculty member well into the future. 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 achieve institutional needs and expectations in the future.

The general institutional criteria upon which a positive recommendation for tenure are based are described in great detail in "Section V. General Institutional Expectations for Faculty Performance at Different Stages of Academic Career Development Within Professorial Ranks." Tenure decisions are made in the context of those expectations according to a faculty member's rank, experience, position, program affiliation, etc. Achieving or exceeding expectations in that context for the probationary period is necessary but not sufficient for a positive tenure review. Collegial judgments concluding that prospects are strong for the individual to continue to achieve or exceed expectations in the future must also be present for a positive tenure decision. Following Board of Regents approval of the university's recommendation for tenure, tenure is effective in the academic year following the year of review.

It is important to understand the relationship between annual evaluations and reviews for tenure. Annual reviews are typically written by department chairs, in collaboration with individual faculty, using evidence of performance for a particular year. In the annual evaluation of faculty performance, the perspective of only two colleagues are involved in making a judgment as to whether the faculty member has achieved expectations in his or her situational context over the past year. In contrast, tenure reviews are conducted by multiple panels of peers which must determine if one's accomplishments, over a period of at least five years, achieve expectations and warrant a substantial and long-range commitment by the university.

At KSU, recommendations for tenure must precede recommendations for promotion in rank. Full-time tenure-track faculty who are assistant professors, associate professors, or professors, are eligible to be reviewed for tenure in their fifth year of service. A mandatory review for tenure must be conducted in the sixth year of the probationary period. This five to six year probationary period must be continuous unless the interruption is for a leave of absence or for part-time service, which must not, in either case, exceed two years. An earlier review for tenure is permitted during the second through fifth year of service at KSU if sufficient prior service credit toward tenure was granted in writing upon appointment to yield a combined total of five full years of creditable service, including the year of review. As much as three probationary years credit may be granted for

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service at other institutions toward the minimum of five years at KSU. The faculty member has the option of applying any or all prior service credit toward the five-year requirement for tenure eligibility. (Such use of prior service credit is not an “early” review for tenure.)

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

Tenure-track eligibility for a faculty member is typically stated in the initial letter offering employment from the vice president for academic affairs. An administrative faculty member who is appointed without academic rank or with a part-time rank is not on track for tenure. Part-time or adjunct faculty, temporary or visiting faculty, and lecturers or senior lecturers are not eligible and do not accrue any credit toward tenure. Service as a temporary or visiting faculty member, or as a lecturer or senior lecturer at KSU does not earn credit toward the probationary period if the individual is hired later into a regular permanent faculty status, unless granted in writing at the time of appointment. Some full-time teaching and administrative faculty may be eligible for non-tenure track appointments if more than half of their position is supported from sponsored funds. Faculty with rank whose positions are primarily oriented toward research, service, or administration instead of teaching may also qualify for non-tenure track status. Academic deans and department chairs are appointed as tenure-track teaching faculty members. Tenure does not reside in an administrative position, however. 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 year’s contract and formal notice that they will not receive another employment contract after their seventh or tenth years respectively.

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

THIRD-YEAR PROGRESS REVIEW FOR TENURE OR PROMOTION

Tenure-track faculty are required to participate in a third-year review of progress toward tenure (in their third full year of service in a professorial rank) or promotion to the tenure-track rank of assistant professor (for instructors only) during their third full year of service at KSU. Third-year reviews of progress toward tenure or promotion are conducted by T&P Committees at the department and college levels and by the department chairs and deans. This review begins in the Fall term of the individual’s third year.

The purpose of this review is to assist faculty members in determining whether they are making appropriate progress toward tenure or promotion into a tenure-track rank of assistant professor.

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This review occurs before a faculty member becomes eligible for tenure or promotion and does not result in a tenure or promotion decision. Rather it provides feedback to the faculty member about performance strengths and weaknesses. The third-year review addresses the individual's progress toward tenure or promotion taking into account his or her situational context and stage of academic career development. The general performance expectations vary with one's academic rank, experience, position, and program affiliation and are outlined in Part V of Section Five of the Faculty Handbook. For all academic ranks, the primary focus of the review process is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the department's, college and university's performance expectations.

The principal outcome of a third-year review is to provide detailed constructive feedback to the colleague being reviewed about his/her preparations for tenure (or promotion). Although the individual is not eligible to be tenured (or promoted) at the time of the third-year review, the review should be conducted to produce an assessment of the individual's current readiness to be tenured (or promoted). The performance expectations for tenure and promotion should serve as the criteria against which the individual's third-year portfolio is judged. After reviewing the portfolio in that context, each T&P Committee, (department and college) and each administrator (department chair and dean) must prepare a summary letter, describing in detail for each area of performance, Teaching, Supervision & Mentoring, Scholarship & Creative Activity, and Professional Service, how the candidate meets or does not meet the actual expectations for tenure (or promotion) as well as specific suggestions for maintaining and enhancing further preparations for a successful tenure (or promotion) review in the future. The letter must address each area of review in detail. No overall rating or recommendation is required at the time of a third-year review. The third-year review letters and the descriptive assessments they contain become part of the individual's portfolio for the actual tenure (or promotion) review in the future.

V. General Institutional Expectations for Faculty Performance at Different Stages of Academic Career Development within Professorial Ranks

The professorial ranks (i.e., assistant professor, associate professor, and professor – sometimes called “full professor”) are typically linked with the different stages of career development and accomplishment for university faculty. Faculty 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, Kennesaw State’s general expectations for faculty performance and for promotion in rank differ from experience level to experience level and rank to rank in keeping with the typical patterns of career development for university faculty. Assistant professors are typically individuals whose accomplishments reflect an early stage of academic career development for university faculty. The rank of full professor is reserved for experienced and highly accomplished university faculty.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank or tenure. 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.

Annual & post-tenure reviews of faculty performance are expected to be done in one’s situational context and in relation to one’s stage of academic career development. Assistant professors are evaluated according to expectations for performance that are different from those which apply to associate professors, and associate professors are evaluated by different performance expectations from full professors. In that regard, the accomplishments required to achieve and exceed expectations in a performance review according to the standards associated with the rank of assistant professor would not be the same as those needed to achieve expectations at the higher rank. These general differences in expectations by rank are outlined in detail below and contribute to the situational context of a faculty member’s performance review. If a faculty member’s performance declines below the general expectations for faculty performance at his or her current rank, a strong case can be made for documenting deficiencies and pursuing appropriate courses of corrective action.

The Faculty Handbook provides KSU’s general expectations for faculty performance. Colleges and departments are responsible for establishing written guidelines to instantiate KSU’s general expectations for faculty performance. These guidelines may vary across departments and colleges so as to accommodate diverse faculty roles and specialty areas, as well as accepted disciplinary practices, program accreditation standards, and regulatory requirements.

Department documents must be approved by the College Tenure & Promotion/Post-Tenure Review Committee and the dean to ensure consistency with the expectations of the college, equity across departments, and compatibility with the expectations of the university.

In addition, specific responsibilities and expectations associated with each faculty position are defined in the normal course of departmental operations. The department chair or unit head has responsibility for making such position-specific assignments and for clarifying performance expectations in the written annual review. Faculty members are expected to make a full-time commitment to fulfilling their KSU responsibilities throughout the academic year.

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GENERAL EXPECTATIONS FOR THE ASSISTANT PROFESSOR

The rank of assistant professor is initially awarded to relatively inexperienced faculty who are in an early stage of becoming established in their academic careers in higher education. Adapting to the expectations of the academy and of KSU and getting established in one's instructional, scholarship, and service roles are typically the primary concerns of an assistant professor. At a university like Kennesaw State where highly effective teaching is a central priority, most inexperienced assistant professors devote much of their time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. Many assistant professors also devote substantial energy to a continuation of their scholarship activities, which were initiated during their doctoral or post-doctoral work, especially if they are engaged in graduate programs. Many others elect to initiate and establish their professional service records. As one advances in career development and prepares for tenure and promotion, the assistant professor is expected to gain experience through a progression of early roles, evolving from novice to participant-observer to contributing participant. Occasionally, leadership opportunities emerge for the assistant professor, but the frequency and significance of such leadership opportunities tend to increase as a faculty member's career matures in the advanced ranks. Therefore, a typical pattern of effective and productive teaching, scholarship and service for the assistant professor is one which 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. The retention, tenure, and promotion of faculty members during this early stage of their academic career development often depend on how well the assistant professor establishes and demonstrates effectiveness, productivity, and potential for continued development in expected areas of faculty performance.

Highly effective teaching is a central and a high priority in KSU's institutional mission. Therefore, the University expects its faculty members to establish themselves as highly effective teachers, supervisors, and mentors while in the rank of assistant professor and before the award of tenure. The essence of effective teaching is the facilitation of learning. Effective teaching engages teachers, students, and others in learning, inside and outside the classroom, through group instruction, individual instruction, student supervision, mentoring, advising, counseling, and curricular or pedagogical innovation. Furthermore, a rapidly changing world requires effective teaching to be dynamic, not static, and subject to continuous refinement and improvement. The achievement of highly effective teaching at KSU encompasses the development of a well-stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course plans, pedagogical experimentation and innovation, systematic assessments of teaching and learning, and the use of assessment results for professional growth and improvement. Assistant professors are expected to establish a strong record of accomplishment of highly effective teaching, supervision, and mentoring that reflects a solid foundation for continued effectiveness and further maturation of teaching, supervision, and mentoring skills.

In addition to establishing one's effectiveness in teaching, all faculty are expected to fulfill basic obligations in both scholarship and service as defined by their department and college and to be highly productive in at least one of these two areas. A highly productive record of accomplishment in Scholarship & Creative Activity or Professional Service is judged according to one's experience and rank. The assistant professor is not expected to perform at the same level as the experienced senior faculty with advanced rank. However, assistant professors are expected to establish a strong record of accomplishment in Scholarship & Creative Activity or Professional Service that reflects a

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solid foundation for continued productivity and further maturation in the advanced ranks. If scholarship is emphasized, an acceptable level of contribution in service is expected. If service is emphasized, an acceptable level of contribution in scholarship is expected of the assistant professor. The faculty member may develop strengths in both scholarship and service.

In keeping with accreditation standards, KSU expects the assistant professor who has graduate faculty status, substantial involvement in graduate programs, and a graduate teaching load to be more active and productive in the area of Scholarship & Creative Activity than is expected of assistant professors without such status, involvement, or load assignments. Such graduate faculty typically do not have the option to emphasize Professional Service over Scholarship & Creative Activity as a primary area of emphasis beyond effective teaching.

All faculty are expected to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities at KSU and are expected to incorporate these into a faculty member's instructional, scholarship, and service activities. At KSU, individuals with an earned doctorate or an acceptable terminal degree are appointed at least to the rank of assistant professor. Occasionally, an individual who is in the process of completing a doctoral dissertation may also be appointed at this rank. In some professional programs, individuals with professional master's degrees and related professional licenses, certifications and/or work experience may be appointed to the faculty as an assistant professor. Instructors without a terminal degree may be promoted to assistant professor if acceptable progress toward a terminal degree has been made or if the faculty position and specific responsibilities they hold have been identified as not requiring a terminal degree. When an assistant professor is expected to complete an advanced degree or additional coursework, such achievements are expected to be completed in an efficient and timely manner. Furthermore, when completion of such a degree or coursework diverts faculty effort from the standard expectations for faculty performance, the individual's progress toward promotion to associate professor is likely to be delayed.

The success of a program, department, college or the university depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and professional services. An assistant professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner in keeping with the university's policy on "Academic Freedom & Responsibility."

PROMOTION TO ASSOCIATE PROFESSOR & AWARD OF TENURE

Promotion in rank is awarded by the Board of Regents upon the recommendation of one's teaching and administrative faculty colleagues at KSU. The primary focus of the review process for promotion is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the department's, college's, and university's performance expectations for that faculty member. Promotion in rank to associate professor is awarded to a faculty colleague whose career development has advanced to the stage where the performance expectations for an experienced assistant professor are being achieved and the individual's performance and accomplishments in teaching, scholarship, and service have risen to achieve KSU's expectations for a beginning associate professor. Such individuals can document a strong record of highly effective teaching and highly productive

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scholarship or service that forms a solid foundation for continued success as associate professors. Other fundamental factors are also considered in the review process for promotion, such as the faculty member's credentials, years of service in the current rank at KSU, the acceptability of performance in scholarship or service if that area is not an area of emphasis for the faculty member, the strength of the portfolio in making an effective and well-documented case for promotion, and the professional judgment of colleagues who serve on the review committees and make recommendations for promotion and tenure.

A faculty member may elect to have a tenure review in the fifth year of service at KSU. A mandatory review for tenure must occur in the sixth year of active service at KSU or the ninth year for faculty who served as regular full-time instructors before being promoted to assistant professor. Unless tenure is awarded by the Board of Regents effective in the seventh or tenth years, a terminal employment contract must be issued for that year. An earlier review for tenure is permitted during the second through fifth year of service at KSU if sufficient prior service credit toward tenure was granted in writing upon appointment to yield a combined total of five full years of creditable service, including the year of review.

At KSU, an assistant professor can be reviewed and recommended for promotion in rank only if the faculty member already has tenure or is also being reviewed and recommended for tenure and is in at least the fourth year of creditable service at KSU. Thus, assistant professors without any credit for prior service toward the probationary period for tenure are not eligible for consideration of promotion in rank until their fifth year, the earliest year of eligibility for a tenure review under these circumstances.

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 or for tenure. 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.

Faculty who do not hold an earned doctorate or acceptable terminal degree can generally expect to be in their current rank longer than colleagues with a terminal degree before being granted tenure or promotion in rank. Promotion to associate professor will require a minimum of ten years in the rank of assistant professor for faculty without an earned doctorate or acceptable terminal degree. Years of leave without pay or partially completed academic years resulting from leaves without pay are not included in the official count of accumulated years of service at KSU toward promotion or tenure. There is no maximum time by which an assistant professor is expected to be or must be promoted to associate professor.

GENERAL EXPECTATIONS FOR THE ASSOCIATE PROFESSOR

The rank of associate professor is awarded to an experienced faculty member who has established a solid foundation for continued success in the academy, but who may be at an early stage of academic career development. Whereas assistant professors often focus their energies on getting their academic careers established, associate professors typically have achieved those goals. They now focus their energies on advancing their effectiveness and productivity to the high levels expected of senior faculty at a mature stage of career development. Faculty who join KSU as associate professors must also establish a solid foundation at KSU for the award of tenure while in this rank. Establishing strong and accomplished records of highly effective teaching and highly productive

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scholarship or service are the principal concerns of most associate professors. 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. As the associate professor becomes more experienced, successful, and seasoned, the individual is expected to progress from earlier career roles of participant-observer and contributing participant to more significant contributions, leadership, and initiative. Typically, as the faculty member's roles and contributions grow at this stage of career development, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the university.

The associate professor is expected to maintain a record of highly effective teaching, supervision, and mentoring that reflects his/her commitment to continuous improvement as an effective teacher and facilitator of learning. As an experienced member of the faculty, the associate professor typically models instructional leadership and undertakes educational initiatives. Examples of such leadership and initiative include the development of new courses and programs; course and program review, evaluation, and reform; establishing new pedagogical strategies; internationalizing the curriculum; adapting instructional technology for the enhancement of teaching and learning; developing advisement and mentoring systems for the department, college, or university; promoting applied learning; establishing internship opportunities for students on and off the campus; advancing service-learning; etc.

In addition to performing his/her instructional obligations in a highly effective manner, the associate professor is expected to demonstrate a strong record of highly productive contributions in either Scholarship & Creative Activity or Professional Service. If scholarship is emphasized, an acceptable level of contribution in service is expected. If service is emphasized, an acceptable level of contribution in scholarship is expected. The faculty member may develop strengths in both scholarship and service.

When an associate professor elects to focus on Scholarship & Creative Activity in addition to teaching, the faculty member is expected to turn the early scholarship and creative achievements realized as an assistant professor into one or more established areas or specialties. Faculty who are highly productive in scholarship and creative activity can document a strong record of contributions that involve review and recognition by others within and beyond the department, college, and university. Departmental and college expectations and guidelines provide more specific direction about the nature of highly productive scholarship within the different disciplines and programs of the university. As specialized expertise evolves, the faculty member's strong contributions, leadership roles, and initiatives in the area of Scholarship & Creative Activity are expected to increase within and beyond the campus.

When Professional Service is emphasized, the university expects the faculty member's record of service contributions that began while an assistant professor to expand in breadth, depth and significance. Highly productive professional service for associate professors may be documented by a strong record as a contributing member, coordinator, leader, and initiator on campus committees; in campus or community initiatives, administrative positions, professional associations; etc. Major service contributions can occur at any level of the university as well as beyond the institution. As the associate professor's experience grows, the faculty member's strong contributions, leadership roles, and initiatives in the area of Professional Service are expected to increase within and beyond the campus.

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In keeping with accreditation standards, KSU expects the associate professor who has graduate faculty status, substantial involvement in graduate programs, and a graduate teaching load to be more active and productive in the area of Scholarship & Creative Activity than is expected of associate professors without such status, involvement, or load assignments. Graduate faculty typically do not have the option to emphasize Professional Service over Scholarship & Creative Activity as a primary area of emphasis beyond effective teaching.

An associate professor is expected to hold the appropriate earned degree(s) for his/her particular position and to strive to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities satisfactorily. In disciplines where an earned doctoral degree is the generally accepted "terminal credential," individuals without such a credential will generally not be eligible for promotion beyond associate professor according to Regents' policy.

The success of a program, department, college or the university depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and professional services. An associate professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner in keeping with the university's policy on "Academic Freedom & Responsibility."

PROMOTION TO FULL PROFESSOR & THE AWARD OF TENURE

Promotion in rank is awarded by the Board of Regents upon the recommendation of one's teaching and administrative faculty colleagues at KSU. The primary focus of the review process for promotion is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the department's, college's, and university's performance expectations for that faculty member. Promotion in rank to full professor is awarded to a faculty colleague whose career development has advanced to the stage where performance expectations for an experienced associate professor are being achieved, and the individual's performance and accomplishments in teaching, scholarship, and service have risen to achieve KSU's expectations for a beginning full professor.

Those who aspire to promotion to full professor are expected to have a strong record and a demonstrated commitment to the growth and improvement of highly effective teaching, supervision, and mentoring. One's record of scholarship and creative activity or professional service should also reflect a similar commitment and be highly productive within the context expected of a senior-level faculty member. The beginning full professor's strong record of contribution, leadership, and initiative in teaching and scholarship or service should include achievements that colleagues would generally regard as appropriate major accomplishments for faculty at the highest professorial rank and provide a solid foundation for continued success as a full professor. Other fundamental factors are also considered in the review process for promotion, such as the faculty member's credentials, years of service in the current rank at KSU, the acceptability of performance in scholarship or service if that area is not an area of emphasis for the faculty member, the strength of the portfolio in making an effective and well-documented case for promotion, and the professional judgment of colleagues who serve on the review committees and make recommendations for promotion and tenure.

A full professor is expected to hold the appropriate earned degree(s) for his/her particular position.

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Faculty who do not hold an earned doctorate or acceptable terminal degree are not eligible for promotion to full professor at KSU according to Regents' policy unless the individual has established an exceptional, nationally recognized record of achievement.

If a faculty member was initially appointed at KSU as an associate professor, a mandatory review for tenure must occur in the sixth full year of active service at KSU and a terminal employment contract must be issued for the seventh year if tenure is not awarded by the Board of Regents. An earlier review for tenure is permitted during the fifth year of creditable service toward tenure (i.e., years at KSU and/or prior years of credit granted upon appointment). Years on leave without pay or partially completed academic years resulting from leaves without pay are not included in the official count of accumulated years of service toward promotion or tenure.

The Board of Regents of the University System of Georgia requires a minimum of five full academic years of service as an associate professor at KSU (including the year of review) to be eligible for promotion to full professor. At KSU, an associate professor can be reviewed and recommended for promotion in rank only if the faculty member has already been tenured or is also being reviewed and recommended for tenure. There is no maximum time by which an associate professor is expected to be or must be promoted to full professor.

Experience is correlated with professorial rank, but years of service alone or successful annual reviews are not sufficient to qualify for a promotion in rank or for tenure. 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.

GENERAL EXPECTATIONS FOR THE FULL PROFESSOR

Professors are highly experienced and senior members of the faculty who have become highly accomplished in their teaching effectiveness and scholarship or service. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Senior faculty who are full professors tend to be invited more than junior faculty to assume leadership roles in major administrative positions, committees, initiatives or professional associations. The strong record of contribution and leadership that develops in one's teaching, scholarship, or service as a result of accepting these invitations evolves over time into increased opportunities for mentorship. At this stage in one's academic career, the wisdom and expertise of the highly accomplished full professor is often recognized by peers. A professor is typically characterized as a leader, mentor, scholar, expert, or distinguished colleague. During one's tenure as a full professor, the faculty member becomes a seasoned veteran of the academy and reaches the stage of an academic career in which his/her professional or academic identity and expertise are well known, well established, and are recognized within and beyond the university. Even after achieving such heights of personal and professional achievement, the professor is expected to continue to grow and develop in his/her teaching effectiveness and contributions in scholarship or service. The tenured full professor is expected to remain professionally active and highly productive throughout his/her academic career at KSU and to strive to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities at KSU.

Full professors are expected to continue to be highly effective and highly accomplished in teaching, supervision, and mentoring by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Highly effective professors should continue to make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform. Such senior faculty are often consulted for their opinion and expertise as an instructional leader or mentor.

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In addition to performing his/her instructional obligations in a highly effective manner, the full professor is expected to demonstrate a strong record of highly productive contributions in either Scholarship & Creative Activity or Professional Service. If scholarship is emphasized, an acceptable level of contribution in service is expected. If service is emphasized, an acceptable level of contribution in scholarship is expected. The faculty member may develop strengths in both scholarship and service.

Highly productive contributions in the area of Scholarship & Creative Activity for a full professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship & creative achievements with significant impact in the state or Greater Metropolitan Atlanta may also achieve this general expectation. At this career stage, the faculty member is recognized, consulted, or sought beyond the university for his/her expertise, leadership, mentorship, or wisdom in his/her areas of expertise.

Likewise, highly productive Professional Service for a full professor is characterized by a level of accomplishment and achievement that is more accomplished and more broadly recognized within and beyond the university than the achievements in professional service expected of a typical associate professor. This highly accomplished activity can manifest itself in a wide variety of important and significant professional service contributions that receive attention and recognition across the college or university, in professional organizations, and the communities beyond the university. The full professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong service record for the full professor should contain highly accomplished achievements as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces; campus or community organizations; special projects and initiatives; administrative positions; state, regional or national organizations; professional associations; etc. Major service contributions at the departmental level are certainly important and worthy of consideration at this career stage, but a record that reflects primarily departmental service typically will not have sufficient impact to achieve the professional service expectations for a full professor.

In keeping with accreditation standards, KSU expects the full professor who has graduate faculty status, substantial involvement in graduate programs, and a graduate teaching load to be more active and productive in the area of Scholarship & Creative Activity than is expected of full professors without such status, involvement, or workload assignments. Graduate faculty typically do not have the option to emphasize Professional Service over Scholarship & Creative Activity as a primary area of emphasis beyond effective teaching.

While there is no advancement in rank beyond full professor, professors are expected to continue to demonstrate from year to year that they achieve the department's, college's, and university's performance expectations associated with the rank of full professor. Post-tenure review of performance occurs every five years to validate the fulfillment of these expectations.

The success of a program, department, college or the university depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and professional services. A full professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner in keeping with the university's policy on "Academic Freedom & Responsibility."

VI. General Institutional Expectations for Appointment and Promotion of Instructors

Regular full-time teaching faculty who are not eligible for appointment as assistant professors, typically because they do not hold an earned doctorate or other acceptable academic credentials, and who are not being appointed into a non-tenure track lecturer or senior lecturer position, are appointed to the rank of instructor. In the University System of Georgia, instructors cannot be awarded tenure and do not automatically earn service credit toward the fulfillment of the probationary period for tenure. However, upon promotion to assistant professor, they may be granted a limited number of years of service credit toward tenure in recognition of their experience and performance.

The Board of Regents of the University System of Georgia has several other significant rules that apply to regular full-time instructors. Chief among these, instructors must be reviewed and recommended for promotion to assistant professor in their sixth full academic year of service at KSU or be given a terminal employment contract for their seventh year. Instructors who do not have the terminal degree are not eligible for an early elective review for promotion to assistant professor. Instructors are required to have a third-year review of progress toward promotion during their third full year of service at KSU. Additionally, instructors who lack the terminal degree but are promoted to assistant professor at KSU must be reviewed and recommended for tenure no later than their ninth year of full academic year service at KSU or be given a terminal employment contract for their tenth year. Years of leave without pay or partial academic years resulting from leaves without pay are not included in the official count of accumulated years of service toward promotion or tenure.

Since KSU automatically appoints all full-time and part-time faculty who hold an earned doctorate or acceptable terminal degree to at least the rank of assistant professor, instructors who complete an earned doctoral degree or acceptable terminal credential will automatically be included in the next available round of recommended promotions to assistant professor which are sent to the Board of Regents each spring for review and approval. The mandatory review for tenure of these individuals occurs in the sixth year of service following promotion to assistant professor.

Some instructors are hired with the expectation that they will complete an acceptable terminal degree and advance into the tenure-track rank of assistant professor. When these instructors are evaluated in their third year of service for their progress toward promotion and in their sixth year review for promotion to assistant professor, progress toward degree completion is typically a major focus of concern along with the individual's effectiveness in teaching, supervision & mentoring, and the individual's productivity in professional service. Performance in the area of scholarship & creative activity is usually not an area of concern in these reviews, since the scholarship & creative energies of the instructor at this stage of career development are being devoted to the completion of the terminal degree.

Other instructors are hired or later continued with the expectation that their faculty position and responsibilities do not and will not require a terminal degree. Typically, such individuals are expected to be highly effective in teaching, supervision & mentoring, and highly productive in professional service. Such individuals tend to compensate for their lack of a terminal degree with valuable contributions to the teaching and service mission of the department, college, and/or university. Scholarship expectations are to be clarified in the departmental guidelines. Although these

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individuals are valued colleagues, their lack of a terminal degree typically results in extended time in rank between promotions, completion of the maximum years of service required prior to review for promotion to assistant professor and tenure, a minimum of ten years as an assistant professor before eligibility for promotion to associate professor, and ineligibility for promotion to full professor at the university level according to Regents' policy.

According to Regents' policy, instructors who are engaged full-time in developmental studies or academic assistance may be appointed in a non-tenure track status. Full-time research and administrative faculty who hold professorial rank may also be appointed in a non-tenure track status. Faculty in a non-tenure track status are subject to annual review of performance, but are not required to undergo third-year, tenure, promotion, or post-tenure reviews of performance. The success of a program, department, college, or the university depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. An instructor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner in keeping with the university's policy on "Academic Freedom & Responsibility."

VII. General Institutional Expectations for Appointment and Promotion of Lecturers

LECTURERS AND SENIOR LECTURERS

A. Lecturers – BOR Policy (Section 803.03) states that universities may appoint instructional staff members to the position of lecturer to carry out special instructional functions such as basic skills instruction. These are non-tenure track positions and by BOR policy, lecturers are not eligible for the award of tenure. At KSU lecturers are initially appointed for one academic year and may be reappointed for a maximum of six years except as indicated below. Reappointment will depend on a successful annual performance review conducted by their department chair. Reappointment of a lecturer who has completed six consecutive years of service to KSU will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. The reappointment process must follow procedures outlined by the Chancellor.

B. Senior Lecturers - Lecturers who have served for a period of at least six years at KSU may be considered for promotion to senior lecturer. Promotion to senior lecturer requires approval by the president and must be reported as a matter of information to the Senior Vice Chancellor for Academics and Fiscal Affairs when promotions for ranked faculty are transmitted to the University System Office. Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers.

EXPECTATIONS FOR LECTURERS AND SENIOR LECTURERS

Lecturers and senior lecturers will normally be on the “Principally Teaching Model” (see Section 3-II – “Workload Guidelines for Teaching Faculty” of this handbook). They will be expected to teach the equivalent of 26-32 semester credit hours (9-10 3-hr courses) per academic year. There are no expectations for scholarship and their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g. attendance at relevant department meetings and participation on appropriate department committees). In many cases their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty load at KSU. Because of this, lecturers and senior lecturers are expected to demonstrate exceptional teaching ability in order to qualify for reappointment at KSU.

REQUIREMENTS FOR REAPPOINTMENT OF LECTURERS AND SENIOR LECTURERS

Reappointment of lecturers and senior lecturers will be based on the performance of the individual and the needs of the institution. To qualify for reappointment, faculty designated as lecturers or senior lecturers must successfully undergo a performance evaluation conducted by the department chair. The format and timing of the evaluation should be the same as for instructors and faculty with professorial rank. However, while they may be evaluated in all areas in which they have performed significant work, their primary evaluation will be in the area of teaching effectiveness and it is their performance in this area, as well as the needs of the institution, that should be the major criteria for reappointment.

EXPECTATIONS FOR PROMOTION TO SENIOR LECTURER

Lecturers who have served for a period of at least six years at KSU may be considered for promotion to senior lecturer. The process for promotion will be the same as that used for promotion

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within the professorial ranks. A portfolio will be submitted and evaluated by the departmental T&P committee, department chair, college T&P committee, college dean, vice president for academic affairs and the president. For faculty in departments that are not based in a college (e.g. Department of University Studies), the levels of review will be the same as for instructors and faculty of professorial rank in those departments. Since teaching is the sole responsibility for these faculty members, the portfolio that they submit need only contain those items pertaining to their teaching effectiveness. To be promoted lecturers must demonstrate exceptional teaching ability and extraordinary value to the institution.

VIII. Levels of Review and Due Process for Tenure and Promotion in Rank

Tenure and promotion reviews are conducted by tenure and promotion (T&P) committees at the department and college levels (and the university level when requested); by the department chair, college dean, academic vice president, and president; and by the chancellor's staff before being approved by the Board of Regents of the University System of Georgia. Third-year reviews of progress toward tenure or promotion are conducted by T&P Committees at the department and college levels and by the department chair and deans. Each year, third-year reviews of progress, tenure and promotion reviews begin in the fall term; all campus reviews are completed during the winter months; Regents approvals for tenure and promotion are granted during the spring; and tenure or promotion takes effect at the beginning of the academic year following the year of review.

The membership of the T&P committee is determined by a mechanism that does not come under the standard purview of the university's election process. By the end of spring semester, a department's full-time tenured and tenure-track but non-tenured faculty members will determine from those who are eligible to serve, the membership of the Departmental T&P Committee and the department's representative on its College T&P Committee in the coming year. In addition, the department faculty members will nominate one colleague (if one is eligible and available) to be a candidate for college-wide election to the University T&P/PTR Committee. The college dean will conduct the college-wide election for the at-large faculty representative using departmental nominations as the slate of candidates.

DEPARTMENT TENURE AND PROMOTION COMMITTEE REVIEW

The individual's formal review for tenure, promotion in rank, and third-year progress toward tenure begins at the level of the Department Tenure & Promotion Committee. However, all departmental review committees will share the same basic characteristics:

- 1) the department's full-time permanent tenured and tenure-track but non-tenured faculty will elect a subset of their membership of at least three members to serve on the review committee;
- 2) if a department has too few eligible members to elect such a subset, it may elect to have a committee of the whole department, excluding the chair, Or the department may ask faculty from another related department to serve on their Departmental T&P Committee when necessary. The members of committees formed in either of these manners would be permitted to vote both at the departmental and at the college level, if necessary;
- 3) whenever possible, an individual going up for review for tenure and promotion should not serve on the Department, College or University T&P Committee in his/her year of review; that faculty member should be excused from all activities and deliberations of review committees during the year of review, and the department should elect a one-year replacement for that individual; if circumstances require a faculty member to serve on a review committee during his/her review year, the faculty member must be excused from the committee's deliberations concerning his/her portfolio;
- 4) the committee will meet and elect the committee chair by the end of spring semester;
- 5) a member of the department committee may serve as a member of the College Tenure & Promotion Committee or the University Tenure & Promotion Committee, but not both in the same year;
- 6) when serving at two levels of review in the same year, the committee member becomes a non-voting participant at the second level (college or university) whenever a departmental colleague's portfolio comes under consideration at that level of review (no one is to vote more than once on an individual's review, except in situations provided for in item #2 above).

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- 7) When the department chair is going up for review, the Department T&P Committee considering the chair's case will consist entirely of tenured faculty. (This may or may not be the same committee considering other department T&P cases.) If a department has too few (fewer than 3) tenured members to constitute such a subset, the department should elect tenured faculty from another department to serve on their Department T&P Committee.

Since the committee must make a decision, a voting member must cast his or her vote unless there is a conflict of interest. When there is a conflict of interest, a voting member must disqualify himself/herself prior to the discussion of that portfolio and shall not be present for the discussion or vote on that case. Disputes regarding whether a committee member has a conflict of interest may be discussed with the KSU Ombuds. If adjudication is required, the case will be referred to the T&P Oversight Committee, who will make a binding determination in the case. (Chair of the relevant College Committee, Chair of the University Committee, and any others) will be recused from this process. All committee votes are to be cast by secret ballot.

Departmental guidelines provide additional information about the situational context appropriate for specific department/disciplines. They must be review and approved by the College Tenure & Promotion/Post-tenured Review Committee and the dean to ensure consistency with the expectations of the College, equity across departments, and compatibility with the institution's mission and general criteria. Once they have been approved, Department T&P Committees should use the approved departmental guidelines to illuminate and clarify, but not reinterpret or redefine, the university's general criteria when evaluating faculty performance. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

Department T&P Committees will independently review the portfolios of candidates for tenure, promotion, and third-year progress toward tenure at the same time as the department chair. The Department T&P Committee's and department chair's recommendation letters are due on the same date. It is the responsibility of the committee to reach a conclusion as to the recommendation for tenure and/or promotion based on the criteria, consideration of the materials presented, and the deliberations of the committee. After reviewing the portfolio in that context, the T&P Committee must prepare a summary letter, describing in detail for each area of performance, Teaching, Supervision & Mentoring, Scholarship & Creative Activity, and Professional Service, how the candidate meets or does not meet expectations for tenure (or promotion) as well as specific suggestions for maintaining and enhancing further preparations for a successful tenure (or promotion). In the case of lecturers, whose only responsibilities are teaching and whatever service activities are integral to their teaching effectiveness, and who have submitted a portfolio for promotion to senior lecturer, the letter should address only the areas of Teaching, Supervision & Mentoring and those service activities related to the maintenance and enhancement of teaching effectiveness. The letter must address each area of review in detail. A copy of that letter will be delivered to the faculty member, the faculty member's department chair and dean, and is placed in the portfolio before it is forwarded to the next level of review.

RECOMMENDATION OF THE DEPARTMENT CHAIR

Department chairs will independently review the portfolios of candidates for tenure, promotion, and third-year progress toward tenure at the same time as the Department T&P Committee. The chair's and Department T&P Committee's recommendation letters are due on the same date. It is the

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responsibility of the department chair to reach a conclusion as to the recommendation for tenure and/or promotion based on the criteria and consideration of the materials presented. After reviewing the portfolio in that context, the department chair must prepare a summary letter, describing in detail for each area of performance, Teaching, Supervision & Mentoring, Scholarship & Creative Activity, and Professional Service, how the candidate meets or does not meet expectations for tenure (or promotion) as well as specific suggestions for maintaining and enhancing further preparations for a successful tenure (or promotion). In the case of lecturers, whose only responsibilities are teaching and whatever service activities are integral to their teaching effectiveness, and who have submitted a portfolio for promotion to senior lecturer, the letter should address only the areas of Teaching, Supervision & Mentoring and those service activities related to the maintenance and enhancement of teaching effectiveness. The letter must address each area of review in detail. A copy of that letter will be delivered to the faculty member, the Department T&P committee chair and dean, and is placed in the portfolio before it is forwarded to the next level of review.

After receiving the Department T&P Committee's and department chair's letters, the faculty member may submit to the chair of the College T&P Committee a single letter of response to either or both the Department T&P Committee's and department chair's actions as part of his/her due process reconsideration. Responses cannot include additional support letters, external review letters, or other support materials, which should have been in the portfolio in the first place. Faculty members may also choose at this point to withdraw from an elective review (i.e., for promotion or early review for tenure) by completing an Elective Review Withdrawal Form, which is available on the Academic Affairs Web Page. Copies of the completed withdrawal form must be submitted to the faculty member's department chair, dean, and the vice president for academic affairs. The faculty member will have one week from the date of the department committee's and department chair's letters to deliver his/her response letter or withdrawal form. The chair of the College T&P committee must inform T&P committee members that a rebuttal letter has been received and placed in the candidate's portfolio. The members of the College T&P Committee may begin reviewing portfolios during this time, but the Committee will not commence its deliberations or conclude its review until after the period for the faculty member's response has expired.

COLLEGE TENURE & PROMOTION COMMITTEE REVIEW

The second level of review and due process reconsideration occurs at the college level. This committee should be comprised of two tenured faculty members from each department in the college and the department chair from each department. One exception will be made in the College of Humanities & Social Sciences where the resulting committee would be unwieldy because of a large number of departments in that college. There, two College Tenure & Promotion committees would be formed—one for English, Foreign Languages, and History; and one for Communication, Political Science, Psychology, and Sociology, Geography, & Anthropology. Because faculty in the Department of University Studies have a unique university-wide mission and are not a unit within an existing college, their next review, after the departmental committee and department chair, will be conducted by the dean of undergraduate and university studies. In addition, because faculty in the Educational Technology Center have a unique college-wide mission within the Bagwell College of Education, their initial review will begin at the college level. All committees at the college level will share the same basic characteristics:

- 1) the voting membership will include teaching faculty and department chairs;
- 2) the ratio of teaching faculty to department chairs on the committee will be two to one;
- 3) each department in the college will be represented by two tenured teaching faculty members,

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serving staggered two-year terms, elected by the tenured and tenure-track faculty in the department (individuals may not serve a concurrent term on the University T&P Committee) and the department chair, who will participate in the discussion and share his/her perspective on all candidates, but is nonvoting when faculty from his/her department are considered;

- 4) the dean will be an ex officio nonvoting member;
- 5) teaching faculty will be elected for two-year staggered terms (facilitates continuity);
- 6) whenever possible, an individual going up for review for tenure and promotion should not serve on the Department, College, or University T&P Committee in his/her year of review; that faculty member should be excused from all activities and deliberations of review committees during the year of review, and the department should elect a one-year replacement for that individual; if circumstances require a faculty member to serve on a review committee during his/her review year, the faculty member must be excused from the committee's deliberations concerning his/her portfolio;
- 7) as the first item of committee business, the voting members will elect a teaching faculty member to be chair-elect who will become the chair during the following year (facilitates continuity);

Since the committee must make a decision, a voting member must cast his or her vote unless there is a conflict of interest. When there is a conflict of interest, a voting member must disqualify himself/herself prior to the discussion of that portfolio and shall not be present for the discussion or vote on that case. Disputes regarding whether a committee member has a conflict of interest may be discussed with the KSU Ombuds. If adjudication is required, the case will be referred to the T&P Oversight Committee, who will make a binding determination in the case. (Chair of the relevant College Committee, Chair of the University Committee, and any others) will be recused from this process. All committee votes are to be cast by secret ballot.

Departmental guidelines provide additional information about the situational context appropriate for specific departments/disciplines. They must be reviewed and approved by the College Tenure & Promotion/Post-tenure Review Committee and the dean to ensure consistency with the expectations of the college, equity across departments, and compatibility with the institution's mission and general criteria. Once they have been approved, College T&P Committees should use the approved departmental guidelines to illuminate and clarify, but not reinterpret or redefine, the university's general criteria when evaluating faculty performance. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

It is the responsibility of the committee to reach a conclusion as to the recommendation for tenure and/or promotion based on the criteria, consideration of the materials presented, and the deliberations of the committee. After reviewing the portfolio in that context, the T&P Committee must prepare a summary letter, describing in detail for each area of performance, Teaching, Supervision & Mentoring, Scholarship & Creative Activity, and Professional Service, how the candidate meets or does not meet expectations for tenure (or promotion) as well as specific suggestions for maintaining and enhancing further preparations for a successful tenure (or promotion). In the case of lecturers, whose only responsibilities are teaching and whatever service activities are integral to their teaching effectiveness, and who have submitted a portfolio for promotion to senior lecturer, the letter should address only the areas of Teaching, Supervision & Mentoring and those service activities related to the maintenance and enhancement of teaching effectiveness. The letter must address each area of review in detail. A copy of that letter will be delivered to the faculty member, the faculty member's department chair and dean, and the Department T&P Committee chair. A copy of the letter will also be placed in the portfolio before it is forwarded to the dean.

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At that point, the faculty member may submit to the dean a letter of response to the College T&P Committee actions as part of his/her due process reconsideration. Responses cannot include additional support letters, external review letters, or other support materials, which should have been in the portfolio in the first place. Faculty members may also choose at this point to withdraw from an elective review (i.e., for promotion or early review for tenure) by completing an Elective Review Withdrawal Form, which is available on the Academic Affairs Web Page. Copies of the completed withdrawal form must be submitted to the faculty member's department chair, dean, and the vice president for academic affairs. The faculty member will have one week from the date of the committee's report to deliver his/her response letter or withdrawal form. The dean may begin reviewing portfolios during this time, but will not conclude his/her review until after the period for the faculty member's response has expired.

RECOMMENDATION OF THE COLLEGE DEAN

Following the College T&P Committee Review, the dean of the college will make his or her formal recommendation concerning candidates for third-year progress review for tenure, tenure, and promotion. The third-year progress review for tenure ends with the dean's recommendation. Portfolios for tenure and promotion are forwarded to the vice president for academic affairs. The dean's recommendation will be communicated in a letter delivered to the faculty member, the faculty member's department chair, the Department T&P Committee chair, the College T&P Committee chair, and the vice president for academic affairs; the letter will also be inserted in the portfolio. If the dean's recommendation is different from the College T&P Committee's, the dean's written response will include a detailed statement of observed strengths and weaknesses from the dean's perspective that served as the basis for the dean's recommendation.

After receiving the dean's letter, the faculty member may submit to the vice president for academic affairs a letter of response to the dean's actions as part of his/her due process consideration. Responses cannot include additional support letters, external review letters, or other support materials, which should have been in the portfolio in the first place. Faculty members may also choose at this point to withdraw from an elective review (i.e., for promotion or early review for tenure) by completing an Elective Review Withdrawal Form, which is available on the Academic Affairs Web Page. Copies of the completed withdrawal form must be submitted to the faculty member's department chair, dean, and the vice president for academic affairs. The faculty member will have 10 days from the date of the dean's report to deliver his/her response letter or withdrawal form.

UNIVERSITY T&P REVIEW COMMITTEE

The University T&P Committee serves as the institution-wide appeals committee for tenure & promotion decisions (third year progress reviews stop after the dean's action). A review by the University T&P Committee constitutes another level of due process reconsideration beyond the College committee's and dean's reviews. Appeals for reconsideration of the dean's decision that are sent directly to the vice president, president, or others will be deficient if the University T&P Committee has been bypassed in the appeals process; such appeals should be redirected to the University T&P Committee for its recommendation.

A portfolio for tenure or promotion will go to the University T&P Committee only if requested by any one of the following: the individual faculty member under review; the Department T&P Committee; the department chair; the College T&P Committee; the dean; the vice president for academic affairs; or the president. Such a request should be made within ten calendar days of the dean's recommendation to the vice president for academic affairs and should be accompanied by a statement of justification for a third committee review.

The only exception to the above will be for faculty in the Department of University Studies.

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Because they have a unique university-wide mission and are not a unit within an existing college their third level of review will be done by the University T&P Committee as a matter of course.

The University T&P Committee will have the following make-up:

- 1) a three-to-two ratio of tenured teaching faculty to deans will be present;
- 2) the dean from each college and the dean of undergraduate studies & general education, each of whom is nonvoting when faculty from his/her unit are considered.
- 3) two tenured teaching faculty members from elected from the Department of University Studies and two tenured teaching faculty from each college elected at large from different departments by the college tenured and tenure-track faculty for two-year staggered terms (individuals may not serve a concurrent term on their College T&P Committee); two graduate faculty representatives (whose election is to be coordinated by the dean of graduate studies.
- 4) the dean of graduate studies, the vice president for academic affairs, and the university's chief EEO officer will participate on the committee as ex officio nonvoting members;
- 5) whenever possible, an individual going up for review for tenure and promotion should not serve on the department, college, or university T&P committee in his/her year of review; that faculty member should be excused from all activities and deliberations of review committees during the year of review, and the appropriate constituency should elect a one-year replacement for that individual; if one must serve on a review committee during his/her review year, the faculty member must be excused from the committee's deliberations concerning his/her portfolio;
- 6) as the first item of committee business, the voting members will elect a teaching faculty member to be chair-elect, who will become the chair during the following year.

Since the committee must make a decision, a voting member must cast his or her vote unless there is a conflict of interest. When there is a conflict of interest, a voting member must disqualify himself/herself prior to the discussion of that portfolio and shall not be present for the discussion or vote on that case. Disputes regarding whether a committee member has a conflict of interest may be discussed with the KSU Ombuds. If adjudication is required, the case will be referred to the T&P Oversight Committee, who will make a binding determination in the case. (Chair of the relevant College Committee, Chair of the University Committee, and any others) will be recused from this process. All committee votes are to be cast by secret ballot.

Departmental guidelines provide additional information about the situational context appropriate for specific departments/disciplines. They must be reviewed and approved by the College Tenure & Promotion/Post-tenure Review Committee and the dean to ensure consistency with the expectations of the college, equity across departments, and compatibility with the institution's mission and general criteria. Once they have been approved, the University T&P Committee should use the approved departmental guidelines to illuminate and clarify, but not reinterpret or redefine, the university's general criteria when evaluating faculty performance. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

The University T&P Committee's recommendation which will include a detailed written statement of observed strengths and weaknesses from the university committee's perspective will be communicated in a letter to the faculty member, the faculty member's department chair and dean, the chairs of the faculty member's Departmental and College T&P Committees, and the vice president for academic affairs.

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VICE PRESIDENT'S AND PRESIDENT'S RECOMMENDATIONS

The vice president for academic affairs will make his/her recommendation to the president following the action of the University T&P Committee, or in the case where a university level review is not requested, after reviewing the portfolio following the dean's action. A copy of that recommendation will be sent to the faculty member, the faculty member's department chair and dean, the chairs of the faculty member's Departmental and College T&P committees, and the chair of the University T&P Committee (if reviewed by this committee). The vice president for academic affairs will request a review by the University T&P Committee whenever he or she is inclined not to support the recommendation of the dean. Whenever the vice president's recommendation differs from the University Committee's, the vice president will include in his/her written response a detailed statement of observed strengths and weaknesses from the vice president's perspective that served as the basis for this recommendation.

The president in turn will make the final institutional recommendation to the chancellor's staff. A copy of this recommendation will be given to the faculty member, the faculty member's department chair and dean, the chairs of the faculty member's Departmental and College T&P Committees, the chair of the University T&P committee (if reviewed by this committee), and the vice president for academic affairs. It will include a detailed statement of rationale if the president's recommendation differs from the recommendation of the vice president for academic affairs.

STARTING POINT OF THE REVIEW PROCESS

A tenure and promotion review will begin at the level of the academic organization that corresponds to the principal level of the individual's teaching or administrative responsibilities in the university. For example, reviews of teaching faculty and faculty who chair departments will begin with the Department T&P Committee and department chair. Deans, associate deans, assistant deans, and other administrators whose responsibilities are primarily college-wide will begin at the level of the College T&P Committee and proceed next to a review by the VPAA. The review of vice presidents, associate vice presidents, assistant vice presidents, and other administrators with university-wide responsibility will begin at the level of the University T&P Committee and proceed next to a review by the VPAA, or President in the case of the VPAA.

Teaching faculty submit their portfolio to the department office by the date specified in the calendar according to the type of review (See Section IX). Department offices compile a list of the reviews to be conducted; verify the accuracy of each candidate's years of service to achieve eligibility requirements for review; establish a secure location for portfolio storage and check-out; and inform the relevant review committee chairs and administrators in the review process of the list of candidates to be reviewed.

PROFESSIONALISM & CONFIDENTIALITY

Preserving the confidentiality of deliberations of the promotion, tenure, and post-tenure review process is of utmost importance to the academy. Maintaining the confidentiality of the deliberations at all levels is a professional obligation of all review committee members. At no time are the comments, discussions, or votes of the committee to be discussed with the candidates or with others outside the review committee's membership. E-mail is not a confidential medium.

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IX. Post-Tenure Review

In April 1996 the Board of Regents of the University System of Georgia adopted the Faculty and Staff Development Policy Direction. Included in that policy statement is the requirement that all institutions in the University System of Georgia conduct post-tenure reviews of all tenured faculty members, beginning five years after the faculty member's most recent promotion or personnel action.

PURPOSE OF POST-TENURE REVIEW

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality of teaching, scholarship, and service consistent with the mission of the university. 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.

The university engages in several types of review of faculty performance after faculty members are tenured. These include annual performance reviews, post-tenure reviews, reviews for promotion to a higher professorial rank after receipt of tenure, review of faculty for special professorships or administrative positions, and reviews for special faculty awards. 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.

CRITERIA FOR THE REVIEW

The chancellor's task force and staff who laid the foundation for the current policy on post-tenure review recommended that the criteria to be used should be: 1) specified in writing by each institution; 2) related to the mission of the institution; 3) consistent with the faculty member's assigned duties for the period being reviewed; 4) sufficiently flexible to accommodate faculty with differing responsibilities; 5) flexible enough to recognize that a faculty member may contribute in different ways to the institution's mission over time; 6) inclusive of the cumulative impact of the faculty member's career as well as his/her performance during the previous five years; 7) consistent with standards used in current faculty review procedures; and 8) supportive of accepted standards of academic freedom of faculty. Kennesaw State University affirms all of these principles in its criteria and procedures for post-tenure review.

Kennesaw State's mission and general criteria for faculty performance place a central priority on effective teaching. Scholarship and service are important secondary priorities, are broadly defined, and are frequently applied in orientation. Strong performance in teaching and strong service or scholarship appropriate to the individual's rank are expected to be sustained by the faculty

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member during the post-tenure period. Graduate faculty status and graduate program involvement carry higher general expectations for scholarship productivity than is the case for faculty engaged in undergraduate programs. An earned doctoral degree (or accepted comparable credentials) is also expected of most faculty, especially those with graduate faculty status. KSU is committed to life-long learning and continuing faculty development.

It is important to note, however, that in the context of the university mission and its general performance criteria, tenured teaching and administrative faculty have widely different assignments, expectations, and emphases that vary within and across: 1) programs and departments; 2) professorial ranks; 3) undergraduate and graduate programs; 4) teaching and administrative assignments; and 5) levels and years of experience. The challenge of post-tenure review is to judge an individual's performance in the context of these different and sometimes unique circumstances and expectations. The review system must also be flexible enough to adapt to changes in the assignments and expectations for the faculty member over time.

In addition, departments are responsible for developing written guidelines to assist colleagues in interpreting and operationalizing KSU's general criteria for faculty performance. These guidelines should contain sufficient flexibility as described in the preceding paragraph so that the different roles, responsibilities, and specialty areas of faculty members within a department are accommodated in a fair and unbiased manner. These departmental documents will be reviewed and approved by the College Post-Tenure Review Committee and the dean to ensure consistency with the expectations of the College, equity across departments, and compatibility with the mission of the institution. Any revisions made to departmental guidelines shall bear the date of approval/ adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

After taking the general criteria, departmental guidelines and individual's portfolio into account, post-tenure review will result in a detailed assessment of the strengths and weaknesses in the individual's post-tenure performance. 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 EXPECTATIONS IN POST-TENURE PERFORMANCE

- Achieving or exceeding expectations in teaching, service and scholarship has been sustained in annual performance reviews over the last five years;
- The individual has continued to grow in his/her development as a faculty member and has maintained a level of professional activity and accomplishment that achieves or exceeds expectations for an individual at this rank, in this faculty position, and with this level of experience.
- The individual has, at most, minor deficiencies in expected faculty performance.

NOT ACHIEVING EXPECTATIONS IN POST-TENURE PERFORMANCE

- Achieving expectations in teaching, service and scholarship has not been sustained in annual performance reviews over the past five years;
- The individual has not continued to grow significantly in his/her development as a faculty member and has not maintained a level of professional activity and accomplishment that

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achieves expectations for an individual at this rank, in this faculty position, and with this level of experience.

- The individual has chronic and/or major deficiencies in expected faculty performance.

LEVELS OF REVIEW AND DUE PROCESS

A post-tenure review of faculty performance will begin at the level of the academic organization that corresponds to the principal level of the individual's teaching or administrative responsibilities in the University. For example, the performance review of tenured teaching faculty, faculty who chair departments, deans and other college administrators will begin at the level of the College PTR Committee. Because the vice president for academic affairs will provide summary review for deans, he or she will be invited to participate in the College PTR discussions about the dean's Post-Tenure Review. Because the faculty in the Department of University Studies have a unique university-wide mission and are not a unit within an existing college, their first level of review will be conducted by the Department PTR Committee and their next and final review will be conducted by the dean of undergraduate and university studies. The performance review of tenured vice presidents and other administrators with university-wide responsibility will begin at the level of the University PTR Committee. In cases that start at this level, summary review will be issued by the vice president for academic affairs.

COLLEGE PTR COMMITTEE REVIEW

The College Post-Tenure Review (PTR) Committee's size will be determined by the college and reflect the size and complexity of that unit. However, all committees at this level in the university will share the same basic characteristics:

- 1) the voting membership will include teaching faculty and department chairs;
- 2) the ratio of tenured teaching faculty to department chairs on the committee will be two to one
- 3) each department in the college will be represented by two tenured teaching faculty members elected by the tenured and tenure-track faculty in the department (individuals may not serve a concurrent term on the University PTR Committee) and the department chair;
- 4) the dean will be an ex officio nonvoting member;
- 5) teaching faculty will be elected for two-year staggered terms (facilitates continuity);
- 6) an individual who is up for post-tenure review may serve on the review committee, but must be excused from the committee's deliberations concerning his/her portfolio;
- 7) the voting members will elect a chair-elect each year as the first item of committee business who will become the chair during the following year (facilitates continuity).

Since the committee must make a decision, a voting member must cast his or her vote unless there is a conflict of interest. When there is a conflict of interest, a voting member must disqualify himself/herself prior to the discussion of that portfolio and shall not be present for the discussion or vote on that case. All committee votes are to be cast by secret ballot.

At the conclusion of their deliberations, the College PTR Committee will provide the results of their assessment in a detailed written statement that contains the committee's rationale for their decision, a list of observed strengths and weaknesses, and recommended actions for faculty development. However, if the person is being reviewed for promotion at the same time, and receives a positive recommendation, the Committee simply needs to add a statement at the end of the promotion recommendation letter indicating an equally positive post-tenure review.

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If the Committee did not support promotion, a separate post-tenure review letter will be necessary. The post-tenure review letter will be delivered to the faculty member and the faculty member's department chair, and a copy forwarded with the portfolio to the dean, who serves as the next, and possibly final, level of post-tenure review.

At this point, the faculty member may submit to the dean a letter of response to the College PTR Committee's report as part of his/her due process reconsideration. The faculty member will have one week from the date of the committee's report to deliver such a response. The dean may review the portfolio during this time, but will not conclude his/her review until the period for the faculty member's response has expired.

RECOMMENDATION OF COLLEGE DEAN

The dean's assessment will be communicated in writing to the faculty member, the faculty member's department chair, the College PTR Committee Chair and the vice president for academic affairs. However, if the person is being reviewed for promotion at the same time, and receives a positive recommendation, the dean simply needs to add a statement at the end of the promotion recommendation letter indicating an equally positive post-tenure review. If the dean did not support promotion, a separate post-tenure review letter will be necessary. A copy of the post-tenure review letter will also be included in the portfolio. If the dean's assessment is different from the College PTR Committee's, the dean's written response will include a detailed description of those differences, citing rationale for the differences, strengths and weaknesses, and/or recommended actions for faculty development.

At that point, the dean's assessment of achieving or not achieving expectations constitutes the summary judgment and the post-tenure review process would terminate unless the individual being reviewed, College PTR Committee, or dean elect to request a third and final level of review by the University PTR Committee. Such a request must be made within ten calendar days of the date of the dean's report and should be accompanied by a statement containing the reasons for the third review.

UNIVERSITY PTR REVIEW COMMITTEE

The University PTR Committee serves as the institution-wide appeals committee for post-tenure review decisions and the first level of review for tenured vice presidents and other administrators with University-wide responsibilities. A review by the University PTR Committee constitutes another level of due process reconsideration beyond the College committee's and dean's reviews. Appeals for reconsideration of the dean's decision that are sent directly to the vice president, president, or Board of Regents will be deficient if the University PTR Committee has been bypassed in the appeals process; such appeals should be redirected to the University PTR committee for their recommendation.

The University PTR Committee will have the following make-up:

- 1) a three-to-two ratio of tenured teaching faculty to deans will be present;
- 2) the dean from each college and the dean of undergraduate studies & general education, each of whom is nonvoting when faculty from his/her unit are considered;
- 3) two tenured teaching faculty members elected from the department of University Studies and two tenured teaching faculty from each college elected at large from different departments by the college's tenured and tenure-track faculty for two-year staggered terms (individuals may not serve a concurrent term on their College PTR Committee); two graduate faculty representatives (whose election is to be coordinated by the dean of graduate studies);

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- 4) the dean of graduate studies, the vice president for academic affairs and the university's chief EEO officer will participate on the committee as ex officio nonvoting members;
- 5) an individual who is up for post-tenure review may serve on the review committee, but must be excused from the committee's deliberations concerning his/her portfolio;
- 6) the voting members will elect a chair-elect each year as the first item of committee business who will become the chair during the following year.

Since the committee must make a decision, a voting member must cast his or her vote unless there is a conflict of interest. When there is a conflict of interest, a voting member must disqualify himself/herself prior to the discussion of that portfolio and shall not be present for the discussion or vote on that case. All committee votes are to be cast by secret ballot.

The University PTR Committee's decision will be communicated to the individual, the two prior levels of review, and the vice president for academic affairs in a detailed written statement which cites their rationale, observed strengths & weaknesses, and recommended actions for faculty development.

PORTFOLIO FOR POST-TENURE REVIEW

The portfolio for a post-tenure review will consist of:

- 1) the standard cover and signature pages;
- 2) a self-evaluation narrative (no more than twelve pages, double spaced, 10-12 point type) addressing the candidate's performance and circumstance relative to KSU's general criteria for faculty performance and departmental guidelines for achieving expectations in post-tenure performance;
- 3) an up-to-date curriculum vita; and
- 4) copies of the faculty member's detailed annual performance reviews for the last five years.

Thorough, fair, candid, and detailed annual performance reviews serve an important function, not only for yearly assessment and merit salary decisions, but also for the five-year performance review following the award of tenure.

FACULTY DEVELOPMENT PLAN FOLLOW-UP

Opportunities and feedback for the development of faculty are important for all faculty members who seek professional growth and wish to realize their full potential. In cases where the faculty member is found to be "achieving expectations in post-tenure performance," no formal faculty development plan is required. In such instances, 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. The administrative unit head and the next level administrator will be responsible for encouraging the faculty member to engage in faculty development activities that would facilitate such enhancements.

In cases where a faculty member is identified in the post-tenure review as "not achieving expectations in post-tenure performance," a formal faculty development plan must be developed and written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. It should be individualized, taking into account the faculty member's specific circumstances. In developing a mutually acceptable plan, administrators may wish to renegotiate the faculty member's workload assignments such that some expectations are lessened or dropped in favor of increased expectations in other areas. In all cases, face-to-face meetings and

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discussions among the principals are required to ensure thorough exploration of all options and clear communication of the understandings reached.

A formal plan for faculty development should: a) define specific goals or outcomes that are to be achieved; b) outline the activities that will be undertaken to achieve the goals or outcomes; c) identify appropriate sources of faculty development, whether they be located on campus, on other campuses of the University System, at the system level, or in other locations; d) set appropriate times within which the goals or outcomes should be accomplished; and e) indicate appropriate criteria by which progress will be monitored. The administrative unit head and the administrative officer at least one level above are jointly responsible for arranging appropriate funding for the development plan, if required. However, development plans will typically expect faculty to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty with unsatisfactory performance reviews should not expect to receive paid leaves to pursue further study or research for the purpose of remediating deficiencies.

Three or four principals will be involved in the creation of a formal faculty development plan: 1) the affected faculty member 2) his/her administrative unit head; 3) the administrative officer one level above the faculty member's administrative unit; and 4) an optional fourth colleague —the affected faculty member may ask one of the members of the College PTR Committee or the University PTR Committee to serve as this fourth principal. This group of three or four individuals will be responsible for designing the formal plan, monitoring the faculty member's progress in completing the plan, and signing off on the plan's completion. As a supplement to the advice, support and encouragement that these principal colleagues will provide, the affected faculty member will be free to seek other mentors as needed for the successful completion of the plan.

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 on the nature of 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 academic vice president.

CONSEQUENCES OF AN UNSUCCESSFUL FOLLOW-UP

If after three years, the tenured faculty member has not completed satisfactorily his/her formal faculty development plan, one of several consequences could occur: 1) university colleagues would continue to work with the individual toward the completion of the plan, but the individual's salary would be frozen until the plan was finished satisfactorily; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions.

AFFECTED FACULTY

KSU's policy on post-tenure review affects all faculty (administrative faculty as well as teaching faculty) who are tenured at Kennesaw State University. A tenured faculty member will be expected

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to have a required post-tenure review, beginning five years after the award of tenure and at five-year intervals thereafter, unless one of several intervening circumstances occur. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

- 1) A successful (not unsuccessful) review for promotion in professorial rank is considered comprehensive and comparable to post-tenure review; the promotion will restart the individual's five-year "clock" for the next post-tenure review.
- 2) 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. (New appointments resulting from administrative reassignment or of an acting/interim nature will not restart the five-year clock.)
- 3) 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.
- 4) The vice president for academic affairs 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.
- 5) 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.

X. Relationships of Tenure and Promotion and Post-Tenure Review Faculty Review Committees and Review Schedules

By design, the structure and membership of the College Tenure & Promotion (T&P) Committee is identical to the College Post-Tenure Review (PTR) Committee. The same committee performs both the T&P and PTR functions each year according to the prescribed sequence and schedule for reviews outlined below.

Likewise, the structure and membership of the University T&P Committee is identical to the University PTR Committee. The same committee performs both the T&P and PTR functions each year according to the prescribed sequence and schedule for reviews outlined below.

The sequence of reviews will be done in the following order:

- First - Reviews for Tenure
- Second - Reviews for Promotion
- Third - Reviews of Post-Tenure Performance
- Fourth - Reviews of Third Year Progress

The schedule of reviews for 2005-2006 will be done in the following order:

For Tenure & Promotion Reviews

August 22	Submit Portfolio to Department Office
August 22- September 16	Department T&P Committee and Department Chair Reviews (see NOTE)
September 19	Portfolio is Transferred to the Dean's Office by the Department Chair
September 19- October 27	College T&P Committee Review (see NOTE)
October 28- November 23	College Dean's Review (see NOTE)
November 28	Portfolio is Transferred to the VPAA's Office
November 28- December 30	VPAA's Review and Referrals to the T&P University Committee
January 3-31	University T&P Committee Review (If Requested)
Early February	VPAA & President Recommendations
February 10 (approximate date)	Deadline for Submission to Regents

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For Third-Year Pre-Tenure or Pre-Promotion Reviews

September 12	Submit Portfolio to Department Office
September 12- October 7	Department T&P Committee and Department Chair Reviews (see NOTE)
October 10	Portfolio is Transferred to the Dean's Office by the Department Chair
October 10- November 15	College T&P Committee Review (see NOTE)
November 16- December 9	College Dean's Review (see NOTE)

For Post-Tenure Review

October 10	Teaching Faculty, Department Chairs, Deans and Other College Administrators Submit Portfolio to Dean's Office
October 10- November 15	College PTR Committee Review (see NOTE). The VPAA will be invited to participate in the College PTR discussions about the dean's PTR.
November 16- December 9	College Dean's Review of Teaching Faculty and Department Chairs
November 16	Dean's Portfolio is Transferred to the VPAA for the Second Level of Review
November 30	University-Wide Administrators Submit Portfolio to VPAA
January/February	University PTR Committee Review of University-Wide Administrators and Referred Faculty

NOTE: Faculty have seven calendar days from the date on the review letter from the Department Committee, department chair, and College Committee and ten calendar days from the date on the dean's review letter to submit a letter of response, including a request to the VPAA for review by the University T&P/PTR Committee (third-year reviews are not referred to University T&P Committee). The next level may begin, but not conclude, its review until the response period has expired.

XI. Portfolio Guidelines

Every faculty member who elects or is required to participate in tenure, promotion, third-year progress or post-tenure review must prepare a portfolio for consideration by all who are involved in the formal review process. The fundamental purpose of such formal reviews is to determine periodically whether an individual's self-assessment is consistent with and supported by the assessments of performance by academic colleagues. The portfolio serves as the candidate's primary statement in support of a positive recommendation in that review process. Since much of the portfolio is the candidate's self-report of readiness for a positive tenure, promotion, progress, or post-tenure decision, the teaching and administrative colleagues reviewing the portfolio are expected to evaluate the merits of the case, not only on the basis of the contents of the candidate's self-report, but also from their informed perspective, experience, and professional judgment about the candidate's performance and accomplishments. The reviewers' evaluation of the candidate's work and the candidate's optional written responses to the reviewers' summary letters constitute other elements that become part of the portfolio as it progresses through the review process.

GENERAL INSTRUCTIONS ON PORTFOLIO PREPARATION

Well-written and well-organized portfolios, narratives, and vita are essential to make the candidate's best case.

To initiate the review process, the faculty member submits a formal portfolio to the first level of review by the scheduled date in the fall semester. The portfolio consists of two three-ring binders (except for post-tenure review) with the major sections tabbed and clearly labeled. Binder 1 is limited to one inch and Binder 2 can be no larger than three inches. The candidate's name and the type of review should be clearly labeled on the spine and front cover of each binder. To initiate the review process, the faculty member submits a formal portfolio to the first level of review by the scheduled date in the fall semester. The portfolio consists of two three-ring binders (except for post-tenured review) with the major sections tabbed and clearly labeled. Binder 1 is limited to one inch and Binder 2 can be no larger than three inches. The candidate's name and the type of review should be clearly labeled on the spine and front cover of each binder. Plastic covers for some contents of a binder may be necessary to protect or present certain material. However, because some materials must be removed at various points in the review process, plastic covers should NOT be used for the following items in Binder 1: candidate's cover sheet, summary sheet for recording recommendations by each review level, vita, and committee/chair/dean recommendation letters.

Since a candidate's best case could be influenced by the quality and accuracy of the portfolio presentation, candidates are strongly encouraged to secure advice from colleagues about portfolio presentation before the formal review process gets underway. The candidate's portfolio is expected to be in its final form once it is submitted for the first level of formal review.

INSTRUCTIONS FOR PORTFOLIO BINDER I

Binder 1 should contain the following subsections:

- a. Cover Page** (standard form that is available on the Academic Affairs Web Page) Basic identifying information is provided on this form.

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b. Summary Sheet (standard form which is available on the Academic Affairs Web Page) This is the form for recording recommendations and sign-offs as the portfolio progresses through the different levels of review.

c. Narrative (no more than twelve pages, double spaced, 10-12 point type)

The narrative is a self-evaluative summary that reviews and interprets the accomplishments of the candidate during the time period under consideration and in the context of expectations for the particular review in question. The narrative is organized into three major sections:

- 1) Teaching, Supervision and Mentoring;
- 2) Scholarship & Creative Activity; and
- 3) Professional Service.

It should be noted that for individuals who are designated as lecturers, whose only responsibilities are teaching and whatever service activities are integral to their teaching effectiveness, and who are being considered for promotion to senior lecturer, the portfolio should address only the areas of Teaching, Supervision & Mentoring and those service activities related to the maintenance and enhancement of teaching effectiveness.

Producing a well-documented narrative description of one's philosophy, goals, strategies, innovations, assessments, improvements and professional growth for each of the three areas of teaching, scholarship, and service is the first step in documenting one's professional accomplishments. A clearly articulated philosophy of teaching, scholarship, and service will communicate the faculty member's personal values, beliefs, and goals underlying his or her activities in and across these areas. It is not simply a description of one's responsibilities and approaches in each area. The foundation of one's philosophy should be an answer to the question: "Why do I teach/do scholarship/engage in service?" As a guide to answering this basic question, Goodyear and Allchin (1998) suggest addressing the following questions:

- What motivates me to learn about my area(s) of expertise?
- What do I expect to be the outcomes of my teaching/scholarship/service?
- What are the student-teacher and collegial relationships I strive to achieve?
- How do I know when I have been successful?
- What habits, attitudes, or methods mark my most successful teaching/scholarly/service achievements?
- What values do I impart to my students, colleagues, and those I serve?
- What code of ethics guides me?
- What theme(s) pervade(s) my teaching/scholarship/service?

Once you have answered the question "Why do I teach/do scholarship/engage in service?," you need to link your answer to documented examples of the activities and practices that embody and exemplify your philosophy. Goodyear and Allchin suggest that the final version of your philosophy of teaching/scholarship/service may include the following dimensions (not necessarily in this order):

- How your integration of teaching, scholarship, and service is expressed in your teaching, scholarship, and service

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- How you create and maintain relationships with students and faculty colleagues that enhance successful teaching, scholarship, and service.
- How you create an effective physical, social, and psychological learning environment.
- How you communicate your values and expectations to your students and colleagues.
- A description of selected activities, strategies, and techniques and how they reflect your philosophy of teaching, scholarship, and service.
- How successful you are in achieving your intended outcomes in teaching, scholarship, and service.

Most importantly, the narrative should be written to demonstrate that the faculty member is currently achieving the expectations of tenured faculty (in the case of a tenure decision) and/or the expectations for the beginning stage of the advanced rank for which one is being considered (in the case of a promotion decision). For third-year reviews, the narrative should demonstrate positive and appropriate progress toward tenure (or toward promotion for Instructors). For post-tenure review, the narrative should demonstrate that satisfactory performance in rank has been sustained over the past five years. Individuals who are being considered for promotion and post-tenure review in the same year may use the same narrative for both portfolios.

The narrative should clearly state which area beyond teaching, supervision & mentoring the candidate has identified as a second area of emphasis and strong accomplishment. Some faculty will have strong records of accomplishment in all three areas and should present their cases accordingly. However, even when the third is not an area of emphasis or strength, the candidate should address the adequacy of performance in that area.

Candidates are responsible for noting instances where a teaching, scholarly, or professional service endeavor described in their narrative was a collaborative effort with another colleague or student. Further, they are responsible for ensuring the factual accuracy and appropriate acknowledgment of their own level of contribution for any collaborative teaching, scholarly, and/or professional service activities included in their narrative.

Binder 2 should contain only the most important evidence that supports the candidate's case for tenure, promotion, or positive progress. The documentation placed in Binder 2 should be directly linked to the narrative in Binder 1 through specific references in the narrative's text. (No accompanying documentation in a second binder is required for post-tenure review.)

d. Vita

The vita should contain the significant elements that would normally be listed in an academic resume if a faculty member were applying for employment in a similar position at another university. The vita is not limited to any specific time period. The vita should be up-to-date and thorough, but judiciously edited to avoid excessive length or the inclusion of redundant listings of minor import. Specific demographic references in the vita to the candidate's age, race, religion or marital status should be avoided, if possible.

e. Departmental Interpretation of Performance Evaluation Criteria

Binder 1 of the portfolio should also contain (if available) the guidelines developed by the faculty member's department for the interpretation and operationalizing of KSU's general criteria for faculty performance. Such guidelines should provide additional contextual information for

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the reviewers at each level. These guidelines should describe, for each of the three evaluation areas, not only activities and standards appropriate to the department's discipline at universities like KSU, but also the level of activity expected at each rank in the department, given the kinds of degree programs offered and program accreditation requirements in place.

f. Detailed Annual Reviews

The detailed annual reviews of the faculty member's performance for the previous five years or since arriving at KSU (if fewer than five years) are included in Binder 1, along with any formal response letters to those reviews that were filed by the faculty member as part of the annual review process. Annual report materials submitted by faculty in preparation for their annual reviews should not be included. If an annual review is missing for a particular year, a letter of explanation should be inserted in its place.

g. Third Year Review Letters

All faculty seeking tenure (or promotion from instructor to assistant professor) who have completed a third year review should include third year review letters and response letters in Binder 1.

INSTRUCTIONS FOR PORTFOLIO BINDER 2 (for Third-Year, Tenure and/or Promotion Only)

Binder 2 should be organized into three tabbed sections corresponding to the three principal areas of review: 1) Teaching, Supervision & Mentoring; 2) Scholarship & Creative Activity; and 3) Professional Service. The documentation in each section should be paginated, and the first page of each section should be a table of contents of the documentation contained in that section.

The documentation in each of the three sections includes two basic types of evidence: 1) examples of best work and important accomplishments (via documentation or a one-page synopsis of such), and 2) some evaluations of the candidate's accomplishments or work in progress. It is suggested that Binder 2 is expected to contain only the most important evidence that supports the candidate's case for tenure, promotion, or positive progress. The documentation placed in Binder 2 should be directly linked to the narrative in Binder 1 through specific references in the narrative's text.

In light of KSU's central priority on teaching, supervision and mentoring, the candidate's narrative and supporting documentation is expected to include substantial evidence of the candidate's effectiveness with students in facilitating learning. A comprehensive evaluation of instructional effectiveness will involve evidence derived using multiple methods and measures (see Section IV of the Faculty Handbook.) As part of a faculty member's annual report, each faculty member has submitted a narrative that addressed his or her teaching, supervision, and mentoring effectiveness. A copy of these narratives should be included in a faculty member's third-year, tenure, or promotion review as supporting documentation in Portfolio Binder 2. In addition, these narratives should be supplemented with illustrative examples of instructional materials, peer reviews, or other documents that reflect the candidate's best work and important accomplishments in teaching, mentoring, and supervision.

Each section of Binder 2 is expected to contain several illustrative examples of the candidate's best work and important accomplishments. It also should contain several evaluations (beyond those of the detailed annual review). Inclusion of one's complete works in Binder 2 can be impractical and

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is not essential nor required to document important accomplishments. In the area of scholarship & creative activity, for example, selected samples of the candidate's best work may be sufficient and could be documented through a variety of means, including excerpts from conference programs & proceedings; title pages and abstracts from professional journals; title pages and tables of contents from books; copies of exhibit and performance programs; photographs of commissioned or exhibited art works; etc.

For some accomplishments, substantial documentation readily exists and can be easily included or excerpted for use in Binder 2. However, not all important areas of professional activity and accomplishment can be readily documented. Contributions made in areas such as advising, supervising or mentoring students, experimentation and innovation in teaching, leadership given to a professional association or project, scholarship in progress or grant solicitation activity are examples of faculty accomplishments which may deserve to be documented, but for which existing evidence is often lacking. Candidates may address voids in such documentation through the use of a one-page synopsis.

A one page synopsis is an effective option for reporting activities for which other forms of documentation are not available. A synopsis is a self-reported summary containing descriptive detail of the nature of the candidate's important contributions and accomplishments in a particular area of work or achievement. If, for example, the candidate elected to spotlight her achievements in chairing a major college task force as one example of her best work in professional service, a one-page synopsis is an effective vehicle for describing in detail the extent and nature of the candidate's contributions and leadership while in the role of chair of the task force. One-page synopses can be used in all three areas when other forms of generally accepted evidence do not exist.

Evaluations of the candidate's accomplishments are quite varied and include examples such as formal awards, honors or recognition; refereed support for publication, presentation or exhibition; reviewer feedback from manuscript and grant submissions; published critiques of the candidate's work; written feedback from structured classroom visitations, analyses and interpretations of student evaluations of teaching and supervision; solicited support letters, etc. In some cases, letters of appreciation from colleagues may be included. When writing letters of appreciation to colleagues (e.g. for excellent service on a committee), faculty must refrain from using language that suggests that they support the colleague's application for tenure or promotion.

In accordance with the Family Educational Rights & Privacy Act of 1974 as amended, faculty should not include material in their portfolio which identifies the specific grades or grade point average of students who are identified by name or full social security number.

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XII. Detailed Annual Reviews

All faculty are expected to participate annually in a detailed review and evaluation of their performance. The annual review process generates a detailed written record of evaluation for the faculty member's personnel file; for inclusion in subsequent portfolios for pre-tenure progress, tenure, promotion, and post-tenure reviews; and for consideration in annual salary determinations. Faculty performance is evaluated in the context of the guidelines and criteria set forth in this handbook and elsewhere, at department and college levels in particular.

While the detailed annual review may be a significant event that occurs every twelve months, communications and conferences on performance issues between a faculty member and an administrative colleague may occur as often as needed throughout the year. Faculty and administrators are encouraged to engage in continuous as well as periodic review, evaluation, feedback, and communication on matters of performance review and improvement.

TIMETABLE FOR DETAILED ANNUAL REVIEWS

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

Conferences with New Faculty on Expectations

New faculty members have a conference with their administrative colleagues to whom they report early in the fall term (in August-September) to discuss expectations for faculty performance and the detailed annual review process at KSU.

Early Reviews for New Faculty

New faculty in their first year of service participate in a mid-year detailed performance review after their first term at KSU (in January) and another detailed performance review after their first full year of service at KSU (in October). Both reviews are to be completed before the deadlines for first-year and second-year non renewal decisions in February and November respectively.

Annual Reports for Faculty Beyond Their Second Year

During the two months of December and January each year, the faculty member with more than two years of service at KSU prepares an annual report of accomplishments and performance for the last calendar year (January through December). With the exception of the required three page narrative that addresses one's teaching, supervision, and mentoring effectiveness as reflected in the assessment information gathered during the review period (see Section IV of the Faculty Handbook), the format and guidelines for this annual report are defined by the individual's department and/or college.

Detailed Evaluations of Faculty Performance

After reviewing the faculty member's annual report, the administrative colleague to whom the faculty member reports prepares a detailed evaluation of the faculty member's performance. A meeting is scheduled to discuss, finalize, and sign off on this Detailed Annual Review of Faculty Performance. This is done over the period of February through March and prior to the determination of

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merit salary increases for the coming year. The annual review process includes the setting of action plans, which define specific expectations for follow-up.

Detailed Annual Reviews Receive Second Reading

Once the evaluator's review is finalized and a copy is delivered to the faculty member for his or her signature, the faculty member has 10 calendar days from the date on the final review document to respond in writing as part of the formal record. A copy of an undisputed detailed annual review goes to the next administrative level for an oversight review and sign off. In the case of a disputed annual review, copies of the faculty member's annual report, the detailed annual review and any response goes to the next administrative level for a thorough second reading and appropriate attention at this next level. The second reviewer will make a formal response to the disputed aspects of the review in writing before annual salary decisions are made.

CONTENTS OF THE DETAILED ANNUAL REVIEWS

Teaching and administrative colleagues of each department and/or college will define a standard format (such as an outline, form, or structured letter) for the preparation of their Detailed Annual Reviews. Regardless of the format chosen in a department or college, the contents of the Detailed Annual Review must provide specific evaluative feedback and direction to the faculty member in all of the major domains of expected faculty performance. A detailed annual review is expected to include the following contents, not necessarily in this order:

A Description of the Faculty Member's Situational Context Affecting Expectations.

KSU policies clearly state that performance expectations vary from person to person because of differences in experience, rank, highest degree, department/program affiliation, graduate status, workload assignments, specialty area responsibilities, tenure status, and other factors. These contextual factors should be identified to describe the situational context for the faculty member's review. It should be noted that for individuals who are designated as lecturers, or senior lecturers, whose only responsibilities are teaching and whatever service activities are integral to their teaching effectiveness, the situational context should describe their responsibilities and the Detailed Annual Review should address only the areas of Teaching, Supervision & Mentoring and those service activities related to the maintenance and enhancement of teaching effectiveness. Subsequent sections of the Detailed Annual Review should also be limited to these same areas as appropriate for the situational context of the position.

An Evaluation of the Fundamental Expectations for Academic Achievement & Professional Development (in Situational Context). Aspects of the fundamental expectations for Academic Achievement & Professional Development are subject to evaluation. (See Sections I-VI and Departmental Guidelines for more detail.)

Performance Evaluation of Teaching, Supervising, and Mentoring (in Situational Context). Aspects of a faculty member's responsibilities related to Teaching, Supervision, and Mentoring are subject to evaluation. (See Sections I-VI and Departmental Guidelines for more detail.)

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Performance Evaluation of Scholarship & Creative Activity (in Situational Context).

Aspects of Scholarship and Creative Activity are subject to evaluation. (See Sections I-VI and Departmental Guidelines for more detail.)

Performance Evaluation of Professional Service (in Situational Context). Aspects of Professional Service are subject to evaluation. (See Sections I-VI and Departmental Guidelines for more detail.)

Exceeding/Achieving/Not Achieving Expectations. Evaluators will make professional assessments as to whether an individual is exceeding, achieving, or not achieving expectations in each major area of performance noted above as well as provide an overall assessment, based on the information and observations available to them and expectations which would be appropriate in the individual's situational context. "Exceeding Expectations" should be used to categorize performance that excels beyond the level typically expected of an individual at this rank, with this experience, in this status, in this program, with this workload, etc.

Chronic Performance Deficiencies. Minor as well as major deficiencies in expected performance that recur year after year constitute chronic problems that should be noted. Suggestions for correcting chronic deficiencies should be made, and the consequences of not correcting them should be specified.

Changes in Performance Since Last Review & Action Plans for Continued Development. Whether performance has changed or remained unchanged should be noted with specific plans of action for continued development.

Progress Toward Tenure and/or Promotion. Detailed reviews should be specific about aspects of performance needing further development to earn tenure, promotion, or positive post-tenure review from the evaluator's perspective. Other colleagues involved in tenure, promotion, or post-tenure decisions may have different perspectives about the individual's performance.

Standard Sign-Off Elements. Each Detailed Annual Review must contain the standard signature, date, and acknowledgment elements for sign-off by the evaluated faculty member, the first-level evaluator, and the next level (second) reviewer.

IMPORTANCE OF DETAILED ANNUAL REVIEWS OF PERFORMANCE

Annual reviews provide a faculty member with detailed and instructive written assessments that clarify understandings and expectations for successful performance and advancement in the faculty member's roles and responsibilities at KSU and in the evolution of the faculty member's academic career.

RELATIONSHIP TO TENURE AND/OR PROMOTION

Experience is correlated with professorial rank, but years of service alone are not sufficient to qualify for a promotion or tenure. 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. It is

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important to understand the relationship between annual evaluations and reviews for tenure or promotion. Annual reviews are typically written by department chairs, in collaboration with individual faculty, using evidence of performance for a particular year. In the annual evaluation of faculty performance, the perspective of only two colleagues are involved in making a judgment as to whether the faculty member has achieved expectations in his or her situational context over the past year. In contrast, tenure and/or promotion reviews are conducted by multiple panels of peers that must determine if one's accomplishments, over a period of at least five years, warrant tenure or promotion.

RELATIONSHIP TO MERIT SALARY INCREASES

Salary increases are usually awarded annually as part of contract renewal for faculty. Salary increase guidelines are controlled by the Board of Regents, the Georgia General Assembly, and the Governor and are subject to change from year to year in terms of the availability of funds, percentage increases, and across-the-board and/or merit components. Since funding levels for salary increases and state-controlled salary directives can change significantly from year to year, there may not be a direct correspondence between the three categories of overall evaluation resulting from the annual review process and salary increases in a given year. Concerted efforts are made, however, to have annual review outcomes correlate strongly with merit salary increases.

While the detailed annual review may be a significant event that occurs every twelve months, communications and conferences on performance issues between a faculty member and an administrative colleague may occur as often as needed throughout the year. Faculty and administrators are encouraged to engage in continuous as well as periodic review, evaluation, feedback, and communication on matters of performance review and improvement.

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XIII. Structure and Content of Departmental Guidelines

Teaching and administrative colleagues within a department are responsible for developing, within the specific context of their discipline/department, written guidelines to assist colleagues in interpreting and operationalizing the university's general criteria for faculty performance (i.e., the criteria in Sections I-VI). Departmental guidelines should illuminate and clarify, but not reinterpret or redefine, the university's general criteria. They must preserve the university's commitment to reviewing an individual in his/her appropriate situational context. Departmental guidelines must be sufficiently flexible so that the different contexts, roles, ranks, assignments, specialty areas, and experience of faculty members are appropriately accommodated in the review process in a fair and unbiased manner.

Departments are advised to resist the tendency to reduce the complex and qualitative character of professional performance to simplistic and prescriptive weighting schemes, checklists, numerical counts, point systems, quantitative measurements, or objective formulas. Quantitative and qualitative assessment can complement one another and should be balanced. However, quantitative approaches followed to excess can be counterproductive and poor substitutes for professional judgment properly applied.

A suggested outline for the content of departmental guidelines is as follows:

- I. Distinguishing Departmental Characteristics
 - A. Characteristics of Instructional Commitment to General Education, Undergraduate Major, Graduate Programs, and Service Courses
 - B. Types and Size of Degree Programs Offered
 - C. Special Departmental Commitments to Service/Research/Grants/Scholarship Activity
 - D. Size and Diversity (Specialty Areas) of the Faculty
 - E. Faculty Workload Conditions
 - F. Program Accreditation/Licensure/Certification Requirements (If Any)
 - G. Resource Restrictions (Facilities, Equipment, Personnel, Budget)
- II. Interpretations and Adaptations of the University's General Criteria in this Department by Performance Area, Including How Performance is Typically Manifested in the Academic Disciplines of the Department
 - A. In the Area of Academic Achievement and Professional Development
 - B. In the Area of Teaching, Supervision, & Mentoring
 - C. In the Area of Scholarship & Creative Activity
 - D. In the Area of Professional Service
- III. Interpretations and Adaptation of the University's General Criteria in this Department by Rank and for Tenure, Taking Into Account the Contextual Nature of the Department as Described in Sections I & II.
 - A. For Tenure
 - B. For Assistant Professors
 - C. For Associate Professors
 - D. For Professors

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- E. For Instructors
- F. For Lecturers
- G. For Senior Lecturers

IV. Other Pertinent Departmental Guidelines (If Any) Designed to Assist Colleagues in Interpreting and Operationalizing KSU's General Criteria for Faculty Performance

Departmental guidelines must be reviewed and approved by the College Tenure & Promotion/Post-Tenure Review Committee and the dean to ensure consistency with the expectations of the College, equity across departments, and compatibility with the institution's mission and general criteria. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

A copy of the pertinent departmental guidelines is to be included in Binder 1 of an individual's portfolio for review. The inclusion of these guidelines in the portfolio provides reviewers at all levels with additional contextual information that is discipline/department-specific.

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(2006-2007 new version)

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Review and Evaluation of Faculty Performance

I. Introduction

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

In order to advance the institution, faculty performance at KSU must be aligned with the University's mission. While all faculty members in the academic colleges and departments work collectively to advance this mission, the roles and responsibilities of individual faculty can vary widely across the University. Each college and its respective departments may focus on particular aspects of the mission in ways which distinguish their contributions from other colleges and departments. However, the missions of all academic units must be aligned and consistent with the overall University mission.

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

These University guidelines set forth policies, criteria, and procedures by which individual faculty members' contributions to the University shall be documented and equitably evaluated. They define terms and levels of review and set the basic structure for all performance review. This section of the KSU Faculty Handbook does not cover the entire breadth of evaluative measures available to colleges and departments. However, in this Section, the words "shall," "must," and "will" (and equivalent terms) signify a binding, mandatory requirement that must be followed by colleges and departments, as to substance and procedure, as appropriate. Conversely, the words "may," "can," "might, or "should" (and equivalents) signify a permissive suggestion not binding on colleges or departments. Colleges and departments will establish tailored written guidelines, not inconsistent with the Faculty Handbook, that specify evaluative criteria appropriate to their disciplines, describe the focus of their units within the larger mission and the core values of the KSU, and delineate which activities will receive emphasis in annual performance reviews, in tenure and promotion decisions, and in post-tenure performance evaluation of faculty in their units. Each department and college will develop a process for establishing guidelines. Both the process and the resulting guidelines must also be approved by the College Review Committee, the Dean, and the VPAA.

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II. Overview of Faculty Responsibilities

As described below, the four basic performance areas in which faculty may be evaluated at KSU are teaching, supervising, and mentoring of students; research and creative activity; professional service; and administration and leadership. For the purpose of clarification, administrative faculty are those for whom 50% or more of their workload is administrative in function. Teaching faculty are all others with faculty rank and status. Depending upon college and departmental guidelines, faculty members need not show achievement in all four areas; in fact, it is expected that most faculty members will not. However, outside of administrative and non-tenure track faculty, most teaching faculty will be evaluated based upon contributions in teaching, research, and professional service. All faculty members are encouraged to develop strong connections between performance areas and engage in activities that impact more than one area simultaneously. For example, a service learning project may reflect both teaching and professional service. Some research projects may involve both research and professional service and pedagogical research may involve both research and teaching. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to participate in service activities essential to the life of the institution.

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). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and University is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA should:

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

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

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III. Basic Categories of Faculty Performance

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

III.A. Teaching, Supervising, and Mentoring of Students

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

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

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

Depending on the faculty member's situational context, evaluation of teaching and curricular contributions shall not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities; for example, through activities such as curricular development, program assessment, student mentoring and supervision, public lectures and workshops, and academic advising.

In addition to documenting teaching effectiveness in terms of student learning, faculty may 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.

III.B. Research and Creative Activity

Research and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. These professional activities become recognized accomplishments when the work is formally shared with others and is subject to review. Documentation and evaluation of accomplishments in research

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and creative activity shall focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance.

College and departmental guidelines must identify the specific criteria for determining quality and significance of research and creative activity appropriate to that college's and department's disciplines and scholarly contexts. Accomplishments shall be judged in the context of their use of current knowledge and their impact on peers and others.

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. It should be recognized that in music and drama, performance, including conducting and directing, design, choreography, etc. are evidence of a candidate's creativity.

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

III.C. Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit the University, the community, or the profession. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the University. Service is a vital part of faculty governance and University functioning, and evidence of the quality and significance of institutional service can support tenure and promotion. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission.

Some scholarly service activities rely on a faculty members' academic or professional expertise to serve communities and organizations outside the University. For example, a faculty member might engage in professionally related service to a community agency. Likewise some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their discipline or an interdisciplinary field.

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

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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,
- an explanation of the unique contribution of leadership roles or recognition by others of contributions.

III.D. Administration and Leadership

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

Faculty in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for achievement -- in these areas. For example, leadership of teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, research/creative activity, and professional service.

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

While the professional activities of faculty vary, all faculty members are expected to demonstrate scholarly accomplishments in all of their areas of emphasis. Furthermore, faculty members are expected to produce scholarship in the performance area(s) in which they place the most emphasis. In other words, faculty members are not expected to produce scholarship in all of their performance areas, only those in which they are most engaged. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work.

IV.A. Definitions of Scholarly Activity and Scholarship

Because of the connotations of the word “scholarship” in KSU’s previous tenure and promotion guidelines, it is important to distinguish how the words “scholarly” and “scholarship” apply here.

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

IV.A.1. Examples of Scholarly Accomplishments in Teaching, Supervising, & Mentoring:

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

IV.A.2. Examples of Scholarly Accomplishments in Research and Creative Activity:

Scholarly researchers and artists approach their research and creative activity in a systematic and intentional manner. They have a clear agenda and plan for their work in this area. Faculty who do scholarly work in this arena engage in programmatic research and creativity as opposed to random, haphazard forays into research and creative activity that have less chance of building a substantial body of work. Researchers and creative artists transform their work into scholarship, through the usual process of peer review and publication, showcasing, or presentation.

IV.A.3. Examples of Scholarly Accomplishments in Professional Service:

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Good documentation of scholarly service describes the role of the faculty member in each service activity, how he or she used their expertise in the role, and clearly demonstrate 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.

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Scholarly service can move toward scholarship as it meets some or all of the following criteria:

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

IV.A.4. Examples of Scholarly Accomplishments in Administration and Leadership.

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

IV.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:

IV.B.1. 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.

IV.B.2. Mastery of Existing Knowledge.

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

IV.B.3. Effectiveness of Communication.

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

IV.B.4. Significance of Results.

Faculty members should demonstrate the extent to which they achieve their express 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.

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IV.B.5. Consistently Ethical Behavior.

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

V. General Expectations for Tenure and Promotion

V.A. Tenure

Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause or financial exigencies. The awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University. 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.

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

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 employment in the professorial ranks (faculty initially hired as instructors should see Section VI for guidelines applicable to them). The purpose of this initial review is to assist faculty members in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness to be tenured. 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 (departments T&P committee, department chair, college T&P committee, and dean), 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 third-year review letters and the descriptive assessments they contain become part of the individual's portfolio for the later review.

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The second major part of the process is the review at the end of the probationary period that leads to a tenure decision. The length of the probationary period over which this review is to occur depends upon several factors. For faculty who enter KSU at the assistant professor rank or above, the probationary period is five to six years, with a mandatory review for tenure being conducted in the sixth year, if tenure has not already been given. However, faculty may be granted years of credit toward tenure for work experience prior to coming to KSU. This credit will be noted in writing before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward tenure, at the discretion of the individual faculty member. If applied toward tenure, this credit plus the number of years of service at KSU must match the minimum probationary period of five years, and the tenure portfolio will include evidence from this credited time and must include evidence of relevant work experience prior to employment at KSU. Regardless of the number of years of credit toward tenure, all faculty must be reviewed (either pre-tenure or tenure) no later than the beginning of their third year. The amount of the probationary period spent at KSU must be continuous unless the interruption is for a leave of absence or for part-time service, which must not, in either case, exceed two years.

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

Tenure-track eligibility for a faculty member will be stated in a letter offering employment from the Vice President for Academic Affairs. An administrative faculty member who is appointed without academic rank or with a part-time rank is not on track for tenure. Part-time or adjunct faculty, temporary or visiting faculty, and lecturers or senior lecturers are not eligible for and do not accrue any credit toward tenure. Service as a temporary or visiting faculty member or as a lecturer or senior lecturer at KSU does not earn credit toward the probationary period if the individual is hired later into a regular permanent faculty status, unless granted in writing at the time of appointment.

Academic deans and department chairs are appointed as tenure-track teaching faculty members. Tenure does not reside in an administrative position, however, and deans and chairs are subject to a similar (see Sections VII.B.2, 5, and 6 for differences) tenure-track review process as all other tenure-track faculty. Once tenured as a faculty member, an individual does not lose tenured status as a function of changing positions, responsibilities, or departments at the University.

Tenure-track faculty who are not recommended for tenure during their required sixth or ninth year reviews automatically receive a terminal one-year contract and formal notice that they will not receive another employment contract after their seventh or tenth years, respectively.

A non-tenured or non-tenure track administrative or teaching faculty member who is employed through an annual term contract is not assured of continuing employment at KSU once his or her contract expires with due notice of non-renewal. Such individuals are employed from contract to contract and only for the term specified in the contract. Subsequent or future appointment results solely from a separate offer and execution of a new and distinct contract. The offer of a new contract under these circumstances is the prerogative of Kennesaw State University and the Board of Regents, 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.

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V.B. Promotion for the Professorial Ranks

The professorial ranks (see Section V.B.2.a) are typically linked to the different stages of career development and accomplishment for University faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU's general expectations for faculty performance and for promotion in rank differ from one experience level and rank to the next in keeping with the typical patterns of career development for University faculty.

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

At KSU, faculty must be recommended for tenure before being considered for promotion in all professorial ranks. Faculty can be concurrently reviewed for both promotion and tenure, but the awarding of promotion can only come after tenure has been recommended. The Board of Regents of the University System of Georgia requires a minimum of five full academic years of service at KSU (including the year of review) to be eligible for promotion to the next rank. There is no maximum time by which a faculty member must be promoted to the next level.

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VI. General Expectations for Faculty Performance in Different Ranks

VI.A. Tenure-Track Faculty

VI.A.1. Instructors.

Unlike faculty at the assistant, associate, or professor ranks, instructors are typically hired primarily to address heavy teaching demands at the University. As such, their emphasis in the areas of faculty performance is not as flexible as other faculty.

Regular full-time faculty who are not eligible for appointment at one of the professorial ranks, typically because they do not hold an earned doctorate or other acceptable terminal academic credential, are appointed as instructors. For purposes of this document, the phrase “terminal degree” refers to an earned doctorate or other acceptable, terminal academic credential (e.g., M.F.A.). Depending upon the responsibilities of their position, some instructors are hired either with no expectations to complete the terminal degree or with expectations to complete the terminal degree. The relative emphasis of faculty activity in the performance areas differs across instructors depending upon the University’s expectations for completion of the terminal degree.

VI.A.1.a. Instructors Not Expected to Pursue a Terminal Degree:

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

VI.A.1.b. Instructors Expected to Complete a Terminal Degree:

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

VI.A.1.c. Instructors Who Voluntarily Complete a Terminal Degree:

On occasion, instructors who are hired without expectations to complete an earned doctoral degree or other acceptable terminal academic credential in the field, will voluntarily pursue advanced study on their own time. Instructors who voluntarily complete a terminal degree, even though it is not part of their expectations at KSU, will automatically be included in the next available round of recommended promotions to assistant professor which are sent to the Board of Regents each spring for review and approval. At this time the workload expectations for these faculty members will be re-evaluated by the chair and the dean and may be renegotiated.

VI.A.2. Assistant Professor:

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

Adapting to the expectations of the academy and of KSU and getting established in one’s scholarly work are typically the primary concerns of an assistant professor. A typical pattern of effective and

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productive scholarly work for the assistant professor is one which 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.

VI.A.3. Associate Professor:

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see Section IV.B) 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.

VI.A.4. Professor:

Professors are experienced and senior members of the faculty members who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of research, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see section IV.B). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis.

VI.B. Non Tenure-Track Faculty

VI.B.1. General Expectations for Lecturers and Senior Lecturers:

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

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

In some cases the responsibilities assigned to a lecturer or senior lecturer may be individualized and unique. In such cases the responsibilities should be delineated in the Faculty Performance Agreement

VI.B.2. 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.

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VII. Tenure and Promotion Process

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

VII.A. Format of Annual Review/FPA

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

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

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

The first-level reviewer will comment upon the entire ARD, with the format of the comments determined by the format of the ARD. The ARD and any comments must be printed out and signed by the faculty member and the reviewer. The entire package then is forwarded to the next administrative level for review. Within 10 calendar days, the faculty member has the right to make a written response to the entire package and to subsequent responses by the next level or levels of review. Such responses become integral to the ARD in its movement to all subsequent levels of review.

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

VII.B. Multi-Year Reviews

VII.B.1. Committee Structure:

Department committees are elected by the tenured and tenure-track faculty of the department. Department committees have a minimum of three tenured faculty members; when there are not three tenured faculty in a department, the department will elect tenured faculty from outside the department to serve on the review committee. Individuals whose documents are under review do not serve on the review committee.

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For the purposes of tenure and review, the members of the college review committee are two tenured faculty members from each department. Members of the college committee are elected by the tenured and tenure-track faculty of the department. Any college that has only one department will elect three tenured faculty members to serve on its college review committee. No person can participate in more than one stage of the review process.

Departmental representatives to the college review committee serve two-year staggered terms. When a department does not have two tenured faculty members who are eligible to serve, it will elect tenured faculty from outside the department. Faculty whose documents are under review may not serve on their departmental or college review committee. (See Sections VII.B.5 and 6 below for deans and above.)

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

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

VII.B.2. Tenure and Promotion Review (see Sections 5 and 6 for deans, VPAA)

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

Tenure and promotion portfolios with no discrepant decisions among required levels of review proceed from the dean to the VPAA. At the request of the candidate under review or in the event of a discrepant decision at any of these levels (department, chair, dean), the portfolio goes to the college review committee which serves as the appeals committee for tenure and promotion cases. The college committee may request written clarification from previous levels of review.

After the review and decision of the college committee (when such a review is necessary), the portfolio proceeds to the VPAA for a decision. In cases where the portfolio did not go to the College Review Committee, the VPAA may choose to send it to the appropriate College Review Committee for review and recommendation. The VPAA's recommendation then goes to the president, who makes a final recommendation to the Board of Regents. If, after the VPAA review, a candidate for tenure or promotion believes that the process of review has been violated, he or she may request review under the provisions of the KSU Grievance Policy.

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 (copy to the candidate and copy to be placed in the portfolio) which includes the recommendation for tenure and/or promotion and articulates the strengths and weaknesses that contributed to the decision.

Candidates for tenure and/or promotion may respond to decisions at each level in a letter within 10 calendar days from receiving the review decision. Response letters are directed to the reviewing committee or administrator and copied to the next level of review.

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VII.B.3. Third-Year Review (Pre-Tenure Review)

The review of third-year portfolios begins with the department review committee, proceeding in turn to the department chair and the dean.

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

The candidate under review may respond to decisions at each level in a letter within 10 calendar days. Response letters are directed to the reviewing committee or administrator and copied to the next level of review.

VII.B.4. Post-Tenure Review

The review of post-tenure portfolios begins with the college review committee and then proceeds to the dean. The dean makes a summary decision unless the faculty member under review requests that his or her portfolio be reviewed by the VPAA. Faculty members should submit only Binder 1 materials (see Section H below).

VII.B.5. Deans

Review of deans begins with the college review committee, proceeds to a committee of the department chairs from the college, and then to the VPAA. The review of Assistant or Associate Deans and Directors of Centers and Institutes will follow the same procedure as for Deans. For Directors of Centers and Institutes the college that will be involved in the review is based on the department of Director's faculty appointment.

VII.B.6. Tenure-Track Administrators above the Level of Dean

Review of tenure-track administrators above the level of dean begins with a special University-wide committee composed of two tenured faculty members elected by the administrator's academic department, the current chairs of the college review committees, and two deans to be elected by the deans. The portfolio then proceeds to the president.

VII.B.7. Queries about Process

Proposed revisions to the process are directed to the chair of the Faculty Review Oversight Committee. Committee membership consists of the chairs of college review committees from the previous year. Disputes about the T&P procedures, including structure and content (conflict of interest or conflicting guidelines for example), will be directed to the chair of the oversight committee for investigation and resolution.

VII.B.8. Portfolio Guidelines and Contents

All faculty members who are considered for tenure, promotion, third-year progress, or post-tenure review must prepare a portfolio for consideration by all involved in the formal review process. 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. The portfolio consists of two three-ring binders (except for post-tenure review, which requires only Binder 1) with the major sections tabbed and clearly labeled. Binder 1 must be a one-inch binder and Binder 2 can be no larger than 3 inches. The candidate's name and the type of review should be clearly labeled on the spine and front cover of each binder.

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VII.B.8.a. Contents of Binder 1

Binder 1 must contain the following indexed sections:

- Cover page (standard form available on Academic Affairs web pages)
- Summary sheet (standard form available on Academic Affairs web pages)
- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins)
The narrative describes the quality and significance of the faculty member's contributions during the period under review in the following areas as appropriate:
 - Teaching, Supervising, and Mentoring of Students
 - Research and Creative Activity
 - Professional Service
 - Administration and LeadershipSample narratives are available on the Academic Affairs web page.
- Vita
- Annual Review Materials (including ARDs and FPAs)
- Departmental guidelines (Administrative Faculty should include the guidelines from the department of their faculty appointment)
- Pre-tenure review letters (for tenure and for promotion from instructor to assistant professor)
- Response letters from previous levels of review

VII.B.8.b. Contents of Binder 2

Binder 2 must contain the following indexed sections, as consistent with the faculty member's FPA:

• **Teaching, Supervising, and Mentoring of Students**

This section contains illustrative evidence of the quality and significance of the faculty member's teaching, supervision and mentoring. These materials may include, but are not limited to, the following:

- Peer review letters
- Course syllabi
- Course materials
- Evidence of student learning
- Student evaluations
- Student survey results
- Evidence of advising activities
- Evidence of faculty development

• **Research and Creative Activities**

This section contains evidence of the quality and significance of the faculty member's research and creative activity. These materials may include, but are not limited to, the following:

- Excerpts from conference programs/proceedings
- Conference presentation evaluations
- Title pages and abstracts from professional journals
- Title pages and tables of contents from books
- Evidence of grant solicitation
- Book, chapter and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works

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• **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:

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

• **Administration and Leadership**

This section contains evidence of the quality and significance of the faculty member's administration and leadership. These materials may include, but are not limited to, the following:

- 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.

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VIII. Post-Tenure Review

In April 1996 the Board of Regents of the University System of Georgia adopted the Faculty and Staff Development Policy Direction. Included in that policy statement is the requirement that all institutions in the University System of Georgia conduct post-tenure reviews of all tenured faculty members, beginning five years after the faculty member's most recent promotion or personnel action.

PURPOSE OF POST-TENURE REVIEW

The primary purpose of post-tenure review is to examine, recognize, and enhance the performance of all tenured faculty members, thereby strengthening the quality of teaching, scholarship, and service consistent with the mission of the university. 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.

The university engages in several types of review of faculty performance after faculty members are tenured. These include annual performance reviews, post-tenure reviews, reviews for promotion to a higher professorial rank after receipt of tenure, review of faculty for special professorships or administrative positions, and reviews for special faculty awards. 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.

CRITERIA FOR THE REVIEW

The chancellor's task force and staff who laid the foundation for the current policy on post-tenure review recommended that the criteria to be used should be: 1) specified in writing by each institution; 2) related to the mission of the institution; 3) consistent with the faculty member's assigned duties for the period being reviewed; 4) sufficiently flexible to accommodate faculty with differing responsibilities; 5) flexible enough to recognize that a faculty member may contribute in different ways to the institution's mission over time; 6) inclusive of the cumulative impact of the faculty member's career as well as his/her performance during the previous five years; 7) consistent with standards used in current faculty review procedures; and 8) supportive of accepted standards of academic freedom of faculty. Kennesaw State University affirms all of these principles in its criteria and procedures for post-tenure review.

Kennesaw State's mission and general criteria for faculty performance place a central priority on effective teaching. Scholarship and service are important secondary priorities, are broadly defined, and are frequently applied in orientation. Strong performance in teaching and strong service or scholarship appropriate to the individual's rank are expected to be sustained by the faculty member during the post-tenure period. Graduate faculty status and graduate program involvement carry higher general expectations for scholarship productivity than is the case for faculty engaged

Review and Evaluation of Faculty Performance

in undergraduate programs. An earned doctoral degree (or accepted comparable credentials) is also expected of most faculty, especially those with graduate faculty status. KSU is committed to life-long learning and continuing faculty development.

It is important to note, however, that in the context of the university mission and its general performance criteria, tenured teaching and administrative faculty have widely different assignments, expectations, and emphases that vary within and across: 1) programs and departments; 2) professorial ranks; 3) undergraduate and graduate programs; 4) teaching and administrative assignments; and 5) levels and years of experience. The challenge of post-tenure review is to judge an individual's performance in the context of these different and sometimes unique circumstances and expectations. The review system must also be flexible enough to adapt to changes in the assignments and expectations for the faculty member over time.

In addition, departments are responsible for developing written guidelines to assist colleagues in interpreting and operationalizing KSU's general criteria for faculty performance. These guidelines should contain sufficient flexibility as described in the preceding paragraph so that the different roles, responsibilities, and specialty areas of faculty members within a department are accommodated in a fair and unbiased manner. These departmental documents will be reviewed and approved by the College Post-Tenure Review Committee and the dean to ensure consistency with the expectations of the College, equity across departments, and compatibility with the mission of the institution. Any revisions made to departmental guidelines shall bear the date of approval/adoption. Revisions to departmental guidelines become effective the year following their adoption. However, individual faculty may choose to use revised guidelines immediately upon their adoption.

After taking the general criteria, departmental guidelines and individual's portfolio into account, post-tenure review will result in a detailed assessment of the strengths and weaknesses in the individual's post-tenure performance. 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 EXPECTATIONS IN POST-TENURE PERFORMANCE

- Achieving or exceeding expectations in teaching, service and scholarship has been sustained in annual performance reviews over the last five years;
- The individual has continued to grow in his/her development as a faculty member and has maintained a level of professional activity and accomplishment that achieves or exceeds expectations for an individual at this rank, in this faculty position, and with this level of experience.
- The individual has, at most, minor deficiencies in expected faculty performance.

NOT ACHIEVING EXPECTATIONS IN POST-TENURE PERFORMANCE

- Achieving expectations in teaching, service and scholarship has not been sustained in annual performance reviews over the past five years;
- The individual has not continued to grow significantly in his/her development as a faculty member and has not maintained a level of professional activity and accomplishment that achieves expectations for an individual at this rank, in this faculty position, and with this level of experience.
- The individual has chronic and/or major deficiencies in expected faculty performance.

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FACULTY DEVELOPMENT PLAN FOLLOW-UP

Opportunities and feedback for the development of faculty are important for all faculty members who seek professional growth and wish to realize their full potential. In cases where the faculty member is found to be “achieving expectations in post-tenure performance,” no formal faculty development plan is required. In such instances, 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. The administrative unit head and the next level administrator will be responsible for encouraging the faculty member to engage in faculty development activities that would facilitate such enhancements.

In cases where a faculty member is identified in the post-tenure review as “not achieving expectations in post-tenure performance,” a formal faculty development plan must be developed and written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. It should be individualized, taking into account the faculty member’s specific circumstances. In developing a mutually acceptable plan, administrators may wish to renegotiate the faculty member’s workload assignments such that some expectations are lessened or dropped in favor of increased expectations in other areas. In all cases, face-to-face meetings and discussions among the principals are required to ensure thorough exploration of all options and clear communication of the understandings reached.

A formal plan for faculty development should: a) define specific goals or outcomes that are to be achieved; b) outline the activities that will be undertaken to achieve the goals or outcomes; c) identify appropriate sources of faculty development, whether they be located on campus, on other campuses of the University System, at the system level, or in other locations; d) set appropriate times within which the goals or outcomes should be accomplished; and e) indicate appropriate criteria by which progress will be monitored. The administrative unit head and the administrative officer at least one level above are jointly responsible for arranging appropriate funding for the development plan, if required. However, development plans will typically expect faculty to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty with unsatisfactory performance reviews should not expect to receive paid leaves to pursue further study or research for the purpose of remediating deficiencies.

Three or four principals will be involved in the creation of a formal faculty development plan: 1) the affected faculty member 2) his/her administrative unit head; 3) the administrative officer one level above the faculty member’s administrative unit; and 4) an optional fourth colleague —the affected faculty member may ask one of the members of the College PTR Committee or the University PTR Committee to serve as this fourth principal. This group of three or four individuals will be responsible for designing the formal plan, monitoring the faculty member’s progress in completing the plan, and signing off on the plan’s completion. As a supplement to the advice, support and encouragement that these principal colleagues will provide, the affected faculty member will be free to seek other mentors as needed for the successful completion of the plan.

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 on the nature of 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

Review and Evaluation of Faculty Performance

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 academic vice president.

CONSEQUENCES OF AN UNSUCCESSFUL FOLLOW-UP

If after three years, the tenured faculty member has not completed satisfactorily his/her formal faculty development plan, one of several consequences could occur: 1) university colleagues would continue to work with the individual toward the completion of the plan, but the individual's salary would be frozen until the plan was finished satisfactorily; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions.

AFFECTED FACULTY

KSU's policy on post-tenure review affects all faculty (administrative faculty as well as teaching faculty) who are tenured at Kennesaw State University. A tenured faculty member will be expected to have a required post-tenure review, beginning five years after the award of tenure and at five-year intervals thereafter, unless one of several intervening circumstances occur. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

- 1) A successful (not unsuccessful) review for promotion in professorial rank is considered comprehensive and comparable to post-tenure review; the promotion will restart the individual's five-year "clock" for the next post-tenure review.
- 2) 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. (New appointments resulting from administrative reassignment or of an acting/interim nature will not restart the five-year clock.)
- 3) 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.
- 4) The vice president for academic affairs 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.
- 5) 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.

Review and Evaluation of Faculty Performance

IX. Tenure and Promotion and Post Tenure Review Schedules

The schedule of reviews for 2006-2007 will be done in the following order:

For Tenure & Promotion Reviews

August 21	Submit Portfolios to Department Office
August 21- September 15	Department T&P Committee Review (see note)
September 15 - September 29	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)
October 2	Portfolio is Transferred to Dean's Office by Department Chair
October 2- October 27	College Dean Review (see note)
October 30	Portfolio is Transferred to VPAA's Office
October 30- November 22	VPAA Review and Referral to College Committees as Needed
November 27- December 11	College Review as Needed
January	VPAA and President Recommendations
February	Deadline for Submission to Board of Regents

For Third-Year (Pre-Tenure), or Pre-Promotion Reviews

September 11	Submit Portfolio to Department Office
September 11- October 6	Department T&P Committee Review (see note)
October 6- October 20	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)
October 23	Portfolio is Transferred to Dean's Office by Department Chair
October 23- November 17	College Dean Review (see note)

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For Post-Tenure Review

October 9	Teaching Faculty, Department Chairs, Deans and Other College Administrators Submit Portfolio to Dean’s Office
October 9- November 10	College PTR Committee Reviews Teaching Faculty, Department Chairs, Deans, and Other College Administrators (see note)
November 13- December 11	College Dean Reviews Teaching Faculty, Department Chairs, and other College Administrators (see note)
November 13	Dean’s Portfolio is Transferred to the VPAA for the Second Level of Review
November 13- December 11	University-Wide Administrators Submit Portfolio to VPAA
NOTE: The candidate under review may respond to decisions at each level in a letter within 10 calendar days. Response letters are directed to the reviewing committee or administrator and copied to the next level of review.	

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I. Library

Purpose

The Horace W. Sturgis Library is designed to meet the teaching and learning needs of the greater university community. In this endeavor the library has acquired collections of books, databases, journals, electronic publications, documents, and microforms in excess of 600,000 volumes covering all fields of instruction offered by the university. A new online tour and handbook for the library is available at the following web address: <http://www.kennesaw.edu/library/services/tour/tour.htm>.

Library Hours

Monday - Thursday	7:00 a.m. - 12:00 midnight
Friday	7:00 a.m. - 8:00 p.m.
Saturday	8:00 a.m. - 6:00 p.m.
Sunday	1:00 p.m. - 10:00 p.m.

Library hours between semesters are always posted on the library home page, at the library circulation desk, and at all library entrances. Library hours are extended during exam periods and are posted in advance.

Collections

Books

The books that circulate are located on the second and third floors. Access to the library's collection is through an online catalog. The library also offers an extensive collection of electronic books that cover a broad range of subjects and disciplines.

Government Documents

The library serves as a partial depository for government documents in the Sixth Congressional District. A wide variety of information is acquired in print, microforms, and electronic formats.

Microforms

Some research material is available in microforms. The library has such collections as The Atlanta Constitution, Library of English Literature (LEL), Library of American Civilization (LAC), ERIC documents, Black Culture Collection, and an extensive history of nursing.

Periodicals

The majority of library periodicals is now available in electronic form and is available to faculty and students both on and off campus. These holdings include scholarly journals for research purposes and magazines for leisure reading. The library also continues to receive selected periodical titles in print format. Many back issues of journals are stored in electronic format while others are still available in microform. A complete list of all periodicals is available on the library's Web site. Periodical titles are also listed in the library online public catalog.

Services and Facilities

Electronic Resources

Sturgis Library offers an array of database services, including catalogs, indexes, and reference sources as well as full-text books and journals in support of the academic programs here at KSU. Database providers include EBSCO, ProQuest, ISI/Thomson, Cambridge Scientific, and Chadwyck-Healey. A complete listing of electronic resources is available at <http://nlb.library.kennesaw.edu/cf/dbslstfrm.htm> . Most resources are available campus-wide through the internet and, with proper authentication (KSU ID or NetID), from off campus as well.

Services

Library Home page

The Sturgis Library home page is the single point of entry to all the library's resources. The home page may be accessed at www.kennesaw.edu/library.

Popular Books

A collection of current best selling fiction and nonfiction and genre fiction in such categories as science fiction and mystery is located just inside the reference area on the first floor near the entrance to the Reference area.

Borrowing Books

The automated book circulation system requires all users to have KSU ID cards. Books must be checked out personally by faculty members unless prior arrangements have been made with the Circulation Coordinator. The loan period for books checked out to faculty is the current academic year. Books may be renewed. All books are subject to recall if needed by other faculty or students. Faculty members are not charged overdue fines but are financially responsible for lost materials.

Reserve Material Policy

Faculty may reserve materials to be held at the Circulation desk for class use. Materials may be in multiple formats including photocopies, binders of material, books, and videos. Faculty may submit requests for course-related reserves by using the online request form at <http://www.kennesaw.edu/library/services/faculty.htm>.

Requesting Materials to be Added to the Library Collections

Faculty members are encouraged to recommend books for purchase by the library. They are also encouraged to periodically review the library's holdings in their particular subject specialties and to make suggestions for purchase. Books for the library will be purchased subject to the current curriculum needs of the university, overall balance of the collection, and available funds. New periodicals are selected on the basis of inclusion in an available indexing service and according to the same criteria applied to book selection. The final decision regarding the suitability of a book or periodical for the library's collection will be made by the library staff. Books and periodicals may be requested by using an online request form available at <http://www.kennesaw.edu/library/services/faculty.htm> . Please check to see if the library owns the item prior to requesting it.

Reference Service

Librarians are scheduled at the Reference Desk during most of the hours that the library is open. They provide assistance in using the online catalog, databases, periodical indexes, bibliographies, government documents, reference books and other library materials.

Library Orientation and Instruction

Library instructions sessions are available in all subject areas upon request. For more information about library instruction options or to schedule a session, please see the bibliographic instruction Web site at <http://www.kennesaw.edu/library/services/bibinstrinfo.htm>.

Interlibrary Loan

Interlibrary loan is a service provided to the faculty, staff, students, and current members of the KSU Alumni Association. Materials may be requested from libraries throughout the world. Patrons may request items by checking the ILL Web page at <http://www.kennesaw.edu/library/libserv/ILLdirections.htm> and by following the directions provided for "How to Request." When requested articles are received, patrons are notified via their campus e-mail accounts. Most journal articles will be delivered electronically; others will be delivered via intercampus mail. Requested books may be picked up at the library Circulation desk. All requests for photo duplication are subject to copyright laws.

Other Libraries

KSU faculty may use any other University System of Georgia library simply by presenting a current KSU ID. Interlibrary use cards which permit faculty to use private university libraries in the area are issued at the Reference desk.

II. Center for Excellence in Teaching and Learning (CETL)

The Center for Excellence in Teaching and Learning (CETL) provides leadership for university programs designed to enhance teaching and student learning. CETL cultivates an institutional culture that encourages, values, and rewards continued professional development that contributes to excellence in teaching and learning. The CETL director, associate directors, and CETL faculty fellows coordinate programs and services that include:

- consultation with faculty and departments on the assessment and enhancement of teaching in individual courses and across the curriculum
- facilitation and support for the scholarship of teaching and learning
- interdisciplinary faculty forums designed to promote reflection on teaching, collaboration and mentoring across departmental and college lines
- collaboration with the KSU Faculty Development and Awards Committee to recognize and support teaching, scholarship and professional service through awards and faculty development funding awards
- academic-based initiatives to enhance student recruitment, retention and success
- a New Faculty Success Program, which is designed to establish a foundation for the future success of new faculty at KSU
- sponsorship of campus and regional workshops and conferences that focus on innovative approaches to teaching at the college/university level
- dissemination of online and print instructional enhancement resources
- promotion of teaching practices that recognize the diversity in the KSU student body, faculty and community
- enhancing collaboration among campus centers and student organizations to advance teaching and student academic success

Services and Facilities

III. Educational Training Technology Center

The KSU Educational Technology Training Center (ETTC) is the largest of the 13 Department of Education (DOE) Educational Technology Centers located throughout the state of Georgia. The KSU ETTC is located in the Bagwell College of Education on the second floor of Kennesaw Hall. The ETTC serves educators in the upper third of the State, including metro Atlanta.

The KSU ETTC provides comprehensive instructional, administrative, and technical technology training for Georgia educators. The KSU Educational Technology Training Center is also the founder of the "Georgia Framework for INtegrating TEChnology Program". The A+ Education Reform Act of 2000 recognized Georgia's InTech Professional Development Program as the premier technology integration training solution for Georgia educators. InTech is one acceptable path for meeting the special Georgia Technology Requirement.

Visit their Web site at <http://edtech.kennesaw.edu> for more information on available resources and services.

IV. Presentation Technology Department (PTD)

The Presentation Technology Department (PTD) offers a wide range of multimedia services and training for faculty, staff, and students. Located on the fourth floor of the Sturgis Library, PTD supports audio/visual resources and presentation equipment on campus. In addition to maintaining KSU's multimedia presentation classrooms, PTD specializes in multimedia training and production assistance. PTD trainers and student staff assist patrons with graphics creation, multimedia file conversion, audio/video tape duplication, video editing/compression, desktop publishing, and CD-ROM and DVD creation. PTD supports some of the most cutting edge professional multimedia hardware and software available.

Instructional Equipment

PTD supports a wide range of equipment for classroom use. In addition to the comprehensive set of installed classrooms, PTD also holds circulating equipment sets. Through designated building coordinators, PTD maintains a distributed set of equipment for faculty to request. Each building coordinator has his/her own system for reserving equipment. See your departmental secretary to obtain building coordinator's contact name and number. Equipment available for pickup includes: data projection systems, video playback combo units, VHS camcorders, audio cassette player/recorders, audio CD players, public address systems, slide projectors, and microphones. If you have special equipment needs, consult PTD to consider options.

Distance Learning Support

PTD provides technical support for satellite downlinks in the Science Building. A two week notice is required for PTD to facilitate the link and test the system. Users should schedule this through PTD at phone extension 6057. In cooperation with ITS Telecommunications and Network departments, PTD coordinates the A/V infrastructure for departmental video conferencing systems.

PTD Media Lab and DV Editing Studio Hours

The PTD multimedia labs are open to faculty, staff, and students Monday - Thursday from 9:00 a.m. - 9:00 p.m., Friday from 12:00 p.m. to 5:00 p.m. The labs have extended hours as posted at the end of the term for completion of final projects. The labs are closed on weekends and holidays.

V. Department of University Studies

The Department of University Studies integrates campus-wide academic programs supporting student success at Kennesaw State University. These programs include an award-winning Honors program, an exciting Learning Communities curriculum, internationally recognized First-year and Senior-Year Experience programs, and a developing Sophomore-Year initiative. Working closely with the General Education Program, all of these initiatives help students find essential connections among the threads of their undergraduate experience, celebrating the synthesis of information and ideas critical to a liberal education. This is shown most clearly in the KSU 1101/1102 curriculum requirement for incoming students that is administered by University Studies. Entering students who need academic assistance in English, reading and mathematics can also find support in University Studies, which offers special preparatory courses for traditional, non-traditional, and international students who have just matriculated but need their basic skills refreshed. The department's well-staffed Math and English-as-a-Second-Language Laboratories make walk-in tutorial instructions available to students across campus. Finally, the Supplemental Instruction (SI) program whereby students in selected "high-risk" courses (courses with a high D, F, W, rate) are provided the opportunity to receive additional instruction facilitated by students who have been successful in those courses in previous semesters.

VI. Teacher Resource and Activity Center

The Teacher Resource and Activity Center, located in Kennesaw Hall Room 2005, is sponsored by the Bagwell College of Education and open to all KSU students, faculty, and staff. Designed specifically to meet the needs of professional teachers and education majors in the teacher preparation program, the center offers a curriculum library, media services, and instructional materials. It also provides a variety of unique professional development opportunities to educators in the geographic areas served by the University, including mini-grants for innovative projects, the Project RESPECT mentoring program, and a regular workshop series.

The center maintains a large library of professional books and periodicals, textbooks for curriculum planning at all grade levels, theme-related activity guides, supplemental kits, and educational videos. It also houses a production workroom equipped with a copy machine, laminators, spiral and heat binders, poster printers, paper cutters, badge makers, and other assorted machines that support the development of classroom materials. The TRAC has an extensive die-cut collection of over 500 shapes, letters, and numbers for creating bulletin boards and learning center manipulatives. Additional equipment such as computers, opaque projector, tape recorder, CD player, and televisions with VCRs are available for use in the TRAC. Friendly staff is available to assist visitors.

VII. Writing Center

The Writing Center, located in room 242 in the Humanities Building, provides free, one-on-one writing instruction to any member of the university community. Additionally, the Writing Center serves as an important resource for faculty interested in enhancing or simply examining their teaching of writing and the writing of their students. The Writing Center Library provides a wealth of resources for faculty, including a growing collection of books on composition and rhetorical theory and practice, basic and ELL writers, literacy studies, linguistics, argument, writing centers, and writing across the curriculum; the library also maintains a collection of current writing handbooks, including the official MLA, APA, and Chicago style manuals.

Services and Facilities

Faculty are encouraged to visit—and to encourage students to visit—the Writing Center's Web site at <http://www.kennesaw.edu/english/WritingCenter> for more information on any of the Center's services, updated hours of operation, or to schedule an appointment. To schedule a brief outreach visit by a Writing Center tutor to your class, please contact Writing Center Assistant Director Mary Lou Odom at modom3@kennesaw.edu.

VIII. Counseling and Advising Program Services

The Counseling and Advising Program Services (CAPS) Center is a comprehensive service center where students obtain help with educational, career, and personal concerns from a trained staff of counselors, specialists, and advisers. Such assistance is intended to support Kennesaw State University's academic programs by offering relevant resources that facilitate the students orientation to the university, contribute to personal development, enhance academic success, and facilitate the selection of a major. All students are invited to come to the center from 8:00 a.m. until 8:00 p.m. Monday through Thursday and 8:00 a.m. through 5:00 p.m. on Fridays or call 770-423-6600 for counseling services, 770-423-6219 for undeclared and learning support advising services and 770-499-3547 for orientation and testing services. Programs and services offered by the Counseling and Advising Program Services Center include:

Orientation

A program designed to help the new student adjust to college. Included in the program are opportunities to meet university personnel, understand academic program offerings, and become aware of various organizations and services available to maximize student success.

Counseling and Testing

In an atmosphere of confidentiality, professional counselors offer assistance to students with a variety of concerns which may include career, personal, and academic counseling. Special seminars in study skills, time management, stress management, assertiveness, test-taking and other topics are conducted each semester during the academic year. All institutional testing is coordinated by the staff.

Advising

The Counseling and Advising Program Services (CAPS) Center provides students who have not declared an academic program of study, including provisionals, audits, and Learning Support Program students with academic advising. A team of faculty and staff advisors meets with students in the CAPS Center to help students plan academic course work, choose a program of study, identify career goals, and assist new students with concerns that may arise. CAPS is part of the Kennesaw State University advising program whereby each department within the six colleges provides advising services to students who have chosen their programs of study. Once the undeclared CAPS students select a specific program of study, they are referred to the respective college where faculty in the academic departments advise the students until graduation.

Student Athlete Support Services

Professional staff assist KSU student athletes by helping them succeed personally and academically. Student athletes receive assistance with advising, study skills, tutoring, orientation and registration. Life skills are offered as well as opportunities to volunteer as mentors for the community.

Counseling and Advising Program Services Resource Library

This room, located within the CAPS Center, is open to all students without appointment. It houses informational material about careers, other colleges and graduate schools, CLEP, and free hand-outs about a wide range of educational, career, and counseling information. Computer terminals are available for using CASSI (Career Assisted Study Skills Instruction), PINPOINT career exploration program, and the Georgia Career Information Systems program.

IX. Career Services

Career Services provides a variety of opportunities and experiences which will empower the students and alumni of KSU to successfully pursue their career goals. The center is located on the second floor of Kennesaw Hall, Room 2617. The phone number is 770-423-6555.

Services provided include:

- Resume writing assistance
- Experiential learning opportunities (Cooperative Education and Internships)
- Videotaped practice interviewing
- Career search strategies
- Internet career search assistance - <http://careerctr.kennesaw.edu/>
- KSUJOBS (listing of hundreds of degree and non-degree openings available through the University's computer network)
- Current listings of government, educational, social service and communications opportunities
- Information on hundreds of companies
- OwlTrak (Internet system which enables the user to create a resume and upload it to the Career Service database for referral to employees) from the Web
- On-Campus recruiting (hundreds of companies interview our graduating students and alumni for available positions each year)
- Career Fairs - a business career fair and a combination general career fair and co-op/internship career fair is held in the Spring.

X. Information Technology Services

Information Technology Services (ITS) is comprised of several areas. The following describes the services available and functions of the ITS department of Kennesaw State University:

Customer Support Services

The Service Desk is your first point of contact for any area within the ITS department. Service will create a ticket and route it to the appropriate technician within the CIO division who will be able to assist you. You may contact the Service Desk by calling ext. 6999 or e-mailing service@kennesaw.edu.

Hardware

Our current standard for Hardware is a Dell Pentium computer with Microsoft Windows as the Operating System. The CIO policies state that only ITS shall move your computer. To request that the computer be relocated, please contact the Service Desk.

Services and Facilities

Network

This is mainly a behind-the-scenes operation that keeps KSU connected internally and to the outside world via the Internet. Web page accounts for faculty / staff and student e-mail accounts are also supported by this group.

Telecommunications

This area provides all voice and data connections in all buildings. They are responsible for the telephones and fax lines, the physical telephones (only) and the network wiring for all buildings.

Operations

The main campus phone-line is supported within ITS. Additionally all computers, peripherals, and software purchased for campus are recommended and approved by ITS operations.

Software

Commonly used software packages are installed and supported by ITS. Novell and e-mail (GroupWise) accounts are made available to all faculty and staff, whether full time, part time or temporary. Your Novell login gives you access to shared network drives. The H: drive is specific to your login name and is backed up on a periodic basis. The I: drive allows you to share files with others within your department.

Training and Student Support

The trainers provide workshops for faculty, staff and students on campus supported software. Upon completion of a class, each individual receives a certificate of completion. If an individual feels he/she has unanswered questions, then individual training may be requested.

The student labs are located on the second floor and fourth floor of the Burruss Building. The second floor labs are "closed labs", meaning they are reserved for instructional use only. To reserve a lab you must send an e-mail to tjordan@kennesaw.edu. The fourth floor labs are primarily "open labs." This means they are open for use by currently enrolled students, faculty, staff and alumni during lab hours.

The P: drive is a Public Drive on the student server that is reserved for Faculty to display assignments, notes or exercises for students to view while on campus.

The ITS department would like to welcome you to KSU and will strive to make your computing experience as pleasant as possible.

XI. Bookstore

The KSU Campus Bookstore, located in its own building adjacent to the Student Center, features a wide range of merchandise catering to the needs of students, faculty and staff. In addition to the new and used textbooks, reference books, test preps, study guides, and supplies, the Bookstore features educationally priced software, cards, stamps, general interest books, special Kennesaw State merchandise, all graduation items, and a variety of clothing, sundries and gift items. Our ordering procedures insure a complete selection of the books being used in each semester's courses. The friendly and knowledgeable bookstore staff is always happy to serve you and will special order materials not on hand. Textbooks can be sold back at the store throughout the year. All books and a selection of other merchandise can be viewed and purchased on the Web site at

<http://bookstore.kennesaw.edu>.

Bookstore Hours:

Monday - Thursday	7:30 a.m. - 8:00 p.m.
Friday	7:30 a.m. - 4:00 p.m.
Saturday	9:00 a.m. - 2:00 p.m.

Limited hours are maintained when classes are not in session. Please check the Web site at <http://bookstore.kennesaw.edu/> for more information or to order online. Call the Customer Service line at 770-423-6261 if you have any questions.

XII. Parking and Keys

Parking

To insure efficient control of traffic and parking on campus, every motorized vehicle operated at Kennesaw State University must display a decal indicating it has been registered with the Department of Public Safety. The decal type issued to an individual will be based on their University status and associated with assignment to one or more parking lots. Decals are available in the KSU Card Services Center located in Suite 219 of the Carmichael Student Center. Faculty members are urged to obtain a parking decal as soon as possible to avoid citations and fines. A complete list of the parking rules at KSU is available online at <http://www.kennesaw.edu/police/frames.html>. A \$20 annual parking/transportation fee will automatically be deducted from your pay.

Keys

Faculty members may be issued keys for any area of the campus to which they need access in order to fulfill their assigned duties. Keys will be issued by written authorization only from the department chair/head, dean, or vice president (no telephone requests accepted). Anyone who is requesting office, classroom, file cabinet keys or card key access needs to fill out a KEY REQUEST FORM and fax this form to the campus locksmith at 678-797-2011. You are responsible for picking up your keys from the Parking and Security Office, located in the Office Annex (Building 14) Room 111. Parking and Security hours of operation:

Monday	8:30 – 4:30
Tuesday	8:30 – 4:30
Wednesday	8:30 – 4:30
Thursday	8:30 – 7:00
Friday	8:30 – 12:00

Keys should not be loaned or otherwise allowed to be used in an unauthorized manner. Any lost or missing keys should be reported to the campus police immediately at ext. 6206. Any service calls should be placed with Plant Operations at ext. 6224.

XIII. Postal Services

Procedures for university mail:

- Outgoing mail is delivered to the Kennesaw Post Office no later than 4:00 P. M. by Kennesaw State University Postal Services Department, Monday through Friday.

Services and Facilities

- Incoming mail is picked up from the Kennesaw Post Office at approximately 9:30 A. M., daily, and is sorted, and delivered to campus department's mail rooms in their respective buildings, Monday through Friday.
- Zip Codes must be used on all mail. (The National Directory of Zip Codes is available on the Web. Their Web site is: <http://www.usps.com>.)
- Department mail box number must be used in return address on all university mail. Department mail box numbers in the address of all incoming and inter-campus mail.
- PERSONAL MAIL: The University will not pay postage for personal mail. Personal mail dropped at the mail center without postage will be returned to sender for proper postage to be affixed or will be sent out postage due to addressee.
- Letters requiring minimum First Class postage need not be sealed, and should not be nested. Letters with three or more pages, and letters not requiring postage to be affixed by the university must be sealed.
- Contents of the envelope must be properly folded and inserted so that it does not extend out of the envelope. If this procedure is not followed, the postage machine will tear the envelope and the contents.
- Certified mail should be marked clearly.
- All overseas mail should be identified as such, and separated from domestic mail, and, if larger than letter size, must have a properly filled-out and signed, U. S. Customs form PS form 2976 attached.
- All mailings over 200 pieces must go bulk mail, or be paid for by the department or organization. The vice president of business and finance must approve any deviation from this policy.
- The departments should separate their outgoing mail from their campus mail as well as from personal mail (i.e., mail that is stamped or does not pertain to the university). Any letter size envelopes on which the addresses are hand written should be separated as well.

XIV. Telephone and Fax Usage Policies

The following is KSU's official Telecommunication Policies pertaining to telephone and fax machines:

1. The number of telephone/fax lines are limited. Thus, reasonable and judicious use should be made of these resources. Frivolous, unnecessarily large or lengthy transmissions should be avoided.
2. Personal use should be limited to necessary and reasonable use. All use of the telephone for personal business should be for short conversations to convey or get needed information.
3. Fax and telephone transmissions that involve long distance service charged to the University are restricted to University business. Personal long-distance telephone calls may be made subject to the above stipulations, if charged to a personal account.
4. Telephones are assigned to individuals. Movement of telephones must be approved by Information Technology Services prior to the move. Unauthorized use of telephones by one other than the person to whom the telephone is assigned is prohibited.
5. Unauthorized use of FAX machines is prohibited.

A copy of the entire Telecommunications Policy is posted on the KSU web site at:

www.kennesaw.edu/resources/policy.shtml

XV. Print & Copy Services

Printing & Making Copies at Kennesaw State University is very easy. Here's how it works >
When you receive your KSU ID card at the Card Services office, you will note that it has a "mag stripe" on the back just like a debit card. The data encoded on your card enables the KSU system to know which account to access for billing. You must put money into your account before you can use your card to make copies or to print jobs from any of the computer labs. You add cash to your account at any of the K-Cash machines located around campus. Just follow the instructions on the K-Cash device. They are located at:

- ITS Computer Lab Area – 4th floor Burruss Building
- Kennesaw Hall – 2nd floor Education Wing
- Library – Copy Room
- Science Building – 1st floor vending area
- Carmichael Student Center – 2nd floor hallway
- Humanities – 1st floor hallway

To make a copy, just swipe your ID card through the device attached to the copier. Follow the instructions on the swipe device and the system will determine whether you have sufficient funds for the job that is submitted. Be sure to press clear "CLR" when your job is complete so that someone else doesn't end up using your account.

To print, you can send jobs from the various labs around campus or from the Cyber Café located in the Student Center Food Court. Most labs have printers inside or just outside the lab. Detailed instructions on how to use the print function are posted in the Labs you use for your classes.

If you don't have your ID card with you, simply purchase a Guest Card at any of the K-Cash machines. Guest Cards work just like your ID card for printing or copying.

Call 678-797-2200 or extension 2200 from a campus phone to ask questions about these services or when you encounter any problems.

Additional information may be found on the KSU web site at <http://its.kennesaw.edu/copyprint/>

XVI. Offices and Labs

There is no general university policy on the use of offices and labs on weekends and other times when the campus is normally closed. It is generally the case, however, the use of such facilities to which a faculty member has a key assigned is without restriction. Faculty members may be asked to identify themselves to campus police officers.

If a faculty member must have other persons (for example, students) in a building after hours, arrangements should be made with the department chair who will, in turn, notify the campus police in advance that the building will be in use.

Faculty members who return to campus for office work on weekends or other holidays should call campus police when they arrive and depart.

Eating, drinking and smoking are prohibited in the classrooms and several other areas of campus.

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These areas are clearly marked by permanent signs. Faculty members are expected to comply with this regulation and to assist with its enforcement among the students. Faculty members should also assist in encouraging proper sanitary practices in areas where eating, drinking and smoking are allowed.

XVII. Computer Labs

Scheduling and Use of Electronic Classrooms and Open Computer Labs is as follows:

- The ITS computer labs are staffed with trained lab assistants to support the various technologies offered. The labs contain state of the art printers and copiers. Consumable media is also available for a reasonable fee. Specialized software or equipment may be installed at the instructor's request.
- Electronic classrooms provide instructors and students a hands-on learning environment. Scheduling of the electronic classroom (BB291) must be approved by the lab manager of Information Technology Services. This is a closed lab (instructional use only) with 40 workstations, one instructor station, a data projector and one printer. All computers and the printer are networked. Requests for this facility are generally solicited at the time schedules are being generated for courses, usually, in the semester prior to the semester when the lab is needed. To reserve a classroom, fill out the web form located at: <http://its.kennesaw.edu/labreservations/>
- Absolutely no food, no drink, no smoking, no chewing tobacco, and no item which may harm computing equipment is allowed in any computing facility. Failure to adhere to these conditions may result in exclusion from use of these facilities.

XVIII. Check Cashing Policy

Faculty members may cash personal checks (two party checks not accepted) up to \$100.00 in the Bursar's Office and the bookstore without prior authorization. Personal checks in excess of \$100.00 may also be permitted but prior approval by the Bursar or his representative will be required.

XIX. Indoor and Outdoor Campus Facilities

- The use of indoor and outdoor physical education facilities and fields of Kennesaw State University for recreational purposes is limited to students, faculty, staff, and alumni at prescribed times set aside for this purpose.
- The Office of Intramural and Recreation Services in the Student Life Center has responsibility for the use of the intramural field, swimming pool, weight room, gym and tennis courts during certain hours each semester. During these hours, users of these areas will be required to show an official university ID card. Each KSU participant is entitled to have one guest accompany him or her. Guest passes are available in advance in the Student Life Center during normal work hours. Please contact the Athletic Department or the Department of Health, Physical Education and Sport Science for use of the practice, softball or baseball fields, or for information on the use of the non-intramural-supervised time.
- The use of these facilities for non-instructional purposes is not to interfere with any scheduled programs of the university. The university reserves the right to cancel posted hours for special

events. A schedule is posted each semester and summer term and available from the Office of Intramural and Recreation Services in the Student Life Center.

- All posted non-instructional hours are determined by the chair of the Department of Health, Physical Education and Sport Science in consultation with Intramurals, Athletics and Continuing Education. The “free play” hours are available under the supervision of an authorized and trained supervisor for the facility through the Office of Intramural and Recreation Services of the Student Life Center. The gymnasium and weight room are never used during “free play” hours without appropriate supervisors, i.e., weight room and gym assistants.
- Lockers are available when using the facilities. Bring your own lock. Due to the limited number of lockers, no overnight lockers are available. Locks are the responsibility of individuals. Do not leave valuables unlocked at any time.
- Only basketball shoes are allowed on the gymnasium floor.
- Intramural tennis court hours are posted each semester and summer term by the coordinator of Intramural and Recreational Services. To use the courts, individuals must be in accordance with posted rules and regulations. When supervisor is on duty, sign in and show current and valid ID card. If no supervisor is on duty, show ID upon request, and give estimated time of use.
- The use or possession of drugs or alcohol are not permitted on campus. The use of tobacco and smoking are not permitted when using indoor facilities.
- Parking is permitted in designated parking areas (lots) only. To prevent damage or injury, street parking next to playing fields while they are in use is prohibited. No overnight or extended parking is allowed in the area adjacent to the physical education building.
- Because of possible damage to facilities and injury to others, the university facilities are not available for the following activities:
 1. Flying model airplanes or driving golf balls.
 2. Racing go-carts, motorcycles, or other motorized vehicles.
 3. Practicing with bow and arrow, firearms, or other dangerous equipment.
- If a faculty member or group needs to reserve the intramural field for an event, the reservation may be made with the Office of Intramural and Recreational Services in the Student Life Center. If a faculty member or group needs to reserve other fields or facilities, reservation forms are available from the Department of Health, Physical Education and Sport Science.
- Rules and regulations governing the indoor and outdoor facilities are administered by the Department of Health, Physical Education and Sport Science (HPS) and the Office of Intramural and Recreational Services in the Student Life Center.

XX. Food Services

The University has a contractual agreement for food service with Sodexo Management Services. Food service on campus is located in the student center food court and the Burruss Building. In the student center you will find national brands such as Chick – fil – A, Krystal, Krispy Kreme Donuts, Einstein Bros. Bagels, Freshens, & Starbuck’s coffee. Other dining options include a hot line (offering seasonal meals), deli sandwiches, Asian sushi & hot cuisine, and pizza by the slice , as well as “grab and go” items such as yogurt parfaits, hummus and pita, crudités of vegetables, fruit (whole & cut up) and a large assortment of pre made salads and sandwiches.

The student center food court is open Monday – Thursday from 7:00am – 8:00pm and Fridays from 7:30 am – 2:00pm.; closed Saturdays and Sundays. The Midnite Owl is open the same hours, except until 8:30 pm on Monday – Thursday and also Saturdays from 8:00am –2:00pm.

Services and Facilities

Einstein Bros. Bagels offers full service in the Burruss Building where bagels are baked fresh daily. Operating hours are from Monday – Thursday 7:30am –8:00pm and Fridays 7:30am – 3:00pm.; Saturdays 7:30 to 2:00; closed Sundays.

Jazzman's which features Seattle's Best Coffee, gourmet teas, smoothies, and grab 'n go soups, salads, & sandwiches, is located near the Legacy Gazebo. Hours are Monday – Thursday; 7:30 to 3:30.

All food service on campus is subject to operating hours when classes are in session. Please see our Web site at <http://www.kennesaw.edu/dining> or call 770-499-3171 for more information, menus, and hours of operation as well as catering options.

XXI. Meetings, Events, and Conference Planning at KSU

The Office of Special Events is your FIRST step in planning any meeting, event, or conference at KSU. A trained staff is available to assist you with event planning, logistics, and KSU protocol.

Conferences

As KSU grows, meeting space is becoming a premium resource. Before you commit KSU to serve as the host location for your conference, submit a space request immediately to the Office of Special Events. Please do not assume that space is available. Do not distribute invitations, publish programs or brochures, or advertise your conference until you have a CONFIRMED RESERVATION with the Office of Special Events. It is never too early to plan. We accept space requests two years in advance.

Conference Rooms

Conference room space is available in many of the campus buildings.

Classroom Space

After the academic schedule is published, the Office of Special Events books individual classrooms for department meetings, extra study sessions, and workshops; however, if you desire a classroom change for your class for the entire semester, contact the Registrar's Office.

Multi-Functional Rooms

Multi-functional rooms are available in the Carmichael Student Center and the Burruss Building. These rooms can be set to accommodate various setups and numbers of guests. They do not have preexisting setups like classrooms and conference rooms.

Request Space

To request conference rooms, classroom space, and general meeting space, submit your request via e-mail to events@kennesaw.edu.

The Office of Special Events connects vital campus resources like Plant Operations, Catering, Audio & Visual Resources as well as the Banner Class Schedule to ensure that your event is a success. By streamlining the campus reservation system to utilize all available space, the Office of Special Events in conjunction with many KSU Departments provides a comprehensive event, meeting, and academic calendar to facilitate campus communication and to provide a resource in emergency situations. This master calendar is located at <http://claymore.kennesaw.edu/VEMS3/BrowseEvents.aspx/>.

XXII. Student Development Center

The Student Development Center coordinates support services, programs and activities to enrich the college experiences of specifically identified student populations, including minority students, international students, adult learners, and students with disabilities. In addition, the department provides an avenue for individuals to engage in volunteer service in the community through Volunteer Kennesaw State University (VKSU). Through its three satellite centers, Cultural Awareness and Resource Center, Lifelong Learning Center, and Global Village, students are provided a place to gather, a broad array of information, access to computers and other equipment, and knowledgeable, friendly support staff to ensure that students have a positive and supportive “home” on campus. The Student Development Center, located in the Carmichael Student Center, Suite 267, is open weekdays from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Friday, and can be reached by phone at 770-423-6443.

The Odyssey Program, a peer mentoring program, is also coordinated by the Student Development Center. The Odyssey Program helps first year and transfer students make a smooth transition to college life at Kennesaw State by pairing them with a more experienced KSU student.

Adult Learner Programs (http://www.kennesaw.edu/stu_dev/alp)

Adult Learner Programs at KSU offer a variety of innovative programs and services to meet the needs of the “nontraditional” student, those students who are 25 years of age or older or who have “nontraditional” life-styles such as family and employment. Offerings include a peer mentor service, workshops and individual consultations for students reentering school, parenting workshops, and programs for the college students’ children. Staff in Adult Learner Programs act as liaisons and advocates in helping non-traditional students succeed in college. Childcare information is provided as well as an opportunity for students to participate in a childcare subsidy program. A major program sponsored by Adult Learner Programs is the WINGS Ceremony for graduating seniors to recognize those individuals that have helped them through college. KSU students, faculty, and staff interested in adult learner concerns are provided resource materials, consultation services, and networking opportunities. The office, housed in the Lifelong Learning Center, Carmichael Student Center Room 261, is a resource center for adult learners. Visit the Web site at http://www.kennesaw.edu/stu_dev/alp/.

Lifelong Learning Center

The Lifelong Learning Center (LLC) serves as a resource center for adult learners (students over the traditional college age or living “nontraditional” college life-styles such as family and employment). The center makes the university experience more pleasant and beneficial by providing programs and services specifically designed for students returning to college or starting college later in life. Located in Room 261 of the Carmichael Student Center, the center is open from 8:30 a.m. to 7:00 pm. Monday through Thursday and 8:30 a.m. to 4:00 p.m. on Friday. 770-423-6701.

Resources in the LLC include information and referral services, literature racks with academic, campus activities/community services information, and audio/video equipment for student use. An emergency locator service, typewriter checkout, a resource library with books, and audio and videotapes are available for students to check out. The LLC also houses a study/socializing area with a free telephone, kitchenette complete with microwave, refrigerator, toaster oven and free coffee. Academic support services include six computers networked to Information Technology Services, laptop ports, FAX machine, equipment and resources for completing papers and projects. In addition, tutors are offered to assist with writing, English and math. Childcare information is available in both written form and on the Web site. Other services include workshops and programs on a variety of topics including parenting skills, succeeding in college, and programming for children.

Services and Facilities

Disabled Student Support Services (http://www.kennesaw.edu/stu_dev/dsss/)

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services and arrange an individual assistance plan. Certification of disability is required. Special services are based on medical and/or psychological certification of disability, eligibility for services by outside agencies and ability to complete tasks required in courses. Any individual with a disability who wishes to participate in an activity or program offered by the institution and needs accommodations should contact the office sponsoring the program at least five days prior to the date of the program so that arrangements can be made.

Accommodative services may include, but are not limited to, handicap-accessible parking spaces, special test rooms, classroom accessibility, modifications of printed materials, sign language interpreters, assistance with getting class notes, tape recording, library and laboratory assistance, adaptive computer equipment, and referral to community resources.

Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved. The Assistant Director for Disabled Student Support Services works with faculty members to assure that students with special needs receive appropriate accommodations.

Workshops on relevant topics designed to meet the unique needs of disabled students are offered frequently during each semester. Individual assistance with study skills, assignment completion, and test preparation is available.

Students, faculty and staff are encouraged to become active members of the Disabled Student Support Services Advisory Committee and to have a part in promoting awareness of the important contributions made by students with disabilities to the life of the university and the community. The committee also works to increase the accessibility of the university and to represent the interests of students with disabilities to the university administration. Individuals with hearing impairment may contact the university's Assistant Director for Disabled Student Support Services by TDD at 770-423-6480.

International Student Retention Services (http://www.kennesaw.edu/stu_dev/isrs/)

The Office of International Student Retention Services (OISRS) serves as an advocate and resource for international students. The OISRS provides counseling and advising pertaining to cross cultural adjustment, academic concerns and referrals regarding financial matters. Once students become enrolled at KSU it is the goal of the OISRS to retain them until they receive their degrees. The OISRS is also responsible for implementing the mandatory International Student Orientation. All newly admitted F1 graduate, undergraduate and transfer students must attend this orientation. The office seeks to provide international students with pertinent information that will enhance their matriculation and success at Kennesaw State University. International students should note that they must maintain full time academic status during the fall and spring semesters but may be part time in the summer or choose not to attend.

The Coordinator of International Student Retention Services develops and implements educational, social and cultural activities, programs and workshops for international students. Services such as the Friends Abroad Program, International Student Locator, ISONET (International Students on the Net) and Liaisons are available to assist students in their adjustment to a different culture.

International students may come to Kennesaw State University by themselves but they are not alone. Once a student is enrolled he/she automatically qualifies for mentoring under the Odyssey Peer Mentoring Program. This program matches each new international student with a currently enrolled experienced international student. The Office of International Student Retention Services takes the responsibility of retaining international students very seriously. In addition to the above, the OISRS offers international students exposure to the Global Village, a gathering place for internationally centered activities, resources, discussions, exhibits, and to an International Student Handbook that is on-line. The OISRS helps coordinate KSU's requirement of mandatory International Health Insurance for medical protection for each international student.

The Coordinator of the OISRS is also the advisor for the International Student Association (ISA). The ISA brings together students of all nations for intercultural, social and athletic exchanges. The International Festival is one of the largest projects sponsored by the ISA. The International Student Association also sponsors trips to American historic sites.

For more information about the Office of International Student Retention Services (OISRS), contact the Coordinator at 770-499-3313 or come by the OISRS located in Room 258 in the Student Center.

Minority Student Retention Services

A number of factors have a direct or indirect impact upon retention of students of color at a major institution like Kennesaw State University. These factors include the quality of support services, professors' expectations and attitudes, the atmosphere of the campus with regard to socialization and programming, and the level of isolation and alienation experienced by the students.

The Office of Minority Student Retention Services (OMSRS) provides minority students with support services including advisement, advocacy to facilitate problem solving, exposure to mentors and role models, information on campus and community resources, and multicultural programming.

Some of the programs and services offered through the OMSRS include:

- KSU P.E.O.P.L.E. (Professionals Empowering Our Potential Leaders for Excellence). Developed in partnership with the office of Volunteer Kennesaw State University, this mentoring program is designed to pair a KSU student with a faculty and staff member, each with similar interests, who are willing to offer their time to mentor a student for professional and academic success.
- Odyssey— a peer-mentoring program offered through the Student Development Center. This program matches freshman and transfer students with upper-division students for the purpose of mentoring and peer advising. Additionally, the program assists new students in making a smooth transition to college.
- "Making the Grade" —a series of workshops on topics relevant to your "survival" or retention at KSU. The purpose of these workshops is to provide a range of subject matters to help you excel in various aspects of your life at and beyond KSU. Example: "Grade" workshops include the following: Relationship 101: A Dialog Among the Sexes, Men of Color: The MENTality of the Successful Minority Male, Financial Aid Workshop, MLK Jr. Celebration, and Faculty, Staff, and Student Reception.

The OMSRS also actively encourages students to become involved in the various student organizations on campus, including the African American Student Alliance (AASA), the NAACP, and the predominantly Black sororities – Delta Sigma Theta Sorority, Inc., Alpha Kappa Alpha Sorority, Inc., Zeta Phi Beta Sorority, Inc. and Phi Beta Sigma Fraternity, Inc.

The OMSRS also offers the Cultural Awareness and Resource Center (CARC), which features a wide array of diverse books, magazines, audio tapes, videotapes, and DVDs available to students, staff

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and faculty. The CARC is equipped with a computer lab where students can check their e-mail and surf the net. Math and English tutors are available by appointment.

For more information about the OMSRS and the CARC, contact the Assistant Director for Minority Student Retention Services at 770-499-354, come by the office in the Carmichael Student Center, Room 269B or visit us online at http://www.kennesaw.edu/stu_dev/msrs

Student Community Service/Volunteer Kennesaw State University **http://www.kennesaw.edu/stu_dev/vksu/**

Student Community Service is an important outreach for Kennesaw State University. It affords students an opportunity to serve the community in keeping with the mission of the University. Utilizing partnerships with a number of organizations and non-profit agencies, the University seeks to address various community needs.

Information regarding community service projects can be obtained through Volunteer Kennesaw State University (VKSU), a campus center that coordinates a variety of service placements and projects. Information may also be obtained at the VKSU web site, http://www.kennesaw.edu/stu_dev/vksu. VKSU matches student volunteer skills and talents with community needs. Since 1984, in cooperation with more than 300 community agencies, VKSU has served as a clearinghouse for volunteer placements, which include: Habitat for Humanity, Red Cross Blood Drives, MUST Ministries, and providing tutoring/mentoring services to at risk children from Cobb County and Marietta Schools. In addition to traditional volunteer placements, VKSU also regularly coordinates group service projects called Involve to Solve.

VKSU also serves an educational role by providing a practical opportunity for students to explore career options and experience volunteer services in their major fields of interests. Public service can provide valuable job experience as a prelude to career opportunities. Students are invited to stop by the VKSU office where student employees will help them review service opportunities. The office is located on the second floor of the Carmichael Student Center, Room 264, and is open Monday through Friday, 9:00 a.m. to 5:00 p.m.

XXIII. University Judiciary Program

The University Judiciary Program was developed in 1985 to adjudicate infractions of the University's Student Code of Conduct and other University policies. Through a system of campus courts and trained advisers, reported infractions are considered and appropriate sanctions are assessed. The University Judiciary Program strives to assure a fair and impartial consideration of charges of misconduct against any student.

The University Judicial Panel is composed of at least fifteen selected students and twenty-two appointed faculty/staff members who are trained to participate knowledgeably in the judiciary process. The training enables panel members to hear complaints, arrive at fair and impartial conclusions and deliver clear and direct recommendations.

The Judiciary structure includes the University Court, which handles charges against students for alleged violations of the KSU Student Code of Conduct, and the traffic court, which hears appeals of student parking citations. Each court is composed of both faculty/staff and student members of the Judiciary. In addition, if requested, a Judiciary member may have the opportunity to act as an advisor on behalf of the student or faculty member, assisting in the preparation and presentation of a case before the university court.

Students are invited to apply to become a member of the Judiciary Panel. Requirements include:

- a minimum 2.8 overall G.P.A.;
- a strong interest in protecting the reputation of the University by assuring that the rules of the Code of Conduct are upheld;
- successful personal interview(s);
- two personal references who will testify to your character and integrity;
- a commitment to uphold the Judiciary Code of Ethics, attend meetings and training sessions, and volunteer to serve on campus courts when available.

For more information, please contact the Director for University Judiciary Programs at (770) 499-3403 or visit the KSU Judiciary Program Web Page at www.kennesaw.edu/judiciary/

XXIV. Student Financial Aid

Kennesaw State University is committed to ensuring that a postsecondary education is accessible to qualified students. In order to accomplish this commitment, the Office of Student Financial Aid subscribes to the following goals to assist students in paying for their educational investment:

- Evaluate the family's financial ability to pay for educational costs
- Distribute limited resources in an equitable manner
- Provide a balance of gift aid and self-help aid

A wide variety of financial aid programs from scholarships, grants, employment, and loans are available to help students with educational costs. Most awards are based on financial need while some are awarded in recognition of merit or achievement.

If you have any questions, feel free to visit our office in Kennesaw Hall, view our Web site at http://www.kennesaw.edu/financial_aid, contact any staff member at (770) 423-6074, fax at (770) 423-6708, or e-mail at finaid@kennesaw.edu. Our mailing address is:

Office of Student Financial Aid
Kennesaw State University
1000 Chastain Road, #0119
Kennesaw GA 30144-5591

XXV. Student Life Center

The Student Life Center houses the following areas: student media, intramural and recreation services, and registered student organizations. The Student Life Center also manages the operation of the James V. Carmichael Student Center, providing support for the game room, computer room, student activity area, and the information booth. The Student Life Center staff also helps student organizations access their student activity money and helps secure rooms on campus for meetings and activities.

Student Activities/Registered Student Organizations/Business Operations

Kennesaw State University offers over 120 registered student organizations to enhance the quality of campus life for our students. Several organizations have responsibility for campus-wide programming, such as the African-American Student Alliance (AASA), the Kennesaw Activities Board (KAB), the International Student Association (ISA), and the Student Government (SG). Other organizations offer a wide variety of activities for students, including nine national sororities and

Services and Facilities

fraternities. Other student organizations on campus represent political, religious, academic and other special interests. There's something for everyone at Kennesaw State.

Registered student organizations, with the exception of sororities and fraternities, receive student activity money for their university-related activities. The Business Manager in the Student Life Center handles the monetary transactions for the student organizations. Contact the Student Life Center for more information.

A limited amount of money is available for faculty members to entertain students in their homes. This special fund is known as "faculty firesides." Faculty members may apply for reimbursement of up to \$50 through the Office of the Vice President for Student Success and Enrollment Services. When the request is approved, the Business Manager in the Student Life Center will give reimbursement for receipted items. Contact the Office of the Vice President for Student Success and Enrollment Services for more information about "faculty firesides."

Student Media

Three campus publications provide opportunities for students to write, edit, photograph and create designs for academic credit through the communication department or for pay. The Sentinel, KSU's student newspaper, covers campus news and student opinion. Talon, KSU's feature magazine, captures student life through photos and stories. Share, the student literary and art magazine, provides a publishing outlet for the creative talents of KSU students. Experienced students are welcome as well as those who are willing to learn on the job. Work is currently underway for a campus radio station, and more information will be forthcoming during fall 2005.

Intramural and Recreation Services

Students, as well as faculty and staff members, may participate in the various activities offered. The program includes competitive sports, informal recreation, fitness activities and special events.

XXVI. Center for Student Leadership (CSL)

The Center for Student Leadership (CSL) focuses on providing students resources, training and programs that enhances their leadership skills and abilities. The CSL sponsors the Leaders IN Kennesaw (LINK) program, the Center for Student Leadership Fellows, the Presidential Fellow program, the Northwest Crescent Leadership program, the New Hope for Georgia Leadership program, the Nancy S. King/Rebecca S. Casey Women's Leadership Initiative, and the Arts Leadership Initiative.

XXVII. Center for Health Promotion and Wellness

The Center for Health Promotion and Wellness encourages students and employees to assume more responsibility for their health and wellbeing through awareness and education. Our primary goal is to enhance and provide a balance in the intellectual, emotional, physical, social, environmental, and spiritual development of the whole person. We also strive to provide an environment that is supportive of positive health practices. Programming focuses on helping students and employees reduce lifestyle risk factors. The Center also serves as a learning center for future exercise and health science students.

The Center for Health Promotion and Wellness, located in room 131 of the Student Recreation and Wellness Center, promotes wellness through a variety of avenues including:

- Special events: Lunch-n-learns, health fairs, guest speakers, health screenings, quit smoking classes, CPR classes, eating disorders awareness week, national collegiate alcohol awareness week, and the great American smokeout.
- Health Assessments: Check out your current level of health by having your blood pressure, heart rate, hearing, vision, body mass index, weight, and height checked.
- Fitness Assessments: How is your fitness level? We offer MicroFit computerized fitness evaluations for cardiovascular endurance, body composition, muscular strength, and flexibility. The computerized testing allows for pre and post test comparisons.
- Educational Materials: The Wellness Library contains videos, books, magazines, journals, newsletters, and brochures on a variety of health and wellness topics. The Center also has computer programs where you can analyze your diet, assess your stress level, look up prescription drug information, and get healthy cooking tips and recipes. Our hours are M-Th 9-6, Fri. 9-5 and Saturdays 9-Noon. For more information call 7/423-6394 or check our Web site at www.kennesaw.edu/col_hhs/wellness .

XXVIII. Emergency Assistance

The KSU Police

The KSU Police are on duty twenty-four hours a day to protect lives and property at Kennesaw State University. The office is housed in the Wyman W. Pilcher Public Services Building and may be reached at Ext. 6206 (6666 in emergencies). The department operates an emergency medical service during normal office and class hours. Some officers are cross-trained as emergency medical technicians. All officers are First Responders and C.P.R. certified. Notify the office in case of any medical emergency (See procedures below).

What to do in case of ...

FIRE: Immediately call The KSU Police at 6666.

ALL OTHER EMERGENCIES (accidents, medical emergencies, disruptive activity, theft, assault or abuse, criminal activity, etc.) should be immediately reported to the Campus Police at 6666. They will respond immediately and alert additional resources if necessary.

Kennesaw State University realizes that your safety is of major concern. There are two campus safety publications: *Safe and Sound* and *Sexual Assault: Myths and Reality*. They contain such information as campus crime statistics and campus safety policies. These publications are available at the Department of Public Safety, upon request.

Health and Safety

Kennesaw State University Health Clinic

The KSU Health Clinic serves students by encouraging health promotion and disease prevention. Certified Nurse Practitioners provide services including treatment of illnesses, immunizations, women's health, laboratory testing, and health education. Medical information is confidential and will not be released without the patient's written consent except as required by law.

Health Clinic charges are due at the time of service. The Health Clinic does not submit charges to insurance companies. Cash, Check, VISA, and MasterCard are accepted.

The Health Center is located at House #52 (box #5200) on Frey Lake Road (across from University Place). Services are by appointment (770) 423-6644. The Health Clinic is closed on scheduled school holidays and hours limited during semester breaks.

Services and Facilities

Kennesaw State University does not assume responsibility for the overall health and physical well-being of its students. The university does assume, however, a reasonable degree of responsibility for the safety and welfare of its student body by encouraging students to participate in nominally priced accident and sickness insurance plan and maintaining adequately equipped first-aid stations at strategic locations on campus. No student with a contagious disease may attend classes. Every student is held individually responsible for adhering to this regulation.

Any student who requires special consideration because of any physical handicap should have his/her physician write an explanatory letter to the vice president for student success and enrollment services giving full details of the disability and any limitations/restrictions on his/her activities. If an individual becomes seriously ill or involved in an accident requiring medical attention, the KSU police should be contacted by dialing ext. 6666. There are police officers, who are trained in C.P.R. and are State-certified First Responders, on duty during all normal office and class hours. Comprehensive medical facilities are reasonably accessible to the campus.

In the event it becomes necessary to seek medical attention beyond minor first aid treatment, the following steps will be taken:

1. If the individual is conscious and alert and indicates a desire for an ambulance to be called, the attending officer will summon the ambulance service indicated by the individual.
2. If the individual is unconscious, he/she will be treated and then transported by ambulance (at the individual's expense) to a hospital best suited to handle the individual's needs. This will usually be decided by ambulance personnel.
3. The university will assume financial responsibility for the ambulance for any student who is injured while participating in a sanctioned intercollegiate athletic activity.
4. Efforts will be made to notify the next of kin of any individual who is sick or injured on campus.

Section Seven
Personnel, Fiscal, & Institutional Policies

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Faculty Appointment & Contracts

I. Faculty Appointments

Appointments to the faculty with academic rank 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 Board of Regents. Administrative faculty appointments without rank or tenure-track status are typically made through the Department of Human Resources upon the recommendation of the appropriate administrative officer.

Tenure Track Appointments

- Tenure and tenure track appointments are restricted to regular full-time teaching faculty employed on a continuing basis and to academic administrative faculty with professorial rank (i.e Assistant Professor, Associate Professor, Professor).
- Instructors are not eligible for tenure and do not automatically earn credit toward tenure, but can become eligible for tenure if promoted to assistant professor with the appropriate credit toward tenure being granted upon promotion.

Non-Tenure Track Appointments

- Lecturers and Senior Lecturers as defined below (see also BOR Policy Manual Sections 801.03 and 801.0301)
- Part-time and Adjunct Faculty
- Full-time administrative faculty with part-time faculty rank
- Full-time administrative faculty with no academic rank
- Full-time research, instructional, or administrative faculty with rank who are explicitly employed in a non-tenure track status

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

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

- A. Assistant Professor** – relatively inexperienced faculty who are in an early stage of becoming established in their academic careers in higher education.
- B. 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** – highly experienced and senior members of the faculty who have become highly accomplished in their teaching effectiveness and scholarship or service.

Instructors – Regular full-time faculty who are not eligible for appointment at one of the professorial ranks, typically because they do not hold an earned doctorate or other acceptable academic credential. As indicated in Section V of this handbook, Instructors cannot be awarded tenure. However, Instructors must be reviewed and recommended for promotion to assistant professor in their sixth full academic year of employment at KSU or be given a terminal employment contract

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for their seventh year. Additionally, instructors who lack the terminal degree but are promoted to assistant professor at KSU must be reviewed and recommended for tenure in their ninth full academic year of employment at KSU or be given a terminal employment contract for their tenth year (See Section V of this handbook for additional information regarding expectations for rank, performance, promotion, and tenure).

Lecturers and Senior Lecturers

A. 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. Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. The reappointment process must follow procedures outlined by the Chancellor. Not more than 10% of KSU's FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers.

B. Senior Lecturers - Lecturers who have served for a period of at least six years at KSU may be considered for promotion to senior lecturer. Initial appointment at the rank of Senior lecturer is discouraged but may be permitted in unusual circumstances. Promotion to Senior lecturer, or initial appointment at the rank of Senior lecturer, requires approval by the president and must be reported as a matter of information to the Senior Vice Chancellor for Academics and Fiscal Affairs when promotions for ranked faculty are transmitted to the University System Office. Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers.

II. Graduate Faculty Status

A distinguished and dedicated graduate faculty is essential to ensure graduate programs with high standards, expectations and reputation. According to the Southern Association of Colleges and Schools (SACS) Criteria for Accreditation, 1996, "Eligibility requirements for graduate faculty members must be clearly defined and publicized."

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

Criteria for Graduate Faculty

1. Institutions offering...master's... degrees must demonstrate a high level of faculty competence in teaching and scholarship. (Excerpted from *SACS Criteria, 1996, 4.8.2.3, Graduate Faculty, P. 47*). This competence should manifest itself in high academic achievement, effective teaching at the graduate level, active scholarship and professional involvement.
2. Each faculty teaching courses at the master's... degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. In some instances, the master's degree... may be considered the terminal degree, such as the M.F.A.,...in others, a

master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate. ... in unusual cases ... those who have demonstrated exceptional scholarly or creative activity, or professional experience may be included as graduate faculty. (Excerpted from *SACS Criteria*, 1996, 4.8.2.3 Graduate Faculty, p. 48)

3. Faculty must be effective teachers in their graduate teaching assignments.
4. The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interact with faculty in complementary specialties. For this reason, graduate faculty should be productive, creative scholars, readily accessible to their students. (Excerpted from *SACS Criteria*, 1996, 4.3.5 Graduate Instruction, p. 38).
5. Faculty engaged in graduate teaching should demonstrate, by their involvement in institutional activities, their commitment to the academic community, the institution they serve, their students and their academic disciplines. (Excerpted from the *SACS Criteria*, 1996, 4.8.2.3 Graduate Faculty, pp. 47-48).
6. Faculty involved in a professional program at the graduate level should possess significant professional experience and maintain active involvement in the professions and professional associations related to the graduate program.
7. For full appointment to graduate faculty, a faculty member must hold a tenure-track appointment at the rank of assistant professor or above.

Appointment to Graduate Faculty

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

1. Full appointment to the graduate faculty for a period of five years requires satisfactorily meeting all criteria for graduate faculty. In order to attain full graduate faculty status, the faculty member must:
 - hold a full-time tenure track position at KSU at the rank of Assistant Professor or above.
 - have a record of effective teaching (a minimum of five classes) at the graduate level, either at Kennesaw State or at another College/University within five years of the time of application for, or renewal of, graduate faculty status.
 - have a track record and active program of scholarship consistent with the College's expectations for graduate faculty.
 - hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.
2. Appointment to provisional graduate faculty status for a period of up to three consecutive years will be made upon satisfactory evidence of potential to fulfill graduate faculty criteria within the period of provisional status. A provisional appointment is typically awarded to new faculty member without an extensive record of teaching at the graduate level, or to faculty who have not yet demonstrated a track record of scholarship consistent with the College's expectations for graduate faculty. Provisional appointments may be for a period up to three years. In order to attain provisional status, a faculty member must:
 - hold a full-time tenure track position at KSU at the rank of Assistant Professor or above.
 - have some experience teaching graduate classes, or demonstrate high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity, or professional experience.
 - have an active program of scholarship.
 - hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

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3. Appointment to temporary graduate faculty status requires satisfactorily meeting all criteria for graduate faculty or demonstrated professional or academic excellence in a particular area related to a specific course or other assignment. This category may be used for the appointment of faculty who will teach a course or serve on student committee but will not do so on a continual basis. Temporary graduate faculty status does not entitle one to serve on campus wide governing bodies as a representative of the graduate faculty, nor to vote for such representation when voting is restricted to graduate faculty. For a Temporary Appointment to the Graduate Faculty of Kennesaw State, 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.
 - hold the terminal degree, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.
4. Appointment of non-tenure track full-time faculty or administrators, part-time or adjunct graduate faculty requires appointment to the KSU faculty as specified in Section X and review for permission to teach graduate courses by the dean of graduate studies. Part-time or adjunct graduate faculty must meet the same qualifications as graduate faculty. The dean of graduate studies review of their credentials may take place at the same time the faculty member is being reviewed for employment. Part-time or adjunct faculty will be approved for a period of up to three years, contingent upon their reappointment each year during the three-year period as part-time or adjunct graduate faculty. In order to receive permission to teach graduate courses, non-tenure track full-time faculty or administrators, part-time faculty, and adjunct faculty must: have some experience teaching graduate classes, or demonstrate high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity, or professional experience in a particular area related to a course or other assignment.

Process for Appointment

1. A recommendation from the faculty member's department chair (go to 2 if the candidate is a department chair) accompanied by supporting documentation (see below) is sent to the dean of the college of the faculty member's home department.
2. The dean of the college attaches a recommendation and sends the package with the chair's letter and the supporting documentation to the dean of graduate studies.
3. The dean of graduate studies and the graduate program directors review the recommendations and supporting materials and decide by majority vote to approve full appointment or provisional appointment to the graduate faculty.
4. The dean of graduate studies reviews the letters of recommendation and supporting materials and approves temporary appointment to the graduate faculty. The dean of graduate studies also grants permission to teach graduate classes for non-tenure track full-time faculty or administrators, and part-time or adjunct faculty.
5. The dean of graduate studies will notify faculty and relevant administrative offices of appointments to the graduate faculty.

Supporting Materials

1. A current vita from which the criteria for graduate faculty appointments can be assessed.
2. A narrative addressing philosophy, goals and accomplishments in a) graduate teaching, supervision and mentoring, b) scholarship and c) service not to exceed three pages.
3. Annual reviews (if available).
4. Additional supporting materials may not exceed ten pages.

Review and Appointment Schedule

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

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

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

Ex Officio Members of the Graduate Faculty

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

III. Employment Contracts

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

IV. Filling Vacant Faculty Positions

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.

Vacant positions can be filled in one of two ways:

- 1) A “temporary” appointment for no more than one contract year, typically nine months, is one way. The appointment letter for this individual states explicitly at the time of employment that there is no official institutional commitment of continuing employment beyond the single term of the temporary assignment. Such a temporary appointment can be made without a formal search and screening process, but it requires administrative recommendation and approval at all levels between the position’s department and the president. A temporary appointment is typically made in circumstances where a new vacant position has been created or an existing position has been vacated unexpectedly, and there is insufficient time to conduct a proper search for a “continuing” appointment before the instructional and/or administrative services from that filled position are needed by the university. However, departments must attempt to fill a continuing, budgeted full-time, tenure-track position with a permanent faculty member as soon as possible. Unless there

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are special circumstances (e.g., multiple year leave, grant buy-out, or failed national search), and prior approval by the provost and provost and vice president for academic affairs, permanent positions must not be filled by a temporary faculty member for more than one year.

- 2) A “continuing” (sometimes referred to as “permanent”) appointment is the standard way to fill a vacant position. Such an appointment occurs as a result of a formal search and screening process that culminates in administrative recommendation and approval at all levels between the position’s department and the president. The individual who is employed on a continuing appointment receives only a one-year contract each year. However, this individual is expected to continue to hold that position from year to year until he/she resigns, retires, becomes deceased or disabled, is not tenured, is removed for cause, or receives formal notice of contract non renewal.

V. Faculty Search and Screening Process

The filling of vacant faculty 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 formal search and screening process for all other administrative faculty positions is coordinated by the university’s department of human resources.

The academic search and screening process proceeds as follows:

- 1) Administrative approvals at the level of the appropriate dean and the provost and vice president for academic affairs are sought and secured to initiate a search for a qualified person to fill a vacant position on a continuing basis.
- 2) A vacancy announcement/advertisement for the position(s) is drafted at the department/college level and submitted to the academic affairs office. That office edits the ad into the standard KSU format and places it in the *Chronicle of Higher Education*, a highly regarded academic recruitment vehicle with nationwide scope and readership. The academic affairs office notifies Georgia’s Applicant Clearinghouse of the position opening. The department may also elect to place a parallel and consistent ad in a specific professional journal.
- 3) Applications are usually accepted for an advertised opening at least two weeks after the ad appears in the *Chronicle*. Most ads provide a date by which applications must be received to guarantee consideration, with applications being accepted until the position is filled. A letter of application, addressing qualifications for the position, and a vita or resume are normally required. Graduate transcripts are required for appointment and may be requested for screening, especially for teaching positions. References are usually requested and checked by phone or in writing during later stages of the screening process.
- 4) Search and screening committees are usually appointed for high-ranking academic administrative positions. Depending upon their size and circumstances, departments may use a committee or an acceptable alternative for processing and screening applications. The primary responsibilities of a search and screening committee are a) to build a strong and diverse pool of applicants, following the affirmative action guidelines for the university; b) process and screen the applicant pool in order to identify and recommend the strongest candidates; c) conduct thorough reference checks for and conference-call interviews with the top candidates; d) recommend to the appropriate administrator a list of proposed finalists for campus interviews; e) set up, coordinate, and facilitate the campus interviews of the approved finalists; f) assist

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with the collection of colleague feedback from the interview process; and g) provide the appropriate administrator with the committee's summary evaluations of the finalists (which may or may not include the feedback from others). Search and screening committees are not responsible for making the final selection or hiring decision; that responsibility is shared by the administrators involved in the appointment and formal approval process. However, because of the committee's in-depth exposure to the finalists, administrators may give special attention to the committee's evaluations and preferences in the final selection decision.

- 5) The processing and screening of applications should be done in a systematic and professional manner. Applicants should receive a written acknowledgment of their applications and written notice of the final dispositions of their applications. Confidentiality should be preserved as much as possible; Georgia's open records law precludes absolute confidentiality.
- 6) Once the preferred candidate is identified, the college dean must contact the provost and vice president for academic affairs to share a copy of the candidate's vita and discuss the salary offer, especially for salaries above the current budget for the to-be-filled position, the rank to be offered, any years of tenure credit, and the position starting date. All of these aspects concerning the offer must be confirmed with the provost and vice president prior to making any verbal offer and negotiating employment terms with the selected candidate.
- 7) Upon acceptance of a verbal offer, the department chair and dean submit a request for a formal offer of employment to the provost and vice president for academic affairs, including official graduate transcripts and a copy of the candidate's curriculum vita.
- 8) Once the final selection decision is made, recommended, and approved, a formal offer letter of employment is issued by the provost and provost and vice president for academic affairs, along with required personnel forms. Acceptance of the formal offer is followed by approval of the Board of Regents and issuance of a formal employment contract signed by the President.
- 9) The final responsibility of the search committee chair is to complete the Applicant Clearinghouse form, Affirmative Action Recruitment Effort report, and Affirmative Action Checklist and submit them to the academic affairs office. The search committee's files and applications should be turned over to the department office for retention and reference if necessary upon appeal.

In accordance with Board of Regents' policy, the following additional procedures must be followed when employing major faculty and administrative positions (chaired professors, provosts, and vice presidents):

- 1) When a position is to be filled, the president shall write the chancellor a letter stating a) the nature of the position; b) the improvements and changes to be made by the new appointee in this position; c) the place of the activity in the development of the institution; d) the method to be followed in identifying possible appointees; e) the professional qualifications and special competencies to be sought; and f) the salary range anticipated.
- 2) When a list of at least three qualified finalists has been developed, this list should be forwarded to the chancellor.
- 3) Only after receiving approval from the chancellor shall the president proceed to interview the finalists further and make a commitment to one of them subject to ratification by the Board of Regents.
- 4) The president shall then forward the recommendation for appointment to the chancellor for Board approval.

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VI. 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 which warrants the addition of an administrative title such as coordinator, director, assistant dean, assistant vice president, assistant to the president, 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 four administrative faculty positions of instructional department chair, college dean, and university provost and vice president and president, 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.

Deans of colleges, university vice presidents and presidents 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 dean, vice president, or president. However, internal candidates for a college deanship or university vice presidency or presidency (on a continuing appointment basis) must formally apply for those positions as part of a standard external search and screening process. In these cases, if a vacant faculty position does not exist because the previous dean, vice president, or president remained on the KSU faculty in another capacity, a new vacant position would typically have to be created in the institutional budget.

Chairs of instructional departments may be reassigned administratively out of those roles to others on the faculty, and faculty in other roles can be reassigned administratively as acting or interim department chair. However, appointment as department chair on a continuing basis requires selection from an internal or external search and screening process. Internal search processes

for department chairs are acceptable when no vacant faculty positions exist in the department to accommodate an external search, institutional funds are not readily available to add a new position to permit an external search, and one or more department faculty have the talents and interest to assume the administrative duties of department chair which are typically part-time.

Reassignment of an administrator such as a dean or provost and vice president 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.)

VII. Non Renewal of Employment Contracts for Individuals with Faculty Status

Consistent with Regent's Policy (Section 803.06), nontenured faculty and other nontenured personnel employed under written contract shall be employed only for the term specified in the contract and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract. For nontenured faculty, the offer of contract renewal is the prerogative of the institution and the Board of Regents. The only restriction on the institution's election of a non-renewal option is that written notice of intent not to renew the employment contract of a nontenured faculty member be issued to the affected individual according to the following schedule:

- a. at least three months before the date of termination of an initial one-year contract, no later than February 15;
- b. at least six months before the date of termination of a second one-year contract, no later than November 15;
- c. at least nine months before the date of termination of a contract after two or more years of service in the institution, no later than August 15.

This schedule of notification does not apply to persons holding adjunct, temporary or part-time positions.

VIII. Removal of a Faculty Member for Cause

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

1. 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;
2. Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;

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3. 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;
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense;
5. 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;
6. False swearing with respect to official documents filed with the institution;
7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
8. Such other grounds for dismissal as may be specified in the statutes of the institution.

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

Procedures for removal of a faculty member shall be those specified in the Board of Regents, section 803.11.

IX. Visiting Faculty Appointments

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

X. Part-time Teaching Faculty Appointment

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

- Part-Time, a designation used for the majority of part-time faculty who teach in the academic disciplines, and
- Part-Time Clinical, a designation reserved for part-time faculty who supervise clinical groups in the nursing program.

Academic Qualifications

Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts. In order to teach undergraduate classes, part-time faculty must hold at least a master's degree in the academic area in which they teach or have completed at least 18 graduate semester hours in the teaching discipline. A terminal degree in the 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. The rank of instructor is reserved for faculty without a terminal degree. All part-time faculty, regardless of the academic rank they hold, are not eligible for tenure or tenure-track status.

Appointment of Part-Time Faculty

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

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

Compensation and Benefits

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

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

Teaching Load

Part-time faculty are generally expected to be employed on a less-than-half-time basis at KSU. Faculty receiving Georgia Teacher Retirement System benefits also must restrict their KSU part-time employment to a less-than-half-time basis following retirement. When two or more departments need to employ the same part-time faculty member, the department of 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. Exceptions require special justification and approval from the Office of the Provost and Vice President for Academic Affairs.

KSU's guidelines for defining the workload of teaching faculty appear in Section Three of the *Faculty Handbook*. This supplemental statement serves as the operational definition of what the upper limits of a less-than-half-time faculty load will be at KSU from the perspective of the Chief Academic Officer.

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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 chief academic officer's interpretation of the upper limit of a less-than-half-time faculty workload is the teaching of no more than five three-hour courses or four four-hour courses during the 9-month academic year (two during one semester and three or two during the other). One or both of the following conditions make this "teaching load" a less-than-half-time "faculty load":

1. 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;
2. The four or five courses are typically limited to a single course preparation (no more than two) offered repeatedly for multiple sections, reflecting substantially less preparation effort than would be required for teaching several different courses. Likewise, the granting of dual credit for a single class would constitute substantially less "contact time" than teaching two distinct classes.

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

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 Three 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.

Orientation and Supervision

The instructional department and the department chair are the primary sources of orientation and supervision for part-time faculty. The academic affairs office maintains and distributes a part-time faculty handbook. Part-time faculty have access to all of the learning resources of the campus.

XI. Adjunct Faculty Appointments

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

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

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

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

Supervising Master Teachers

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

Adjunct Faculty Appointments for KSU Staff

Occasionally some Kennesaw State University staff employees teach courses as the instructor of record as part of their overall workload. Because they are not paid additional compensation for teaching a course, these staff members are appointed as adjunct faculty. As an instructor of record, the required credentials and transcripts must be on file in the office of academic affairs.

XII. Visas for Non U.S. Citizens

To be eligible for employment at KSU, a faculty member must be a U.S. citizen or have permanent residency or an unexpired employment authorization and appropriate visa issued by the U.S. Immigration and Naturalization Service.

KSU, through the Institute for Global Initiatives, provides assistance with visas for non U.S. citizen faculty hired in full-time positions. The university does not provide such assistance to part-time faculty. Non U.S. citizen faculty or department chairs may contact the Office of International Services and Programs (OISP) directly for advice and assistance regarding visas.

The amount and type of assistance provided by KSU varies depending on the category of visa-related petition that is required. In cases where the employer (KSU) is the formal petitioner (e.g., H-1B visas), the university will provide substantial assistance including payment of application fees. Where the individual is the formal petitioner, KSU will provide only general advice and referrals (e.g., the final stage of applications for Permanent Residence, or the "Green Card").

XIII. Employment of Relatives

The basic criteria for the appointment and promotion of faculty in the several institutions of the University System shall be appropriate qualifications and performance as met forth in the policies of the Board of Regents. Relationship by a family or marriage shall constitute neither an advantage nor a disadvantage.

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No individual shall be employed in a departmental or unit which will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management. (BR Minutes, 1989-90, p. 250)

For the purpose of this policy, relatives are defined as husbands and wives, parents and children, brothers, sisters and any in-laws of any of the foregoing. (BR Minutes, February 14, 1973, p. 312)

Subsection B. will not apply to:

- (1) temporary or part-time employment of children under age 25;
- (2) any individual employed as of February 14, 1990, at any institution where a relative of such individual then holds a superior position at least one level of supervision removed from such individual in any line of authority; or
- (3) exceptions approved by the Board of Regents upon recommendation of the chancellor as being clearly in the best interest of the Institution and the University System. (BR Minutes, 1989-90, p. 250)

XIV. 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.

XV. Reaffirmation of Equal Employment Opportunity Affirmative Action Policies

Kennesaw State University continues its policy of implementing affirmative equal opportunity to all students, employees, and applicants for employment or admission without regard to race, color, religion, sex, national origin, age, creed, veteran status, physical or mental disabilities, or sexual orientation. The university shall take affirmative action, as authorized by law, to ensure fulfillment of the policy including, but not limited to, the following actions:

- Recruiting, enrollment and educational practice
- Hiring, placement or upgrading
- Treatment during employment
- Recruitment, advertising or solicitation for employment
- Rates of pay or other forms of compensation
- Selection for training
- Layoff or termination
- Fringe benefits

The policy of Kennesaw State University is consistent with the requirements and objectives of Executive Order 11246, as amended, Vietnam Era Veterans Readjustment Act of 1974, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, The Americans With Disabilities Act of 1990, and their implementing regulations. It is the objective of the university to obtain, without discrimination, individuals qualified and/or trainable for positions by virtue of job related standards of education, training experiences or personal qualification.

In keeping with the above listed federal regulations, Kennesaw State University does not and will not discriminate against any student, employee, or applicant for employment or admission in regard to any position for which the student or employee qualifies. Kennesaw State University will provide reasonable accommodation for all employees, students, and applicants for employment with physical and mental limitations.

The rights of employees, students and applicants to file a complaint or assist in an affirmative action/ equal opportunity investigation or assist in an investigation under the Americans with Disabilities Act of 1990, Sections 503 and 504 of the Rehabilitation Act of 1973 or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, is recognized and supported by Kennesaw State University.

The following persons are responsible for ensuring the compliance and continued affirmative implementation of this policy:

- | | |
|---|---|
| <p>1. Dr. Cheryl Y. Wayne, Director EEO and Diversity Programs
Office: 3435 Kennesaw Hall
Telephone: (770) 499-3562
FAX: (770) 420-4410
University EEO Officer
Title IX Coordinator (for faculty)
ADA Officer (for faculty)
504 Coordinator (for faculty)</p> | <p>Dr. Nancy King, Vice President for Student Success and Enrollment Services
Office: 4413 Kennesaw Hall
Telephone: (770) 423-6310
FAX: (770) 499-3523
Deputy Title IX Coordinator (for students)
Deputy 504 Coordinator (for students)</p> |
|---|---|

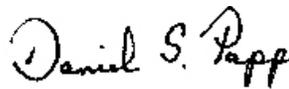
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3. Ms. Jodie Sweat, Director of Facilities
Office: 101U Chastain Pointe
Telephone: (770) 423-6224
FAX: (770) 420-4397
ADA Officer (for facilities)
4. Mr. Rodney Bossert, Director of Human Resources
Campus Services Building
Telephone: (770) 423-6030
FAX (770) 423-6570
ADA Officer (for staff)
504 Coordinator (for staff)
5. Dr. Randy Hinds, Interim Vice President for Business and Administration
Office: 4425 Kennesaw Hall
Telephone: (770) 423-6021
FAX: (770) 423-6752
Title IX Coordinator
(for nonacademic personnel)
6. Ms. Carol J. Pope, Assistant Director of Disabled Student Support Services
Office: 269C Carmichael Student Center
Telephone: (770) 423-6443
FAX: (770) 423-6667
ADA Officer (for students)
504 Coordinator (for students)

Kennesaw State University policy on equal employment opportunity and affirmative action will be reviewed and revised periodically for the purpose of updating and measuring the progress of the university against stated objectives.

The Staff, faculty and student body are encouraged to join the Provost and Vice President for Academic Affairs and me in giving their full support in the implementation of this policy in order to ensure a wholesome nondiscriminatory atmosphere on the Kennesaw State University campus.

Dr. Lendley C. Black
Provost and Vice President for Academic Affairs (faculty)
Office: 4429 Kennesaw Hall
Telephone: (770) 423-6023



Daniel S. Papp, President

Date: August, 2006

XVI. Human Relations Position Statement

Kennesaw State University is an educational community comprised of individuals from different ethnic, racial and religious groups and of different genders, political beliefs, ages, abilities and sexual orientations. In light of this diversity, Kennesaw State University is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual.

The University is committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. Kennesaw State University is dedicated to creating an environment that cherishes and nourishes this diversity.

XVII. Processing Out at the End of Employment

Employees who are leaving Kennesaw State University must process out by completing the required checklist provided by the Department of Human Resources. The last paycheck will not be released until this checklist is completed.

Compensation & Benefits

XVIII. 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 faculty who wish to utilize this service. Employees will receive an actual check the first pay period following enrollment in direct deposit. This is to allow time for the account to be pre-noted. On the second pay period, the employees pay will automatically be deposited. All employees are encouraged to participate in this program. Paychecks for faculty not participating in direct deposit service are distributed to faculty mail boxes at the end of each month from August to May (10 paychecks for the academic year). The first five checks will correspond to the fall semester and the last five will be for the spring semester.

XIX. Summer Employment and Compensation

All faculty members employed under academic year contracts are eligible for employment during the summer term for extra compensation, which should not exceed 30% of their salary for the immediately preceding academic year. 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 3% of the faculty member's academic year salary per semester hour taught. Summer compensation for field supervision

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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 at approximately midterm and one at the end of the term.

XX. Faculty Compensation and Benefits while Teaching or Doing Research Abroad

KSU Faculty Exchanges

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

Leave Without Pay

Faculty members who individually negotiate international teaching and research opportunities that occur during the contract term of KSU's academic year should approach their department chair and dean for permission to take an appropriate leave. Such leave is ordinarily without pay. However, so long as the leave is approved by the Regents, 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. Contact the Department of Human Resources for further information on continuation of benefits while on Regent's approved leave.

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 Regents' 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. Contact Mr. Dan Paracka, KSU's Fulbright-Hayes advisor, at 770-423-6336 for assistance with Fulbright Hayes Grants.

XXI. Overload Compensation Guidelines

According to the Board of Regents Policy Manual (Section 803.1404), overload compensation may be paid when all of the following conditions exist:

- 1) The work is carried in addition to a normal full load;
- 2) No qualified person is available to carry the work as part of their normal load;
- 3) The work produces sufficient income to be self-supporting;
- 4) The additional duties must not be so heavy as to interfere with the performance of regular duties;
- 5) Extra compensation is in line with compensation paid for performance of the employee's normal duties.

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 before the overload assignment commences.

Conditions of an Overload Assignment

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

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

Avoiding Conflicts with Regular Duties

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

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

Teaching a degree credit course typically constitutes a substantial workload assignment. KSU faculty loads are considered too heavy by most faculty to justify the teaching of extra degree credit courses on an overload basis. Thus, KSU does not employ its full-time faculty to teach such courses on an overload basis.

Defining Self-Supporting Income and Appropriate Rates of Pay

Extra work assignments which entail overload compensation must generate sufficient income to support extra institutional expense. Continuing education programs, contract services, and other similar activities are designed to generate sufficient income to be self-supporting. They represent the most common activities associated with overload pay at KSU. As explained previously, KSU does not employ faculty to teach degree credit courses on an overload basis, even though course registrations produce tuition income.

If the regulations of the granting agency or source of funding requires a faculty member to make an in-load commitment of time and effort, the affected individual will not be eligible for overload pay for that assignment. Federal grants and contracts usually do not permit overload compensation; if done, it usually requires special and prior approval by the funding agency. Thus, the availability of external funds is a necessary, but not sufficient, condition for overload pay. Work responsibilities on grants and contracts will typically be scheduled as in-load assignments.

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The rate of overload compensation varies according to the nature of the work, market conditions, and reasonable fit within KSU's compensation schedules.

Upper Limits on Overload Compensation

In light of the heavy workload and time demands on teaching and administrative faculty, overload pay for faculty below the level of a dean will not exceed 20% of the individual's full-time academic year, summer, or fiscal year salary. When compensated assignments from all sources reach 30% of a faculty member's academic year salary during the summer months, the faculty member is considered to have a full-time summer workload at KSU. Thus, the maximum overload compensation during the summer months would be an additional 6% (36% total) of the faculty member's nine-month salary and will normally include work responsibilities beyond the term in which summer classes are in session.

The deans, vice presidents, and president will not be eligible for overload pay because of the extensive workload carried by those individuals and the breadth of their professional obligations in those positions. Exceptions, if any, must be approved by the president.

XXII. KSU Employee Benefits Summary Table

Booklets explaining the University's groups benefits are available in the Department of Human Resources. See the table below for detailed KSU Benefits Summary Table.

BENEFITS	WHEN YOU ARE ELIGIBLE	WHAT YOU RECEIVE
VACATION (Nine-month contract teaching faculty do not accrue vacation.)	As earned from date of employment	Administrators and twelve month contract teaching faculty accrue 1-3/4 days per month. (Accrues to maximum of 45 days as of January of each year, but should be taken within year earned.)
SICK LEAVE	As Earned	For eligible employees, sick leave shall be accrued at the rate of one working day (8 hours) per calendar month of service.
MILITARY LEAVE	Upon Employment	Leave with pay for ordered military duty, not to exceed 18 days in any one Federal Fiscal year (10/1 to 9/30). Following such military duty, reemployment and benefit rights will be afforded, consistent with applicable statutes.
JURY DUTY	Upon Employment	Leave with pay. Such leave shall be granted upon presentation of official orders from appropriate court. Order must be forwarded to Human Resources Department.
HOLIDAYS	Upon Employment	Twelve paid holidays.
SOCIAL SECURITY	Upon Employment	Retirement benefit; cost established by U.S. Congress and shared by you and Kennesaw State University.
TEACHERS RETIREMENT PLAN (TRS) - OR - OPTIONAL RETIREMENT PLAN (ORP)	Upon Employment	Your before Federal Tax contribution is 5% of monthly gross salary. Your contribution is available plus interest if you terminate before retirement. Participation is mandatory for all benefitted employees.
UNEMPLOYMENT COMPENSATION	Upon involuntary termination	Weekly benefits as provided by the Georgia Employment Security Law.
GROUP HEALTH CARE INSURANCE (includes health, dental, and vision)	Upon Employment	Available to eligible employees; family coverage also available. University's portion of premium may vary with plan selected.
GROUP LIFE INSURANCE	Upon Employment	Kennesaw State University pays all costs for employee. Basic Life & AD&D (\$25,000). Supplemental and dependent life insurance optional for employees. Employee pays total cost of supplemental and dependent life insurance.
LONG TERM DISABILITY AND SHORT TERM DISABILITY	Upon Employment	Available to regular halftime and full-time employees. Employee pays total cost.
CREDIT UNION	Upon Employment	Full range of credit union services.
DEPENDENT CARE AND HEALTH CARE FLEXIBLE SPENDING ACCOUNTS	Upon Employment	Elect to contribute a portion of salary to individual spending account(s) to pay for eligible dependent care and/or health care costs incurred during plan year. Contribution made on a salary reduction (i.e., before tax) basis. Can only be used to reimburse eligible health care or dependent care expenses for self and/or eligible family members during plan year. Any unused funds at end of plan year must be forfeited and cannot be returned in any manner. Some restrictions apply.
TUITION ASSISTANCE PROGRAM (TAP)	(1) Must be full-time employee with the University for at least six months; and (2) must be benefits eligible	Tuition may be waived or reimbursed for up to eight (8) academic semester credit hours for each of the three designated semester periods: Fall Semester, Spring Semester, and Summer Semester. Additional information may be obtained from the Department of Human Resources. Some restrictions apply.

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Enrollment in benefit programs and payroll deduction changes, additions, deletions, etc. are made by requests filed in the Department of Human Resources.

Income Tax

Kennesaw State University deducts from each employee the standard federal personal withholding tax. A W-4 form must be completed and signed by each new faculty member. The number of exemptions claimed and the social security number of the respective faculty member must be included. The State of Georgia requires completion of a G-4 tax form which includes identification of similar information. Any desired changes in exemptions claimed during the course of a calendar year must be made in Human Resources Department. Questions or requests for additional information should be directed to this office.

Social Security

Kennesaw State University faculty members are covered by Social Security. The withholding rate for 2006 is 6.20% for FICA and 1.45% for FICA Medicare. For calendar year 2006, FICA will be withheld for earnings up to \$94,200. The wage base for FICA Medicare has been eliminated. Matching funds of 6.20% for FICA and 1.45% FICA Medicare are contributed by the University.

Retirement Contribution

All faculty members who work halftime or more are eligible for Teacher Retirement or Optional Retirement Plan. Faculty are required to participate and the plan is irrevocable. If a member receives one-half or more of a month's salary, the actual salary paid will be listed and the contributions will be deducted. Member contribution will be 5% of the total monthly salary. Member contributions are tax sheltered.

Group Insurance

Group insurance benefits are dependent upon group benefits selected during the first 31 days of employment. (Please see Benefits Summary). Health and Dental premiums paid are tax sheltered.

Voluntary Withholding Plans

1. Tax Deferred Annuities/Deferred Compensation
This service is provided by the university upon application by the faculty member. The offering of the withholding service in no way indicates the university's endorsement of any provider company's offering.
2. The Payroll Savings Bond Program
Payroll deductions for the purchase of Series EE Savings Bonds is a service offered to employees. This allows bonds to be purchased on a partial payment plan. Face values of \$100, \$200, \$500 and \$1000 are available.
3. MACO Credit Union
Loan payments and savings account contributions are payroll deducted at the employee's request.
4. Kennesaw State University Foundation Annual Fund
Contributions to the Kennesaw University Foundation can be deducted through payroll.
5. Charitable Contributions
Under state legislation passed in the 1989 session, all payroll deductions for charitable contributions will be handled under the guidelines of the State Charitable Contributions Program.
6. Direct Deposit of Paychecks
Direct deposit of paychecks is available with the financial institution of an employee's choice. To electronically transfer payroll data from the University's account to an employee's personal

financial institution, the employee must complete an authorization agreement. An authorization agreement must have an attached check marked 'void'. An authorization agreement must be completed twenty work days prior to the beginning of a pay period for use of this service to begin. Conversely, a twenty work day notice is required for cancellation of this service.

7. Flexible Spending Account

Kennesaw State University offers eligible employees the opportunity to participate in flexible spending account benefit programs for both dependent care and health care. The flexible spending account plan year covers a 12-month calendar year period beginning on January 1, or upon date of eligibility. Employees eligible for other benefit programs offered by Kennesaw State University are also eligible for participation in the flexible spending accounts program. An employee may elect to contribute a portion of his/her salary to an individual spending account(s) to pay for eligible dependent care and/or health care costs incurred during a plan year. Employee contributions are made on a salary reduction (i.e. before-tax) basis. Enrollment in the flexible account programs must be made during the first 31 days of employment or during the designated open enrollment period.

Vacation Leave

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

Sick Leave Benefit and Reporting Responsibility for Faculty

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

The use of accumulated sick leave allows a faculty member to continue to be paid a salary during days when the faculty member is unable to perform his/her teaching, service, scholarship, and professional development responsibilities due to illness, injury, disability (including maternity leave), or family leaves and emergencies. Once a faculty member's unused accumulated sick leave has been exhausted, the individual automatically shifts to a leave without pay status if the individual is unable to resume his/her faculty responsibilities.

The sick leave benefit is particularly important during periods of long-term disability, illness, or injury. If a faculty member has sufficient accumulated sick leave, this paid leave can provide an important financial bridge between the onset of a long-term disability and the delay in the start-up of long-term disability insurance benefits. Election of long-term disability insurance through the university is strongly advised.

Accumulated sick leave also may provide a benefit at retirement. Effective July 1, 1998, House Bill 859 provided that accumulated sick leave could be used for retirement benefit purposes under the Teachers Retirement System. Effective July 1, 1999, one month of service credit in Georgia Teach-

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ers Retirement is granted for each 20 days of accrued sick leave not used or paid. The employee must have at least 60 days of accrued sick leave in order to be eligible for this benefit. For more information concerning this benefit, please contact the Department of Human Resources.

Faculty frequently work days, nights and weekends teaching and preparing for classes; grading, mentoring and supervising students; conducting scholarship and creative activities; performing professional service; attending professional development workshops and conferences; pursuing formal academic achievements; and participating in work-related special events. The resulting work schedules of the faculty are highly diverse, variable, and flex-time oriented. Thus, the reporting of sick leave taken necessitates the exercise of substantial initiative and professional judgment on the part of individual faculty members.

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

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

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

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

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

Military Leave With Pay

Military Leave With Pay —“Military duty”, for the purpose of these regulations, shall include any ordered military duty in the service of the State or the United States. It shall include schools conducted by the Armed Forces of the United States. To be identified as “Military Duty”, such duty must be performed by a member of one of the Armed Forces and must be of less than thirty (30) days duration.

Regular employees shall be entitled to leave with pay while engaged in the performance of military duty and while going to and from such duty. Military leave with pay may not exceed 18 work-days in any one Federal Fiscal year (October 1 through September 30). In the event the Governor declares an emergency and orders employees to State active duty as a member of the National Guard, the leave may be extended over the 18-day limit. Under these circumstances, the employee has the option to continue group insurance benefits. After an employee has exhausted his/her paid military leave, the University may pay the employee for his/her accumulated vacation/annual leave upon request from the employee.

Reemployment Rights of Members of a Reserve Component of the Armed Forces Called to Extended Active Duty

Federal statute mandates that personnel who are members of a reserve component of the Armed Forces and, who either volunteer or are ordered to extended national active service, must be afforded reemployment and all other benefit rights.

Upon release from extended federal military service, employees are entitled to resume their positions and to receive all benefits they would have received had they not been mobilized. This includes, but is not limited to salary and all annual salary increases, pension benefits, promotions, vacation and sick leave entitlement, employment status, seniority and insurance benefits. Consistent with the policies of the Board of Regents, these employees shall not be discharged from their positions, without cause, within one year after such restoration of employment.

Within ninety days of their release from active duty, employees must make application to be restored to their position. The law considers such persons to have been on furlough or leave of absence during the time of their service. Employees will be required to submit copies of their military orders to the Department of Human Resources that document a call to active military status and a release from active duty.

Maternity Leave

Disability due to pregnancy shall be considered as any other disability and appropriate sick leave provisions of these policies shall apply. The length of absence from work allowed for a female employee due to pregnancy will be determined by her physician. After accrued sick and vacation leave has been exhausted, pay will cease until the employee returns to work. The Department of Human Resources must receive written notification from the attending physician, indicating both the time of departure from work and the subsequent return to work that he/she recommends for an employee due to a pregnancy. (See also "Extended Absences from Teaching Responsibilities," Instructional Responsibilities, Section Three, number XIV).

Family Medical Leave Act (FMLA)

Family medical leave offers assistance to employees by providing job-protected leave to eligible employees for certain family and medical reasons. The leave may be paid, unpaid, or a combination of paid and unpaid depending on the employee's circumstances and as specified by the policy. A Leave of Absence (LOA) lasting more than five (5) consecutive business days will be designated by KSU as a qualified leave as allowed under the Family Medical Leave Act (FMLA) if it is for one of the following reasons:

- The employee's own serious health condition, including an on-the-job injury or occupational disease covered by Workers' Compensation, which causes the employee to be unable to perform the functions of his or her job
- The care of an immediate family member with a serious health condition

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- The birth and care of a newborn child
- The legal placement of a child with the employee for adoption or foster care

A qualified FMLA entitles the eligible employee to up to twelve work weeks of leave during any twelve month period. While on FMLA, the employee may continue to participate in group benefits as appropriate and will have job protections as defined by federal guidelines. An employee who has available paid sick time accrued will continue to be paid while on FMLA. Once all available sick time has been exhausted, employees with available paid vacation time will continue to be compensated until such vacation time has been exhausted, unless they specifically request to instead go uncompensated. EXCEPTION: Employees who have elected to participate in KSU's Short Term Disability (STD) Plan may elect to freeze their sick and/or vacation time in order to apply for STD benefits and be paid instead by the STD vendor while on FMLA. STD benefits only apply to the serious health condition of the employee.

Employees requesting FMLA must complete the KSU FMLA request form and submit it along with the University System of Georgia's FMLA Medical Certification form to Human Resources. The Medical Certification form includes a section where a health care provider must verify the existence of a serious health condition. In the case of a foreseeable leave, an employee is required to give at least 30 days notice prior to beginning FMLA. In the event that the leave is not foreseeable, the employee is required to advise HR as soon as practicable. Whenever possible, the employee requesting FMLA should set up an appointment with HR to provide required paperwork and make preparations regarding compensation and benefits.

Additional guidelines:

- If requested by the employee, intermittent leave may be granted at the discretion of the institution.
- Spouses employed by the University System of Georgia are jointly entitled to a combined total of twelve work weeks of family leave for the birth and care of a newborn child, for the placement of a child for adoption or foster care, or for the care of a child who has a serious health condition.
- Entitlement to of FMLA leave expires at the end of the 12-month period that began on the date of the birth or placement. Any such FMLA leave must be concluded within this one-year period.

Continuation of Benefits

1. Upon Termination or Death

If your Group Life Insurance terminates because you leave our employment or because of your death, your dependent's Group Life protection may be continued and your spouse may have 31 days within which he/she may convert the Dependent Group Life Insurance to CIGNA Life Insurance without a medical examination. See your certificate for further details of continuance of protection. You may also continue your health insurance under the COBRA provision.

2. Upon Retirement

If you retire with at least 10 years of continuous service in the University System of Georgia, your health, life, and dependent life insurance may be continued. Certain restrictions pertain to the continuance of dependent life and the employee's life insurance. Dependent life is reduced by 50%. The employee's coverage is affected based upon the original date of employment. Information about your insurance is available in the Department of Human Resources.

XXIV. Teacher's Retirement System

Membership

All newly hired eligible employees who are employed as much as one-half time or more are required to make an election to TRS or opt out and go with the ORP within the first 60 days of employment. Upon membership to TRS, members are required make contributions as a condition of their employment. Members whose employment is reduced to less than one-half time are no longer eligible to make contributions to the plan and, because of this, do not accrue any additional service unless employment is increased to as much as one-half time.

Membership Applications and Numbers

All new eligible employees, including former members who have lost active membership or withdrawn, must complete membership applications in order to be assigned active membership numbers.

Contribution Rates

The member contribution rate before Federal and State Tax contribution is 5% of an employee's salary, and is subject to change. Effective July 1, 2006, the employer contribution rate is 9.28% of an employee's salary. The employer contribution is subject to change. For current contributions rates, contact the Department of Human Resources. \

Retirement Income Eligibility

1. A participating employee is vested for retirement income from the TRS provided that the employee has ten years of creditable service and has attained the age of 60, or has completed 30 years of creditable service regardless of age.
2. A regular employee who becomes totally and permanently disabled may retire at any age, provided he or she has at least 9 1/2 years of creditable service.
3. Any employee who terminates employment before becoming eligible for retirement, may withdraw the employee's accumulated contributions plus all interest credited to the account.
4. Effective October 1, 1987, all employee contributions made to the TRS are tax-deferred. Refunds of contributions made on or after this date are subject to federal and state taxes. Refunds made to members under age 59 1/2 are also subject to Federal excise tax of 10% of the amount that is considered income.
5. Effective January 1, 1993, if a terminating member of TRS elects to receive direct payment of taxable contributions and interest rather than electing a direct roll-over, TRS will withhold 20% for federal income tax. This new withholding amount will be in addition to the 10% Federal excise tax for payment of contributions and interest to terminating members who withdraw monies before age 59 1/2. Contributions to TRS made prior to July 1, 1987 will be mailed directly to the terminating member since it has already been taxed and may not be rolled over.
6. Effective July 1, 1998, a new statute concerning the employment of individuals with state agencies covered by the Teachers' Retirement system (TRS) or by the Employees' Retirement System (ERS) was passed. The statute stated that any vested member of TRS, who on or after January 1, 1997, became or becomes an employee or an employer normally covered by the Employees' Retirement System (ERS), may elect to remain a member of TRS. An election must be made within sixty (60) days of such employment, or by September 30, 1998, whichever is later. Such elections are irrevocable.
7. Effective July 1, 1998, any vested member of ERS, who on or after January 1, 1997, became or becomes an employee of an employer normally covered by TRS, may elect to remain a member of ERS. An election must be made within sixty (60) days of such employment, or by September 30, 1998, whichever is later. Such elections are irrevocable.

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Further Information

A handbook of information about retirement titled “Your Teacher’s Retirement System ... Facts for Members” is available in the Department of Human Resources or by visiting the TRS website at www.trsga.com. The handbook and/or the website on retirement should be consulted regarding questions such as withdrawal of member contributions, payment of interest, provisions for establishing credit for previous service, survivors’ benefits, freezing membership, and disability retirement.

XXV. Regents’ Optional Retirement Plan (ORP)

Eligibility

Regular faculty members and administrative officers employed at least one-half time as defined in Sections 203.0301 and 203.0302 of the Policy Manual of the Board of Regents of the University System of Georgia and who are eligible for the plan. Newly hired eligible employees or other employees first becoming eligible for the ORP must make an election within 60 days after the date of employment or date of eligibility. During the election period, eligible employees must choose either ORP or TRS. If the ORP is chosen, a choice between approved companies must be made. Failure to make an election within the 60 day period shall be an irrevocable election to become or remain a member of TRS.

Irrevocability

When an eligible employee elects participation in the Regents’ Optional Retirement Plan he/she is no longer eligible for TRS unless he/she ceases to be employed by an institution of higher education in a position eligible for ORP, is employed in the public schools of Georgia, returns to the University System of Georgia in a position not eligible for participation in ORP or elects to participate in TRS.

Contributions

Under ORP an employee contributes 5% of his/her salary. The state contribution changes annually. Contact the Department of Human Resources for current employer contributions.

Vesting

Contributions to the Regents’ Optional Retirement Plan vest immediately.

Payouts

Account balances may be paid out in a lump sum or as an annuity upon a participant’s termination of service, permanent and total disability, retirement or death subject to any constraints specified by the investment product.

Change in Companies

Participants may elect to change provider companies once each calendar year, during the month designated for open enrollment by Kennesaw State University.

Change in Investment Funds

Participants may change the funds to which they allocate contributions without restrictions subject to the rules of the ORP carrier.

XXVI. Leaves of Absence

The Office of Academic Affairs can provide the forms required to secure administrative approvals for leaves.

1. The president may, with the approval of the chancellor and the Board, grant leaves of absence, with or without pay, to members of the institution's faculty or administrative staff. Leaves of absence of one academic semester or less, with or without pay, may be granted by the president, with notification to the chancellor. Such leaves may not be renewed or extended without the approval of the chancellor and the Board.
2. Institutions may grant educational leave without pay to full-time employees for periods not to exceed one year at a time for the purpose of pursuing a course of instruction offered by an institution of higher education (for example, to complete a doctorate). Such approved leave shall allow the employee to elect to continue group insurance benefits with institutional participation.
3. In considering a request for leave with pay for the purposes of promoting study, research, scholarly and creative activity, instructional improvement or retraining, the president will examine carefully the program or project on which the applicant for a leave proposes to work, the likelihood of the applicant's being able to accomplish the purposes for which leave is requested, and the interests of the institution and of the faculty member that will be served by the leave.
4. In considering a request for leave, the president may take into account the effect that the granting of the leave would have on the university or on the college, or department of which the applicant is a member. If the applicant's work cannot be handled by other faculty members or if funds are not available for employment of a substitute, the president may refuse the request for a leave, or may defer the request for leave until a more suitable time.
5. The application for leave must have the endorsement and support of the faculty member's department chair, dean of the college, and the vice president for academic affairs (or other administrative officer who reports to the president) prior to consideration by the president.
6. The Board of Regents ordinarily will not approve a request for leave with pay if the applicant has been employed at an institution for a period of less than three years, nor will it ordinarily approve a leave with compensation for a person in an academic position who has not completed the requirements for a master's degree or a Ph.D. degree.
7. Any faculty member who has been granted a leave of absence with pay is required before beginning the leave to sign an agreement that the full amount of compensation received while on leave will be returned to the university if the faculty member should not return to the institution for a minimum of one or two years of service following the leave—one year of service is required following a leave for part of one academic or calendar year, and two years of service is required following a leave for a full academic or calendar year.
8. A faculty or staff member who returns from an authorized leave which enhances professional development shall be entitled to a salary which will include, as a minimum, the mandated across-the-board salary raises which occurred during the period of leave.

XXVII. Travel Regulations

Institutions of the University System shall be guided by general travel regulations set forth in this section when employees are required to travel away from headquarters in the performance of their official duties. These regulations, which are general in nature, are intended to provide a reasonable degree of uniformity for the various institutions of the University System, and may be supplemented with such specific regulations and instructions as may be required. In requiring certain of

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its employees to travel in the performance of their duties, the University System expects to reimburse them for reasonable and necessary expenses as may be incurred while traveling away from their official headquarters and places of residence. In cooperation with regulations promulgated by the State Auditor's Office and the Office of Planning and Budget, the Board of Regents has adopted the following general regulations regarding travel of employees on official business of the University System. A complete copy of Statewide Travel Regulations is available on the Internet at the home page for the Department of Audits and Accounts which is: <http://www.audits.state.ga.us/inter-net/nalgad/trvlpg.html>

Travel Authorization

Each employee required to travel in the performance of official duties and entitled to reimbursement for expenses incurred shall have prior authorization from the department head or other designated official for the performance of travel. Approval may be in the form of a standing authorization in the case of individuals required to travel on a regular or continuous basis. Those individuals who are required to make occasional trips, and for all out-of-state trips or trips outside the metropolitan area must be complete of the Request for Authority to Travel form, which indicates the itinerary, estimate of the cost of travel, mode of transportation and the general purpose of travel. A copy shall be attached to the travel expense report. Travel to points just beyond the state border necessary for the accomplishment of in-state business shall not be construed as out-of-state travel for the purpose of these regulations. The design and provision of the form to properly document prior approval shall be the responsibility of each unit of the University System. It is believed that these travel practices will protect the best interest of the employee and the University System.

1. **American Express Corporate Card Program**

Effective September 1, 1988, Kennesaw State University will no longer issue travel advances except in special circumstances. The University will make available to eligible employees who travel on official university business the American Express Corporate card. Eligible employees may apply for and receive the corporate card at no cost. Information concerning the program may be obtained from the department of Human Resources.

2. **State of Georgia Employee Exemption from Hotel/Motel Excise Tax**

Kennesaw State University employees traveling on official university business within the State of Georgia are exempted from payment of county or municipal excise taxes on lodging. A reproducible tax exempt form is included on the following page. Please provide copies for employees with instructions that the form be presented at the time of hotel/motel check-in.

July 31, 1997

If a hotel refuses to accept the state-exempt form from the employees, the employee should pay the tax and claim it as an "unusual expense" on the travel expense statement. The institution is to forward the name, address, and telephone number of the hotel to the Department of Audits.

July 1, 2000

ATTENTION: GEORGIA HOTEL AND MOTEL OPERATORS

On April 2, 1987, Act Number 621 amending Official Code of Georgia Annotated Section 48-13-51 became effective. This Act provides that Georgia State or local government officials of employees traveling on official business should not be charged county or municipal excise tax on lodging. Sales tax is not exempted under the current sales tax law, since the payment of hotel/motel bills by an employee is not considered to be payment made directly by a State agency from appropriated funds. Upon verification of the identity of the State official or employee identified below, Georgia hotel and motel operators are authorized to exempt the individual from any applicable county or municipal lodging excise tax. Sales tax, however, should continue to be charged.

A copy of this certification should be maintained with your tax records to document the individual's status as a state official or employee traveling on official business. If you have any questions, please contact the accounting or fiscal office of the Department or agency employing the individual identified below.

**STATE OF GEORGIA
CERTIFICATE OF EXEMPTION OF LOCAL HOTEL/MOTEL EXCISE TAX**

CERTIFICATION

This is to certify that the lodging obtained on the date(s) identified below was required in the discharge of my official duties for the State and qualifies for exemption of the local hotel/motel excise tax under Official Code of Georgia Annotated Chapter 48-13 (as amended by Act 621, Georgia Laws 1987).

Signature of Official or Employee _____ Date _____

P R I N T or T Y P E

Name of Official or Employee _____

Title of Official of Employee _____

Agency Represented _____

Accounting/Fiscal Office Contact Karen Gardner Phone No. (770) 499-3622

Date(s) of Lodging _____

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Subsistence

Reimbursement claims for subsistence (meals and lodging) are to be reported on travel expense statements by date, location, and amount for each meal and lodging claimed. An individual taking annual leave while away from headquarters on official business is not entitled to subsistence for the period of leave. With certain exceptions, reimbursement for subsistence within a 30-mile radius (or the county) of a person's home, office or residence is not allowable. Out-of-state travel expenses for meals and lodging may exceed the following limits for travel within the state, but they will be limited to the maximum allowed by Federal Travel Regulations.

Meals

Reimbursement will be made for actual costs of meals within certain limits. Expenses for three meals at a rate of not more than \$28.00 per day (\$36.00 for high-cost areas) including tax and tips, is allowed within the state of Georgia. High-cost areas are limited to metropolitan Atlanta (Cobb, DeKalb, Fulton, and Gwinnett Counties), August (Richmond County), Brunswick (Glynn County) and Savannah (Chatham County). Other areas of the country may have higher daily limits, based on the guidelines set by the Federal Government (Federal Travel Regulation Chapter 301 Appendix A). Amounts in excess of \$28.00 per day must be explained on the Travel Expense Statement. (For example, one meal was a required banquet costing an excessive amount based on the per diem rate for the area.) Reimbursement of claims for fewer than three meals will be evaluated on the basis of departure/arrival times and will be paid accordingly. Reimbursement for tips will be allowed according to the Attorney General's Opinion 70-28 dated March 6, 1970; tips must be included in the price of each meal in order to be reimbursed. A daily allowance is intended to be the maximum amount to be claimed, not an automatic amount to be reimbursed.

Employees are entitled to reimbursement for breakfast expenses while on a day trip (not involving an overnight stay) if the destination is more than thirty miles from KSU and the departure time is prior to 5:30 a.m. For a trip that will require an overnight stay, the departure time must be prior to 6:30 a.m. for breakfast expenses to be reimbursed. Return from a day trip or an overnight trip after 7:30 p.m. entitles an employee to reimbursement of dinner expenses. The noon meal not associated with overnight travel will be reimbursed under the following circumstances:

- Meetings, conferences, training sessions, etc. not directly associated with the university, but which the employee attends as an official representative of the institution:
 1. The meal is a required, integral part of a meeting or conference regardless of the distance from campus, or
 2. The employee is on a work assignment for more than 13 hours at a destination more than 30 miles from KSU, or
 3. The cost of the meal is shown as being a part of a required registration fee.

- Intra-departmental meetings or training sessions meeting these requirements:
 1. The meeting is held more than 30 miles from the employee's office, and
 2. The meeting or training session exceeds more than 6 hours in length and has been approved by the president, and
 3. A formal, written agenda of the meeting or session is submitted with the Travel Expense Statement.

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Meals may be reimbursed for the day of departure and return from overnight trips subject to departure and arrival times specified above. Reimbursement is limited to the cost for meals for the individual employee. Receipts for meals are not required.

Lodging

Reimbursement may be made for actual lodging expenses based on reasonable rates as determined by the institution authorizing the travel. All lodging claims must be documented by receipts. It is expected that reservations will be made in advance whenever practical, that minimum rate accommodations available will be utilized, that "deluxe" hotels and motels will be avoided, and that commercial rates will be obtained whenever possible. (See list of hotels and motels provided through DOAS Purchasing and Surplus Property Division.) Many hotels and motels grant commercial rates upon request to state employees who show identification. Charges exceeding reasonable rates must be explained and justified if an employee stays at a higher-cost hotel where a meeting is held in order to avoid excessive transportation costs between a lower-cost hotel and the location of the meeting. It should be noted Act No. 621, passed during the 1987 legislative session, provides that Georgia state or local government officials or employees traveling on official business should not be charged county or municipal excise tax on lodging. This optional excise tax is normally 3% but can be as much as 6% in some locations.

When a room is shared with other state employees on travel status, reimbursement will be calculated, if practical, on a pro rata share of the total cost. A state employee on travel status, if accompanied by someone who is not a state employee on travel status, would be entitled to reimbursement at a single room rate.

Transportation — Vehicles

When preparing the Request to Travel form, the employee must indicate the intended mode of transportation. Reimbursement for the most economical mode, consistent with the purpose of travel and time constraints, will be authorized. Any unusual requests must be explained. The use of contract airlines under the statewide contract (distributed to deans and department chairs/heads) is mandatory if they meet schedule requirements of the individual.

Reimbursement for transportation expenses incurred by use of personally owned vehicles will be at the rate per mile as provided by law for the actual miles traveled in the performance of official duties. Effective July 1, 2000, the mileage rate is \$0.445 per mile. The initial point of departure during an employee's normal workweek shall be the individual's residence or headquarters, whichever is nearer the destination point. The initial point of departure on weekends or holidays, however, should be the individual's actual point of departure. No transportation costs will be allowed between an employee's place of residence and his/her official headquarters. Travel between KSU sites will not be considered a reimbursable expense. This includes the use of a personal vehicle between Kennesaw Center, the Frey Lake houses, Chastain Pointe, Town Pointe, and the main campus, as well as mileage incurred while on the main campus. Reimbursement will not be allowed for expenses other than those incurred by the employee in travel status; payments to friends or other individuals will not be allowed. When possible, employees should attempt to travel together to the same destination in one vehicle.

Actual odometer readings will be reported; however, personal mileage will be excluded in determining the mileage for which reimbursement may be made. Claims exceeding mileage computed by the most direct route from the point of departure to destination (due to field visits, picking up passengers, etc.) must be explained on the travel expense statement.

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The authorized mileage rate is to include the normal expenses incurred in the operation of a personal vehicle. In addition, parking and toll expenses will be paid for official travel in personal or state vehicles. (Low-cost, long-term parking or automobile storage should be used.) A receipt should be provided when possible; if not, a written explanation should be made on the expense statement. Use of commercially leased vehicles will be left to the discretion of institutional personnel responsible for authorizing travel. Commercially leased vehicles should be obtained from the state contracted rental agency according to the conditions of the state contract. Employees will be reimbursed for costs associated with official use of such vehicles only when the expense claim is accompanied by a paid receipt and a written explanation of the need for a rental vehicle as opposed to public transportation or taxi/shuttle service.

Transportation by common carrier will be by scheduled plane or rail. Reimbursement will be made upon presentation of a ticket stub, receipt, or other documentary evidence of expenditure. According to law (1978 S.B. 73, ACT 1369), officials or employees traveling by commercial air carrier will not be reimbursed for that portion of first class air fare which exceeds the amount of coach class fare for the flight on which such official or employee is traveling unless:

- a. space is not otherwise available;
- b. a licensed medical practitioner certifies that because of a person's mental or physical condition specific air travel arrangements are required;
- c. the commissioner of public safety certifies that specific air travel arrangements are necessary for security reasons.

Penalties and charges resulting from the cancellation of airline reservations (or other travel reservations) shall be the institution's obligation if the employee's travel has been approved in advance and the cancellation or change is made at the direction of and for the convenience of the institution. If the cancellation or change is made for the personal benefit of the employee, it shall be the employee's obligation to pay the penalties and charges. However, in the event of accidents, serious illness, or death within the employee's immediate family, or other critical circumstances beyond the control of the employee, the institution will be obligated to pay the penalties and charges.

Super Saver Rates - When traveling by common carrier to conduct official State business, employees traveling to their destination earlier than necessary and/or delaying their return to avail the institution of reduced transportation rates may be reimbursed subsistence for additional travel days if, in the opinion of the appropriate authority, the amount saved in transportation costs due to the early and/or delayed travel is greater than the amount expended in salary and additional subsistence. Prior written approval of the appropriate authority is required.

Limousine or taxi service will be reimbursed between the individual's departure point and the common carrier's departure point; between the common carrier's arrival point and the individual's lodging or meeting place; and between the lodging and meeting places if at different locations. It is expected that limousine service will be utilized when available and when arrival or departure is during daylight hours. Receipts must be provided for such services, and if receipts are not available, a reason must be given. Baggage handling services (portage) may be reimbursed when actually incurred in moving luggage into or out of lodging places and common carrier. Employees traveling in state vehicles should purchase fuel at state owned facilities when feasible. All such purchases should be made with a state credit card.

Employees sharing a ride with another state employee using either a state or personal vehicle, and not claiming reimbursement for mileage, should indicate in the automobile record section of the

expense statement the name of the person they rode with and the dates of the trips. Those utilizing state owned aircraft should also indicate such as a mode of transportation.

Private Aircraft

Reimbursement for the usage of private aircraft will be at the rate per mile as provided by law for automobiles for the most direct route from the employee's residence or headquarters to the destination point(s), whichever is nearer.

Miscellaneous Expense

Registration fees required for participation in workshops, seminars or conferences which an employee is directed and/or authorized to attend will be allowed when supported by a paid receipt or copy of check showing payment. Any part of a registration fee applicable to meals will be reported as meal expense and not as a registration fee if the costs can be separately identified.

Expenses for official telephone and telegraph messages which must be paid for by the traveler are allowable. Postage expense incurred relative to travel will be allowed. These expenses must be documented.

Expenses for stationery, supplies, and stenographic or duplicating services may be allowable if reasonable. Any such claims should be accompanied by a written explanation and invoice. Claims for laundry, valet service, theater, entertainment, and alcoholic beverages will not be reimbursed.

Reimbursement Procedures

Responsibility for appropriate audit, approval, and reimbursement of travel expense statements shall be vested in the appropriate officials of the institution. All institutions are encouraged to process travel statements in an expeditious manner. Claims should be paid at least semimonthly and more frequently if practical.

Forms for travel reimbursement shall be the standard form approved for use in units of the University System. Any deviations from this form are to be approved by the vice chancellor for fiscal affairs and treasurer.

Additional Requirements

Institutions may impose additional requirements such as absolute limits for meals and lodging at their discretion.

XXVIII. Travel Forms

Please use the forms located on the Business Services website. (<http://www.kennesaw.edu/businessservices/>). these forms contain formatted cells to aid in calculation of reimbursable expenses.

Request for Authority to Travel Form

Completion of this form is required for all travel outside the state of Georgia. This form must be submitted and approved prior to the trip. Individual deans or department chairs may require completion of the form for in-state travel and maintain a file for their own purposes. Standing authorization may be requested, but is only applicable for regular, recurring trips within the state of Georgia.

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Travel Expense Form (Front of Page)

- 1) Is travel expense statement signed, approved, and dated?
- 2) Have you shown the period covered by statement?
- 3) Is the date of trip, time of departure and arrival section complete?
- 4) Do subsistence fees add to the totals across and down?
- 5) Have you explained any unusual amounts for subsistence? (Any meal or daily total that exceeds the daily allowance?)
- 6) Does the mileage reported agree with miles traveled for state use as reflected on back of page?
- 7) Have you attached receipts covering lodging, transportation, and registration fees?
- 8) Have you attached a copy of your approved Request for Authority to Travel? (Not applicable for local travel.)

NOTE: "Meals which logically could be taken before departure or after return from travel status will not be allowed."

Back of Page

- 1) Have you recorded the day of trip and the points visited? Recorded your odometer reading and the miles traveled for both personal and state use?
- 2) Do miles traveled add down to the total miles?
- 3) Did you explain the purpose of your trip?
- 4) Have you completed the common carrier section? Explained (Taxi and Limousine fee)? Does the total agree with the front page?
- 5) Have you completed the miscellaneous section? Explained (Telephone and telegraph charges, i.e., person called and purpose)? Does total agree with the amount recorded on the front page?

Workplace Policies and Regulations

XXIX. Open Records Act

The Georgia Open Records Act is a state statute which requires that public records be open and available for inspection within three (3) business days of receipt of the request. Any Open Records Act requests received by a university official (faculty, staff or administrator) must be responded to within three (3) business days or the university official may be penalized under the provisions of the law. There are some exceptions to the Open Records Act (e.g., medical records, student academic records, etc.). Any requests received should be forwarded immediately upon receipt to the KSU Office of Legal Affairs for response on behalf of the University.

XXX. Outside Employment Policy Affecting Individuals with Faculty Status at KSU

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.” (Regents Policy 802.1602) 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.

“Moonlighting” assumes regular, fixed hours of work, a wage based on completion of work in the specified hours, and the understanding between employer and employee that their relationship is defined as “employment” or arrangements for contracted employment for specific services such as teaching.

Self employment assumes the employee regularly engages in activities that would be defined as a business. Such businesses may be set up as a sole proprietorship, a partnership, or a corporation.

Self employment and moonlighting activity 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 should 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:

1. 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.
2. 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 Obligation

Conflict of obligation is defined as any activity which interferes with an employee’s contractual duties. Such conflicts should be resolved by the procedures outlined in this policy. Conflict of interest is defined as any activity or situation in which personal gain or interest is in conflict with the individual’s obligation to the institution. Public employees have a need to be especially sensitive to outside activities which provide personal gain at public expense. As a result, situations or activities which have potential for a conflict of interest should be discussed thoroughly 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 802.1601, 802.1602 and 802.1603.

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.

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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, 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. An exception is that the university mail and telephone services may be utilized and are not billed, except that postage and long distance telephone charges are the responsibility of the faculty member.

The faculty member is also permitted to use his/her personal office to conduct related outside activities; additionally, use of university letterhead and business cards are permitted. 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

1. Unrelated Outside Employment Activity

Employees engaged in moonlighting or self-employment, unrelated to their professional field, 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 should 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.

2. Related Outside Professional Activity

Outside employment activity related to the professional field of a faculty member is encouraged by Kennesaw State University as it provides for personal and professional development of the employee and provides exposure for the university.

The implementation of the following guidelines for related outside employment activity is the primary responsibility of the individual employee and the employee’s immediate supervisor. In all cases, related outside employment activity should be discussed with the employee’s immediate supervisor; if extended involvement is needed for the activity, the Outside Activity Form should be completed following the guidelines established in the policy statement.

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In cases where extended time is not needed for the outside employment activity but extenuating circumstances should be accounted for (e.g., scheduling adjustments), it may be determined by the supervisor in consultation with the employee that a statement in writing should be made for the specific request.

Potential or actual problems arising from a related outside employment agreement (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. While all outside employment activity should be discussed with the immediate supervisor for communication purposes, activities possessing one or both of the following characteristics should be reported through completion of the Outside Activity Form.

- Activity which necessitates an equivalent of three (3) or more working days in any month away from responsibilities and/or. . .
- Activity which necessitates use of university resources and/or release time for the employee.

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 , 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 should review the related outside employment activity request to insure that the proper accounting procedures required by the university and the State University System are being followed.

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

XXXI. Kennesaw State University Intellectual Property Policy

Introduction

Kennesaw State University ("University") is dedicated to teaching, research, and the extension of knowledge to the public. Among its primary objectives are the development of new and useful devices, processes, computer software, and artistic and literary works; and the publication and creation of scholarly works. Such activities:

1. contribute to the professional development of the faculty, staff and students involved;
2. enhance the reputation of the University;
3. provide additional educational opportunities for participating students; and
4. promote the general welfare of the public at large.

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In some cases, patentable inventions, copyrightable materials, and other intellectual property may be developed through activities of University faculty, staff, or students who have been aided in their efforts by University resources. In such cases, the University has an interest in insuring and expediting the development, marketing, and utilization of the intellectual property. At the same time, the rights, privileges, and incentives of the inventor(s) or creator(s) must be preserved so that their abilities and those of other University faculty, staff, or students may be further encouraged and stimulated.

The University recognizes and encourages the publication of scholarly works as an integral part of the processes of teaching, research, and service. Frequently through individual effort and initiative, faculty, staff, and students develop articles, pamphlets, books, and other scholarly works which may be subject to copyright and which may generate royalty income for the author. Scholarly works may also result from work supported either partially or primarily by the University. Recent technological advances have increased the complexity of determining ownership interests in Intellectual Property.

In some instances, Intellectual Property may become, in whole or in part, the property of the Board of Regents. When this Policy speaks to ownership of Intellectual Property by the University, the Board of Regents shall be the owner, unless the Board of Regents has transferred ownership to an affiliated nonprofit organization of the University.

The foregoing considered, the University does hereby establish the following policy with respect to the development, protection, and transfer of rights to Intellectual Property resulting from the work of its faculty, staff or students. This policy shall be applicable to all full or part-time faculty, staff or students of the University.

Definitions

1. "Intellectual Property" (IP) shall be deemed to refer to patentable materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protection is sought.
2. "Faculty Member, Staff Member, and Student"
For purposes of this contract, faculty members and students are individuals who have signed an appropriate agreement (such as an application for admission or a contract of employment) with the University that obligates them to abide by the policies of the University and the Board of Regents. A staff member is any person other than a faculty member who is employed on a full-time or part-time basis by the University.
3. "Individual Effort"
Intellectual Property produced by faculty or students is Individual-Effort Property unless it is a University-Supported Effort, as defined below in section 5.
4. "University-Owned Property"

Intellectual Property produced by staff working within the scope of their University employment is wholly-owned by the University unless produced pursuant to a written agreement between the staff member(s) and the University which categorizes the Intellectual Property as a University-Supported Effort, as defined below in section 5. Unless it is the subject of such an agreement, an IP produced by a student who is also a full-time or part-time staff member of the University is wholly owned by the University if the topic of that IP lies within the scope of that staff member's employment or if it is developed using University resources not normally available to students who are not staff members.

5. “University-Supported Effort”

As described below in paragraphs A. and B., Intellectual Property may be created by individuals aided wholly or in part by resources beyond those normally available to them by virtue of their University position.

 - A. “University-Assigned Effort” - On occasion, an individual faculty member may be assigned by a supervisor to engage in the production of a specified Intellectual Property. Such an Intellectual Property is a University-Assigned Effort under this policy only if the specific Property is produced pursuant to a separate, written, signed agreement between the University and the creator(s) that is intended to result in the production of the specific Property in question. Such agreements should address the various rights and responsibilities of all parties normally associated with intellectual properties. The existence of such an agreement is necessary to categorize the Property as a University-Assigned Effort. Expectations detailed in annual, post-tenure, or other performance reviews do not constitute University-Assigned Effort unless such expectations are the subject of a separate agreement as described above in this paragraph A.
 - B. “University-Assisted Effort” - An Intellectual Property is a University-Assisted Effort when the Intellectual Property is not a University-Assigned Effort and the cumulative value of the University resources used to develop the Intellectual Property exceeds by more than \$5,000 the value of resources normally available to the creator(s) to fulfill the University’s expectations of the individual’s performance. Such “normally available” resources include, but are not limited to, equipment, human resources, office supplies, lab supplies, library resources, Internet resources, and the creator(s)’s office, lab, and/or studio. Internal awards intended to promote faculty development, such as those administered by the Faculty Development and Awards Committee, fall within University resources normally available to the creator(s).
6. “Sponsor-Supported Effort”

Intellectual Property is deemed a result of Sponsor-Supported Effort when it is developed pursuant to a written agreement, between the University and an external agency or institution that provides funding or resources, to produce a specific Intellectual Property. Any portion of such Intellectual Property the ownership of which is not completely addressed by the written agreement will be deemed a result of either Individual Effort or University Supported Effort, as defined above in DEFINITIONS, Paragraphs 2. and 3.
7. “Patentable Materials” shall be deemed to refer to items other than software which reasonably appear to qualify for protection under the patent laws of the United States or other protective statutes, including Novel Plant Varieties and Patentable Plants, whether or not patentable thereunder.
8. “Copyrighted Materials” shall include the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional materials; (7) mask works; and (8) other materials or works other than software which qualify for protection under the copyright laws of the United States (see 17 U.S.C. § 102 et seq.) or other protective statutes whether or not registered thereunder.
9. “Software” shall include one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” shall mean a set of instructions,

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statements or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

10. "Trademarks" shall include all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with the University. (See 15 U.S.C. § 1127.)
11. "Trade Secrets" means information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: (i) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (ii) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy. (See O.C.G.A. § 10-1-761.)
12. "Patentable Plant" means an asexually reproduced distinct and new variety of plant. (See 35 U.S.C. § 161.)
13. "Mask Work" means a series of related images, however fixed or encoded: (i) having or representing the predetermined, three-dimensional pattern of metallic, insulating, or semiconductor material present or removed from the layers of a semiconductor chip product; and (ii) in which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product. (See 17 U.S.C. § 901.)
14. "Novel Plant Variety" means a novel variety of sexually reproduced plant. (See 7 U.S.C. § 2321 et seq.)
15. "Creator" and "Originator," which are used interchangeably in this Intellectual Property Policy, shall mean the creator, author, inventor, or similar person and that person's executor, heirs, successors, and assigns.

Determination of Rights and Equities in Intellectual Property

This Policy acknowledges that in most cases state or federal law designates initial ownership rights in Intellectual Property. If applicable state or federal law designates initial ownership of an Intellectual Property in a manner different from the intent of this Policy, then the legal initial owner(s) shall assign such rights of ownership to another party or parties as is necessary to conform to the intent of this Policy. Unless otherwise provided herein, the term "ownership" comprises all of the ownership rights and interests in the Intellectual Property under applicable law.

The rights, interests, and equities in an IP shall be determined as described below in this Article, Sections A-D.

A. Individual Effort

Ownership of Intellectual Property produced through Individual Effort shall belong to the individual creator(s).

B. University-Assigned Efforts

Ownership interests, other than royalty interests, in Intellectual Property developed as a result of University-Assigned Effort shall reside with or be assigned to the University unless provided otherwise by the signed agreement referred to in DEFINITIONS, paragraph 4.A. Royalty income shall be shared with the individual inventor(s) or creator(s), in conformity with the sharing ratios set forth in Table 1 except as modified by the signed agreement described in Article II, paragraph 4.A.

C. University-Assisted Effort

Ownership interests, other than royalty interests, in Intellectual Property developed as a result of University-Assisted Effort shall belong or be assigned to the inventor(s) or creator(s). However, royalty income shall be shared with the University in conformity with the sharing ratios set forth in Table 1 except as modified by the parties through a separate written agreement. In addition, the creator(s) shall grant to the University a limited license to use the Intellectual Property within the scope of its normal activities.

D. Sponsor-Supported Efforts

The grant or contract between the sponsor and the University, under which Intellectual Property is produced, may contain specific provisions with respect to disposition of rights or interests in the Intellectual Property. Where the creator(s) or the University retains any portion of these rights or interests, the classification of such portion of the rights or interests in the Intellectual Property may be deemed to be Individual-Effort, University-Assigned Effort, or University-Assisted Effort. This classification shall be determined in accordance with DEFINITIONS, Paragraphs 2. and 3. on or before the date on which the authorized University representative(s) execute the grant agreement or contract.

TABLE I

Revenue Distribution	Originator	Originator's Department	Office of Sponsored Programs	Faculty Development Budget
Individual Effort	100%	—	—	—
University Assigned	50%	30%	10%	10%
University Assisted	75%	10%	5%	10%

Policy Implementation and Procedures

- A. Composition of the IPC. The IPC will consist of eight members. Six of these members shall be appointed by the President and two are members *ex officio*. The president shall appoint two (2) faculty members, one (1) staff member, one (1) student, one (1) academic department chair, and one (1) academic dean all based on recommendations from the appropriate constituent groups. IPC members appointed by the president shall serve two-year, staggered terms. The VP of finance or his or her designee shall be an *ex officio*, voting member. The dean of graduate studies shall serve as an *ex officio*, nonvoting member. The president shall designate, from among the appointed members, one member as chair of the IPC.

- B. Duties of the IPC. The duties of this group will include the following: oversee IPP implementation; recommend changes in the IPP; review IPs that are referred to it through the disclosure process described below in POLICY IMPLEMENTATION AND PROCEDURES, Section D of this IPP; and adjudicate IP-related disputes.

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The IPC shall have exclusive jurisdiction of disputes brought by the creator regarding IP classifications made by deans or their equivalents, in accordance with POLICY IMPLEMENTATION AND PROCEDURES, Section D, paragraph 2, below. Such disputes will be heard by a panel of three IPC members appointed by the IPC Chair. Adjudication shall include an oral hearing, a decision rendered within 60 days of the request, and a written explanation of the decision and underlying rationale. Appeals, which may be made by either the creator or the University, shall be heard by the entire IPC plus two ad hoc members, one chosen by the creator and the other chosen by the relevant supervisor. Any further appeals go to the president.

- C. The University has elected, through the IPC and with the approval of the president, to release the management of IP to which the University has title or an interest to the creator thereof for management and development as a private venture after the execution of an agreement providing for a suitable division of royalty income.

D. Disclosure Policy & Procedure

1. Property Requiring Disclosure. An IP that is a University-Supported effort that is the subject of an agreement between faculty, staff, or students on one hand, and an external entity on the other, shall be disclosed.
2. Disclosure Process & Content.
 - (a) If disclosure is required, the creator must disclose the IP before a contract or agreement is signed or consideration is accepted in exchange for any interest in the IP, before the IP is disclosed to the public, or before any application is made to patent a patentable IP.
 - (b) Required disclosures shall be submitted on a standard KSU IP Disclosure Form ("Form") (see Appendix) signed by the creator. The Form shall disclose (i) the existence of an intellectual property; (ii) the legal category (such as copyright, patent, trade mark, trade secret, mask work, plant) of the intellectual property created; (iii) a brief description, that need not include confidential or proprietary information the disclosure of which would jeopardize the commercial value of the IP; (iv) the creator's classification of the IP; and (v) supervisory and IPC classifications of the IP, as applicable. The Form shall be signed by reviewing supervisor(s) and the IPC chair, as applicable.
 - (c) All Forms shall initially be delivered in hardcopy to the department chair or immediate supervisor ("Supervisor"). After initial review the supervisor shall forward the Form, within 10 business days of receipt thereof, to the college dean or next immediate supervisor ("dean") with copy to the creator, indicating the supervisor's classification. If the creator disagrees with the supervisor's classification, the creator may submit to the dean a memorandum in support of the creator's classification. The dean, within 10 business days of receipt, shall review the Form and the creator's memorandum, if any, and either ratify or alter the supervisor's classification.
 - (d) In the case of IP classified by the dean as "university assisted" or "university assigned," the disclosure and classification must then be reviewed and filed by the IPC.
 - (e) If the creator disagrees with the supervisor's or dean's classification of an IP, then the creator may refer the dispute by a signed request copied to the chair, dean, and IPC chair, within 60 days of receipt of the supervisor's classification thereof, to the IPC for adjudication following the dispute resolution procedures set forth at POLICY IMPLEMENTATION AND PROCEDURES, Section B, above.

Appeal Procedure

The University has adopted the following appeal procedure within the University in the event of a disagreement as to the classification, ownership and use of IP subject to this Policy.

Appeals of classification decisions of the IPC shall be made to the president of the University. Appeals shall be submitted in writing within 10 days of the Committee's decision.

Preemption by Board of Regents' Policy

In the event of conflict between any provision of this Policy and any policy of the Board of Regents, the latter shall prevail.

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APPENDIX

Intellectual Property Disclosure Form

Brief Description:

Legal Category _____

Annual net pre-tax income to the creator in \$U.S. as estimated by Creator(s) at the time of disclosure _____

Classification Classifier	Creator	Supervisor	Dean	Comments
Individual Effort				
University Assigned				
University Assisted				

Signatures:

I certify that I am the creator of the intellectual property hereby disclosed.

Creator(s) _____ Date _____

Reviewed by:

Supervisor _____ Date _____

Dean _____ Date _____

XXXII. KSU Policies and Procedures for Responding to Allegations of Scholarly Misconduct

Purpose of this Policy

Kennesaw State University is committed to actions and policies that support the responsible conduct of research, that provide for prompt and fair investigations of alleged misconduct, and that appropriately protect the work and reputations of any faculty, staff, or students involved in such allegations or investigations.

This policy is adopted in compliance with various federal laws, regulations and policies dealing with misconduct in research including the Health Research Extension Act of 1985 (42 U.S.C. 289b) and Public Health Service (PHS) regulations to be promulgated pursuant to that Act. Also applicable is the National Science Foundation (NSF) regulation 45 CFR Part 689. These laws, regulations, and policies require universities receiving federal funds to establish administrative procedures for reviewing allegations of misconduct in connection with research. This policy pertains to all research and creative activity (including federally funded research) conducted at Kennesaw State University. The Dean of Graduate Studies, acting as the University's Research Integrity Officer, is responsible for implementing this policy and for acting as liaison with external agencies and/or individuals making allegations.

Applicability

This policy shall apply to Kennesaw State University (KSU) instructional, administrative, and research faculty, and other members of the University's community including, without limit, graduate student research assistants, graduate student teaching assistants, graduate student staff, undergraduate students employed in research or other scholarly activity, post-doctoral fellows and post doctoral research associates, visiting faculty or staff, faculty or staff on sabbatical leave, adjunct faculty when performing University work, and faculty or staff on leave without pay. This policy applies to students only when acting in the course of their employment with the University.

Definitions

Allegation means any written or oral statement or other indication of possible scholarly misconduct made to an institutional official.

Complainant is an individual filing a written complaint of misconduct.

Conflict of Interest means the real or apparent interference of one person's interests with the interests of another person, where potential bias may occur due to prior or existing personal or professional relationships.

Day or Days shall refer to working days.

Evidence refers to documents, statements of any type which support or refute allegations and testimony

Good faith allegation means an allegation made with the honest belief that scholarly misconduct may have occurred. An allegation is not in good faith if it is made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

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Initial Inquiry is an information-gathering and initial fact finding process to determine whether an allegation or apparent instance of misconduct warrants a formal Investigation. An Inquiry should be conducted with minimum publicity and maximum confidentiality.

Investigation is a formal examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place, to evaluate its seriousness, and if possible, to determine responsibility and the extent of any adverse effects resulting from the misconduct.

Misconduct or scholarly misconduct is the fabrication or falsification of data, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the academic or research community for proposing, conducting or reporting research or scholarly activity. It does not include honest error or honest differences in interpretation or judgments of data. Additionally, this definition includes violations of University policy pertaining to research, including the failure to obtain proper review and approval by the University committees responsible for research involving human subjects; radioactive materials; biohazards, as well as the failure to comply with rules and guidelines set forth by the committees responsible for these areas.

NSF refers to the National Science Foundation.

Plagiarism is the act of appropriating the literary composition of another, or parts or passages of his or her writings, or the ideas or language of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any published work, or in applications for funding.

PHS refers to the Public Health Service.

President is the President of Kennesaw State University.

Respondent is an individual who is the subject of an inquiry or investigation.

University is Kennesaw State University.

Provost and Vice President refers to the Provost and Vice President for Academic Affairs.

Procedures

Reporting of Possible Misconduct

All employees or individuals associated with Kennesaw State University shall report observed, suspected, or apparent misconduct to the Research Integrity Officer, (Dean of Graduate Studies). If an individual is unsure as to whether a suspected incident falls within the definition of scholarly misconduct, he/she may call the Research Integrity Officer to discuss the suspected misconduct informally. Such consultation shall be kept confidential to the extent permissible by law.

Ultimately, all allegations of misconduct shall be made in writing, signed by the Complainant, and shall be made in confidence directly to the Research Integrity Officer. Upon receipt of a written complaint, the Research Integrity Officer shall inform the Provost and Vice President for Academic Affairs, the University Legal Advisor, and the Respondent of the allegation. Every effort should

be made to resolve the situation at this level. In the event that the person making the allegation considers the Research Integrity Officer and/or the Provost and Vice President to have a conflict of interest, the allegation may be reported directly to the President. Actions constituting misconduct as defined herein shall not be grievable through the Faculty Grievance Process.

Should attempts to resolve the situation be unsuccessful, the Research Integrity Officer shall review the written complaint and consult with the University Legal Advisor to determine whether probable cause exists to conduct an Initial Inquiry, whether PHS or NSF support is involved, and whether the allegation falls under either the PHS or NSF definition of misconduct. There is not always sufficient evidence or information to permit further inquiry into an allegation. If the issue involved is found not to warrant further inquiry, satisfactory resolution through means other than this policy should be sought and to the extent possible, the identity of the complainant(s) shall remain confidential.

Initial Inquiry

Following the preliminary assessment, if the Research Integrity Officer, in consultation with the Provost and Vice President and the University Legal Counsel, determines that the allegation provides sufficient information to allow specific follow-up, he or she will notify, in writing, with return receipt, the Respondent's College Dean and the Respondent, and immediately begin the Initial Inquiry. The purpose of the Initial Inquiry is to make a preliminary evaluation of the available evidence and testimony of the Complainant, the Respondent, and key witnesses to determine whether there is sufficient evidence of possible scholarly misconduct to warrant an investigation. The purpose of the Inquiry is NOT to reach a final conclusion about whether misconduct definitely occurred or who was responsible. If it is determined that an Initial Inquiry is necessary, every reasonable effort shall be made to protect the identity of the individual(s) involved. (If the process reaches the investigative phase, however, the right of the Respondent to confront the Complainant requires that the identity of the Complainant be revealed).

The Research Integrity Officer is responsible for forming an Inquiry Committee, the membership of which shall be determined by the Research Integrity Officer, the Dean of the Respondent's College, and the Provost and Vice-President.

Inquiry Committee

If it is determined that the formation of an Inquiry Committee is necessary, the Committee and Committee chair will be appointed within 10 days of the initiation of the Inquiry. The Inquiry Committee shall consist of a minimum of three persons who do not have real or apparent conflicts of interest in the case, are unbiased, and have the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence, interview the principals and key witnesses, and to conduct the Inquiry. These individuals may be faculty, subject matter experts, administrators, lawyers, or other qualified persons, and they may be from inside or outside the University.

Members of the Committee and experts will agree in writing to observe the confidentiality of the proceeding and any information or documents reviewed as part of the Inquiry. Outside of the official proceedings of the Committee, they may not discuss the proceedings with the Respondent, Complainant, witnesses, or anyone not authorized by the Research Integrity Officer to have knowledge of the Inquiry.

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The Research Integrity Officer will notify the Respondent of the proposed Committee membership within five (5) days of its formation, in writing, with return receipt. If the Respondent submits a written objection to any appointed member of the Inquiry Committee or expert based on bias or conflict of interest, within five (5) days, the Research Integrity Officer will immediately determine whether to replace the challenged member or expert with a qualified substitute.

Notification of the Appropriate Parties

Upon initiation of the Inquiry, the Research Integrity Officer shall notify the Respondent in writing, with return receipt, that a complaint of misconduct has been received and advise the Respondent of the Inquiry. The notification shall identify the research project in question, and the specific allegations, define misconduct, identify PHS or NSF funding, if involved, list the names of the members of the Inquiry Committee (if appointed) and experts (if any), explain the Respondent's opportunity to challenge the appointment of a member of the Committee or expert for bias or conflict of interest, to be assisted by counsel, to be interviewed, to present evidence to the Committee, and to comment on the Inquiry report; address the Respondent's obligation as an employee of the University to cooperate; describe the University's policy on protecting the Complainant against retaliation, and the need to maintain the Complainant's confidentiality during the Inquiry, and any subsequent proceedings.

Simultaneously, the Respondent will be notified that the relevant research records will be located, collected, inventoried, and secured in order to prevent the loss, alteration, or fraudulent creation of records. (Research records produced under federal grants, cooperative agreements, and most contracts are the property of the University, and employees cannot interfere with the University's right of access to them.) The documents and materials to be sequestered shall include all of the original items (or copies, if originals cannot be located) that may be relevant to the allegations. Additionally, records from other individuals, such as co-authors, collaborators, or Complainant(s) may need to be sequestered. The Research Integrity Officer shall obtain the assistance of the Respondent's supervisor and University Legal Counsel in this process, as necessary. If the Respondent is not available, sequestration may begin in the Respondent's absence. The Respondent shall not be notified in advance of the sequestration of research records.

To protect the rights of the Respondent and all other involved individuals, as well as to enable the University and its representatives to meet their institutional, regulatory, and legal responsibilities, documentation of custody must be ensured and maintained, with the originals kept intact and unmodified. Therefore, a copy of a dated receipt should be signed by the sequestering official, and the person from whom an item is collected, and a copy of the receipt should be given to the person from whom the record is taken.

If it is not possible to prepare a complete inventory list at the time of collection, one should be prepared as soon as possible, and then a copy should be given to the person from whom the items were collected within ten working days of the request. If the copy cannot be delivered to the individual within ten working days, a written explanation of the relevant circumstances, along with the anticipated delivery date, shall be transmitted in confidence to that individual. This explanation shall become a part of the Inquiry records. When the requested copy is delivered to the person from whom the original item has been taken, a dated receipt shall be signed by that person and the designated University official, with copies given to both individuals. The Research Integrity Officer shall be responsible for maintaining files of all documents and evidence and for the confidentiality and the security of the files.

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The Research Integrity Officer and Vice President, in consultation with appropriate (including legal) advisor(s) shall determine what additional notification(s) is necessary, including if and when external funding agencies should be notified. Any such notification shall include a complete description of the evidence and shall be provided by the Vice President. The Research Integrity Officer, the Provost and Vice President and/or the Inquiry Committee may meet separately with the Respondent and Complainant and shall review all pertinent and reasonable documentation to determine if a formal Investigation should be recommended. Refusal on the part of the Respondent to cooperate shall be grounds for the recommendation for an Investigation.

The Respondent may consult with legal counsel or a non-lawyer personal advisor (who is not a principal or witness in the case) to seek advice, and may be accompanied by legal counsel or a non-lawyer personal advisor to any meeting on this matter. The Respondent's legal counsel's role, as well as the personal advisor's role is limited to advising the Respondent. Neither the legal counsel nor the personal advisor may participate in any administrative proceedings.

Charge to the Committee and the First Meeting

The Research Integrity Officer, or his or her designee will prepare a charge for the Inquiry Committee that states the purpose of the Inquiry, describes the allegations and any related issues, outlines the appropriate procedures for conducting the Inquiry, assists the Committee with organizing plans for the Inquiry, and answers any questions raised by the Committee. The Research Integrity Officer, his or her designee, and the University Legal Counsel will be present or available throughout the Inquiry to advise the Committee as needed.

Conducting Interviews

The purpose of an interview at the Inquiry stage is to allow each Respondent, Complainant, or witness to tell his or her side of the story. Before an interview, the Committee should provide each witness with a summary of the matters or issues intended to be covered at the interview. If the Committee raises additional matters, the witness should be given an opportunity to supplement the record in writing or in another interview. Interviews with the Respondent will be transcribed or tape recorded. Interviews with anyone else will be summarized, tape-recorded, or transcribed. A transcript or summary of the interview will be provided to each witness for review and correction of errors. Witnesses may add comments or information. Changes to the transcript or summary will be made only to correct factual errors.

Witnesses may be accompanied and advised by legal counsel or by a non-legal advisor who is not a principal or witness in the case. However, the counsel or advisor may only advise the witness and may not participate directly in the interview. Witnesses will respond directly to the interview questions.

If the Respondent admits to the misconduct, the Respondent should be asked immediately to sign a statement attesting to the occurrence and extent of the misconduct. Normally, an admission is a sufficient basis to proceed directly to an Investigation. However, the admission may not be a sufficient basis for closing a case. Further investigation may be needed to determine the extent of the misconduct or to explore additional issues. If an admission is made, the Research Integrity Officer, in consultation with University Legal Counsel and other appropriate persons, will determine whether there is a sufficient basis to close a case, after the admission is fully documented and all appropriate procedural steps are taken.

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Committee Deliberations

The Inquiry Committee will evaluate the evidence and testimony obtained during the Inquiry. After consultation with the Research Integrity Officer, Vice-President, and University Legal Counsel, the Committee members will decide whether there is sufficient evidence of possible misconduct to recommend further investigation. The scope of the Inquiry does NOT include deciding whether misconduct occurred or conducting exhaustive interviews and analyses.

The Inquiry Report

The Inquiry shall be completed and a written report of the findings shall be prepared and submitted to the Provost and Vice President within 45 days following its first meeting, unless the Research Integrity Officer approves an extension for good cause. If the Inquiry cannot be completed within 60 days, a report shall be made to the Provost and Vice President citing progress to date, the reasons for the delay, and the estimated completion date. The Respondent and any other individual(s) involved shall be informed of the delay.

The final report shall contain the name and title of the committee members and experts, if any; the allegations; whether a PHS or NSF funded project; a summary of the Inquiry process used; a list of the records reviewed; summaries of any interviews; a description of the evidence in sufficient detail to demonstrate whether an Investigation is warranted or not; and the Committee's determination as to whether an Investigation is recommended and whether any other actions should be taken if an Investigation is not recommended. University Legal Counsel will review the Report for legal sufficiency. The Respondent shall be provided a copy of the Inquiry Report, with return receipt. The Complainant will be provided with those portions of the draft report that address the Complainant's role and opinions in the Investigation. The Research Integrity Officer may establish reasonable conditions for review to protect the confidentiality of the draft report. Within 15 days of the receipt of the draft report, the Respondent and Complainant will provide their comments, if any, to the Inquiry Committee. Any comments that the Respondent or Complainant submits on the draft report will become part of the final report and record. Based on the comments, the Inquiry Committee may revise the report as appropriate.

If the University plans to terminate an Inquiry of an allegation of misconduct on a PHS or NSF funded project, for any reason, without completing all relevant requirements under the applicable subparts or sections (e.g., 50.103 (d) for PHS and 689.3 for NSF), a report of such planned termination, including a description of the reasons for such termination shall be made to the agency's cognizant office, which will then decide whether further Inquiry should be undertaken.

If the Inquiry reveals substantial evidence of misconduct, the Research Integrity Officer will transmit the final report and any comments to the Provost Vice President who will make the determination of whether findings from the Inquiry provide sufficient evidence of possible scholarly misconduct to justify conducting an Investigation. The Inquiry is completed when the Provost and Vice President makes this determination.

The Vice President, in consultation with the Research Integrity Officer, the University Legal Advisor, and other appropriate parties, shall reach his/her determination on a case by case basis, considering all relevant factors, including, but not limited to: (1) the accuracy and reliability of the source of the allegation of misconduct; (2) the seriousness of the alleged misconduct; (3) the scope of the alleged incident, and the context in which it became known; and (4) other information obtained during the Inquiry. If an Investigation is initiated, any outside sponsoring agency that may be involved or have an interest in the alleged misconduct shall be notified. The Vice President, in

consultation with the Research Integrity Officer and University Legal Advisor, shall determine what such notification will include and to whom it will be directed. The Complainant and the Respondent shall be notified in writing, with return receipt, when an Investigation will follow.

If the Inquiry does not produce substantial evidence of misconduct, the Provost and Vice President shall so inform the person who made the allegation, the Respondent, the University Legal Advisor and the President, and any other individual(s) involved in the Inquiry to whom the identity of the Respondent was disclosed, and the matter shall be closed. The University shall make diligent efforts to restore the reputation of the Respondent by providing all relevant parties with a factual report of the outcome and the conclusions of the Inquiry. The University shall maintain sufficiently detailed documentation of the Inquiry to enable it to respond to potential requests to review the reasons for determining that an Investigation was not warranted. Such records will be maintained in the Office of the Graduate Dean in a secure manner in accordance with University System of Georgia Records Retention Policies.

If the allegation had been made in good faith, the University shall make diligent efforts to protect against retaliation the positions and reputations of the Complainant(s) and other individuals who have cooperated with the University's Inquiry. Any alleged or apparent retaliation will be reported immediately to the Research Integrity Officer or Vice President. If either the Research Integrity Officer or Provost and Vice President is considered to have a conflict of interest, the alleged or apparent retaliation will be reported directly to the President.

Interim Administrative Actions

Upon recommendation of the Research Integrity Officer, the Provost and Vice President and the University Legal Advisor, the Dean of the Respondent's College may meet with the Respondent for the purpose of imposing temporary interim administrative actions prior to the completion of an Inquiry or Investigation if necessary to safeguard the integrity of the research or scholarly activity, prevent inappropriate use of sponsored funding, or otherwise protect the interests of a sponsor, the University or the public. If temporary suspension of duties is imposed, such suspension shall be without loss of pay, pending the conclusion of the process described herein. The Respondent shall be informed of the reasons for such action taken and afforded the opportunity to oppose such action.

Formal Investigation

The purpose of the Investigation is to explore in detail the allegations, to examine the evidence in depth, and to determine specifically whether misconduct has been committed, by whom, and to what extent. The Investigation will also determine whether there are additional instances of possible misconduct that would justify broadening the scope beyond the initial allegations. This is particularly important where alleged misconduct involves clinical trials or potential harm to human subjects or the general public or if it affects research that forms the basis for public policy, clinical practice, or public health practice.

The Research Integrity Officer will notify the Respondent, in writing, with return receipt, as soon as reasonably possible after the determination is made to open an Investigation. The notification should include a copy of the Inquiry Report; the specific allegations; the sources of funding, if any; the definition of scholarly misconduct; the procedures to be followed in the Investigation, including the appointment of the Investigation Committee and experts; the opportunity of the Respondent to be interviewed, to provide information, to be assisted by counsel, to challenge the membership of the committee and experts based on bias or conflict of interest, and to comment on the draft report. The Research Integrity Officer will immediately sequester any additional pertinent research

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records that were not previously sequestered during the Inquiry. This sequestration will occur before or at the time the Respondent is notified that an Investigation has begun. The procedures to be followed for sequestration during the Investigation are the same procedures that apply during the Inquiry.

The Research Integrity Officer is responsible for conducting or designating others to conduct the Investigation. In cases where the allegations and apparent evidence are straightforward, such as an allegation of plagiarism or simple falsification or an admission of misconduct by the Respondent, the Research Integrity Officer may choose to conduct the Investigation directly or designate another qualified individual to do so. In such cases, the Investigation official will obtain the necessary expert and technical advice to consider properly all scientific issues.

Investigative Committee

In complex cases, the Research Integrity Officer shall appoint an Investigation Committee (herein the "Investigative Committee") within 10 days of the notification to the Respondent that an investigation is planned. The Research Integrity Officer will be a member of the Committee, and will serve as Chairperson. The Investigative Committee should consist of at least three individuals who do not have real or apparent conflicts of interest in the case, are unbiased, and have the necessary expertise to evaluate the evidence and issues related to the allegations, interview the principals and key witnesses, and to conduct the investigation. These individuals may be scientists, administrators, subject matter experts, lawyers, or other qualified persons, and they may be from inside or outside the University. Individuals appointed to the Investigative Committee may also have served on the Inquiry Committee.

Members of the Committee and experts will agree in writing to observe the confidentiality of the proceedings and any information or documents reviewed as part of the Inquiry. Outside of the official proceedings of the Committee, they may not discuss the proceedings with the Respondent, Complainant, witnesses, or anyone not authorized by the Research Integrity Officer to have knowledge of the Inquiry.

The Research Integrity Officer will notify the Respondent of the proposed Committee membership within five (5) days of its formation, in writing, with return receipt. If the Respondent submits a written objection to any appointed member of the Investigative Committee or expert based on bias or conflict of interest within five (5) days, the Research Integrity Officer will immediately determine whether to replace the challenged member or expert with a qualified substitute.

The Respondent may consult with legal counsel or a non-lawyer personal advisor (who is not a principal or witness in the case) to seek advice and may be accompanied by legal counsel or a non-lawyer personal advisor to any meeting on this matter. The Respondent's legal counsel's role, as well as the personal advisor's role is limited to advising the Respondent. Neither the legal counsel nor the personal advisor may participate in any administrative proceedings.

Once formed, the Investigative Committee shall, in consultation with the University Legal Advisor, establish the procedures to be followed in conducting the Investigation. The Complainant and Respondent shall be fully informed of the procedures. The Investigative Committee shall initiate the Investigation within 30 days of the completion of the Inquiry, and shall take no more than 60 days to complete the Investigation, prepare a report of its findings, including recommended action(s), and submit the report to Provost and Vice President and President. In undertaking this investigation, the Investigation Committee shall act promptly, ensure fairness to all, secure

the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence, and take precautions against real or apparent conflicts of interest.

Charge to the Committee and the First Meeting

The Research Integrity Officer, with the assistance of the University Legal Advisor, will convene the first meeting of the Investigation Committee. The Research Integrity Officer will define the subject matter of the Investigation in a written charge to the Committee that describes the allegations and related issues identified during the Inquiry, defines scholarly misconduct, and identifies the name of the Respondent.

The Investigation may consist of a combination of activities including but not limited to: (1) examination of all documentation including, but not necessarily limited to, relevant research records, computer files, proposals, manuscripts, publications, correspondence, memoranda, and notes of telephone calls; (2) review of the report from the Inquiry; (3) interviews of parties and witnesses who may have been involved in or have knowledge about the case. Interviews of the Respondent should be tape recorded or transcribed. All other interviews should be transcribed, tape recorded, or summarized. Summaries or transcripts of all interviews should be prepared, provided to the interviewed party for comment or revision, and included as part of the investigatory file. The Investigative Committee shall provide the Respondent an opportunity to comment on the allegations and shall include his or her comments in its report. Members of the University's community who are involved in, or learn of, an Investigation of the alleged scholarly misconduct will protect, to the maximum extent possible, the confidentiality of information regarding the Complainant, the Respondent, and other affected individuals.

If the Respondent admits to the misconduct, he or she should be asked immediately to sign a statement attesting to the occurrence and extent of the misconduct, acknowledging that the statement was voluntary, and stating that the Respondent was advised of his or her right to seek the advice of counsel. The Committee should consult with the University Legal Advisor on the specific form and procedure for obtaining this statement. The admission may not be used as a basis for closing the Investigation, unless the Committee has adequately determined the extent and significance of the misconduct and all procedural steps for completion of the Investigation have been met. The Investigation should not be closed unless the Respondent has been appropriately notified and given an opportunity to comment on the Investigative Report. Completion of the Investigation shall include conducting the Investigation, preparing the Report of the findings, making the draft report available to the Respondent for comment, and submitting the final report to the Provost and Vice President. If the case is considered complete, it should be forwarded to the Provost and Vice President with recommendations for appropriate University actions and to any outside funding agencies, as appropriate.

XXXIII. Americans with Disabilities Act (ADA)

Public Law 101-336, the Americans With Disabilities Act (ADA), became effective July 26, 1992 for employers with 25 or more employees. The ADA gives civil rights protection to individuals with disabilities. It guarantees equal opportunity for this protected group on the areas of public accommodations, employment, transportation, state and local government services, and telecommunications.

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the

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admission or access to, or treatment or employment in, its programs or activities.

The following individuals have been designated by the President to provide assistance and ensure compliance with the provisions of the Americans With Disabilities Act (ADA):

Ms. Carol J. Pope
Assistant Director of Disabled Student
Support Services
ADA Officer for Students
Room 269C Carmichael Student Center
(770) 423-6443

Mr. Rodney Bossert
Director of Human Resources
ADA Officer for Staff
Campus Services Building
(770) 423-6030

Ms. Jodie Sweat
Director of Plant Operations
ADA Officer for Facilities
101U Chastain Pointe
(770) 423-6224

Dr. Cheryl Y. Wayne
Director EEO and Diversity Programs
ADA Officer for Faculty
3435 Kennesaw Hall
(770) 420-4410

XXXIV. Kennesaw State University Diversity Vision Statement

It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for, and can effectively compete in the global society.

XXXV. KSU Position Statement on Environmental Awareness

Kennesaw State University endeavors to encourage in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. This institution focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

XXXVI. KSU Mission Statement on Occupational Health and Safety

It is the goal of Kennesaw State University to protect the employees and property of KSU and to provide safe work places. To this end, the KSU Department of Environmental Health & Safety will ensure compliance with local, state, and applicable federal codes, provide technical assistance, conduct routine facility audits, and empower the employees of KSU through training in hazard recognition and accident prevention.

XXXVII. Georgia Public Employees Hazardous Chemical Protection and Right to Know Act of 1988

1. The State of Georgia Public Employee Right to Know Act ensures that all public employees are accorded certain rights regarding hazardous chemicals in their workplace. Employees have both a need and a right to know the identities and hazards of the chemicals they use on the job.
2. In December of 1993, Kennesaw State University employed a Right to Know coordinator and developed a Hazardous Chemical Protection Communication Plan document. The goal of this Right to Know program is to inform all employees of Kennesaw State University about the

chemical hazards in their work areas and how to protect themselves against these hazards.

3. Some of the identified responsibilities of the Right to Know coordinator include:
 - to make arrangements and/or to provide appropriate and adequate Right to Know training for all employees of Kennesaw State University;
 - to ensure that a written workplace-specific hazard communication plan be developed for each workplace in the University. This workplace-specific program will include a list of hazardous chemicals used or stored in that particular workplace, and will be available to all employees in the workplace;
 - to distribute updated Material Safety Data Sheets (MSDS) for those hazardous chemicals used in a specific workplace area. This information must be made accessible and available for employees in these respective areas;
 - to ensure that employees are made aware of and are properly trained in the uses and hazards associated with the chemicals to which they are exposed in their work area;
 - to ensure that employee training and notification concerning the use of hazardous chemicals in the work area are adequately documented in each employee's personnel file;
 - to ensure that employees are provided with personal protective equipment appropriate to each work environment, and receive adequate training in the use and maintenance of this equipment; are medically certified annually to use such equipment; and
 - to accumulate hazardous chemical inventory information for the university.
4. There will be two levels of employee training to afford compliance with the requirements of the Right to Know legislation.
 - a. **BASIC TRAINING** will be given to all employees. This training will provide an overview of the hazardous chemical protection laws, regulations and policies currently in place in the University System. A summary of employee rights will be discussed. Individual employee questions will be addressed and any additional Right to Know policies that may be established will be presented.
 - b. **CHEMICAL SPECIFIC TRAINING** will be provided to employees who routinely handle or are re-exposed to hazardous chemical/materials. This type of training will be coordinated by the campus Right to Know coordinator.
5. Information concerning training programs for Kennesaw State University employees will be disseminated by the institutional Right to Know coordinator.
6. The Kennesaw State University Right to Know coordinator is employed in the Department of Environmental Health & Safety which is housed in the Office Annex, room 119A. For further information, please call extension 3321.

XXXVIII. Human Immunodeficiency Virus (HIV)

Kennesaw State University shall provide academic programs, support services, and social and/or recreational activities to all eligible individuals. In the event that an employee or a student is (or becomes) HIV positive, that individual shall retain his/her right to these programs, services and activities. All actions taken by Kennesaw State University will comply with the laws pertaining to public health practices and the rights of individuals to privacy and confidentiality. Situations which arise will be handled individually in order to provide maximum support to any faculty member, administrator, classified staff employee, or student who is HIV positive and to protect the welfare of the community.

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XXXIX. Alcohol Policy

Kennesaw State University expressly prohibits the use, possession, sale, or distribution of alcohol beverages on campus by any campus constituency. Alcohol beverages may be served at off-campus activities to adults of legal drinking age for the state in which the activity is being held, providing that a responsible club or organization representative acknowledges responsibility for monitoring alcohol consumption. Student Activity funds or institutional funds may not be used for the purchase of alcoholic beverages.

Kennesaw State University is committed to recognizing, upholding, and enforcing the laws of the state of Georgia. Violation of those state laws, incorporated into the Kennesaw State University Alcohol Policy below, shall not be condoned on the campus or at any activity held off campus by any constituency. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president.

Official state regulations regarding the use, sale, or possession of intoxicating beverages are as follows:

- 3-1-2 Defines “alcoholic beverages” to mean all alcohol, distilled spirits, beer, malt beverages, wine, or fortified wine.
- 3-2-36 Provides for criminal process against any person who violates the law in counties and municipalities where the sale of alcoholic beverages is not authorized or where alcoholic beverages are being sold contrary to law.
- 3-3-21 Provides that no person knowingly or intentionally may sell or offer to sell any wine or malt beverages within 100 yards of any school building, school grounds, or college campus. Provides further that distilled spirits may not be sold within 200 yards of a school building, educational building, school grounds, or college campus.
- 3-3-22 States that no alcoholic beverage shall be sold, bartered, exchanged, given, provided, or furnished to any person who is in a state of noticeable intoxication.
- 3-3-23 Prohibits the furnishing to, purchasing of, or possession of alcoholic beverages by persons under 21 years of age.
- 3-3-23.1 Provides that any person furnishing or possessing alcoholic beverages in violation of the previous Code Section shall be guilty of a misdemeanor. Establishes procedures for arrest by law enforcement officers.

All student organizations planning to serve alcohol at any function must submit an “Acknowledgment of Alcohol Policy” form to the vice president for student success and enrollment services during the first week of classes each fall semester and each time there is a change in either the president or advisor of the organization. By their signatures, the president and advisor are assuring Kennesaw State University that they and the individuals responsible for the group’s social events understand the Kennesaw State University Alcohol Policy and state laws regarding the service and consumption of alcoholic beverages. Alcoholic beverages will be allowed for functions at which alcohol is not the focal point, reason for, or the “drawing card” for the event. Organizations choosing to advertise the service of alcoholic beverages at functions will not make reference to the quantity of or overindulgence in alcoholic beverages. Reference will also be made to serving of food and alternative beverages, and the checking of drivers’ licenses. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited.

Any violation of this policy at any club or organization activity shall be reported to the vice president for student success and enrollment services by the designated monitor(s) verbally within 24 hours of returning to campus and followed by a written report within 3 working days. The Kennesaw State University Department of Public Safety shall report any violation of this policy, whether at an activity or on an individual basis, to the vice president for student success and enrollment services within 24 hours of the occurrence. The vice president for student success and enrollment services shall then be responsible for disciplinary action according to established university nonacademic disciplinary procedures. Possible sanctions shall be the same as those for other violations of nonacademic university rules and regulations as provided for in the university student code of conduct.

Note: The Alcohol Policy subcommittee recommended that no set punishment for offenses be prescribed, rather that each incident be considered individually by a panel such as the Judiciary Committee.

XL. Drug-Free Workplace Policy

Policy

As a recipient of Federal funds, Kennesaw State University supports and complies with the provisions of the Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act of 1988.

The unlawful possession, manufacture, distribution, dispensation, and use of illicit drugs and alcohol by employees or students on the university campus is prohibited and violations of this policy will result in appropriate disciplinary action.

Faculty, staff and students are expected to adhere to the policies of the university and observe the basic standards of good conduct, meet appropriate standards of performance, and observe all local, state and federal laws relative to unlawful use of illicit drugs and alcohol. Penalties for violations of these standards range from warnings and probation to expulsion, loss of academic credit, suspension, temporary or permanent suspension and withdrawal of organization recognition, referral to the legal system for prosecution, demotion, and termination of employment. Detailed sanctions are defined in the Student Handbook, Board of Regents' Policy Manual, Classified Employee Handbook and in the complete policy statement available in the Office of the Provost and Vce President for Academic Affairs upon request.

A combination of several campus offices will provide assistance or act as a referring agency for Kennesaw State University. Included in the campus efforts to assist those with substance abuse problems are the CAPS Center, located on the second floor of Kennesaw Hall, the Department of Human Resources, located in the Campus Services Building, and the Department of Public Safety, located on the first floor of the W. Wyman Pilcher Public Service Building.

Services offered by the CAPS Center, Center for Health Promotion and Wellness, the Department of Human Resources, and the Department of Public Safety include an effort to educate and inform students and employees concerning substance abuse and its emotional, physical, and familial effects. The Counseling Center maintains a listing of referral agencies for off-campus assistance. Drug-Free Workplace coordinator is the director of Human Resources, New Campus Services Building 770- 423-6030.

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XLI. Smoking Policy

Purpose

The purpose of the Smoking Policy is to:

- a. Protect from unwanted smoke any member of the KSU campus community or visitor who seeks to study, work, socialize or attend public events
- b. Protect life and property where smoking would present a safety and/or fire hazard

Smoking Defined

To “smoke” and “smoking” means creating smoke by lighting a cigarette, cigar, pipe or other smoking product; it means as well puffing on, carrying or holding a lighted cigarette, cigar, pipe or other tobacco product.

Policy

Smoking is prohibited inside all facilities operated or leased by Kennesaw State University including (but not limited to) such space as classrooms, laboratories, studios, open and private offices, corridors, dining areas, rest rooms and common areas.

A: The University’s Smoking Policy was developed in conjunction with the 1999 official code of GA (16-12-2) Smoking in Public Places follows:

1. Minimum distances have been established from all campus buildings
2. Signage for designated areas will be clearly visible
3. The facilities department will post appropriate signage throughout campus
4. Public Safety will enforce this policy

Enforcement

To effect adherence, faculty, staff and students are encouraged to directly and politely inform those unaware of the policy, or remind those in disregard of it. If this approach and effort is unsuccessful, the individual in violation of this policy will be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling. Those who still do not comply will face corrective action consistent with the nature and seriousness of the continuing violations.

The Department of Public Safety will enforce the Smoking Policy of the University.

The no smoking areas must be designated with signs that reference the applicable Georgia Code Section (16-12-2).

When observed, officers will approach those that are not in compliance, ask that they comply, and answer questions about the policy. Officers will not discuss the fairness of the policy with violators. Officers will issue a misdemeanor state ticket to any person refusing to comply with the policy. If the violation continues in the presence of an officer after the person has been asked to comply, the officer has the discretion to transport the violator to the Cobb County Adult Detention Center for the purpose of posting bond. Note: If the violator refuses to comply with the lawful verbal commands of the officer, there is reason to believe that the violator would not show up at court if released on a citation. Officers will not respond to anonymous calls reporting smoking policy violations.

We ask for your cooperation.

XLII. Policy Statement on Sexual Harassment

Kennesaw State University follows the established policy on Sexual Harassment of the Board of Regents of the University System of Georgia. That policy (802.18 in the Regents' Policy Manual) is as follows:

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law.

Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- 1) Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or*
- 2) Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual;*
- 3) Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment. (BR Minutes, 1980- 81, p. 237-37)*

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

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

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

Examples of Sexually Harassing Behavior

Examples of sexual harassment may be found in campus brochures and other documents. Such examples include sexual innuendoes and comments, intrusive sexually explicit questions, offensive jokes or language, unwanted physical contact, offensive gestures or motions, repeatedly asking a person out for a date, threats, leering or ogling at a persons body, stalking, displaying of sexually suggestive pictures or written materials, etc.

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Consenting Relationships

A relationship between a faculty member and a student should be considered one of professional and client in which sexual relationships are inappropriate. The power differential inherent in such relationships, as well as in those between a supervisor and an employee, compromise the subordinate's ability to freely decide.

Although the University does not specifically forbid sexual relationships between individuals where a professional power differential exists, it actively discourages consenting sexual relationships between faculty and student or supervisor and employee. It warns that a faculty member who enters into a sexual relationship with a student (or a supervisor with an employee) where a professional power differential exists, must realize that if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on grounds of mutual consent.

AAUP Statement on Sexual Harassment

Kennesaw State University follows the basic principles and procedures recommended by the American Association of University Professors in its "Sexual Harassment: Suggested Policy and Procedures for Handling Complaints" printed in its *Policy Documents & Reports (1984)*.

Procedures for Handling Complaints of Sexual Harassment

As illustrated in the examples, sexual harassment includes a range of behaviors, some more harmful than others, but none acceptable. If an individual is uncertain about whether something happening is sexual harassment, he or she should seek the advice of a trusted individual about the situation.

If the person harassing an individual has power over his or her education or employment, it is understandable that the individual might fear reprisal if steps are taken to end the harassment. An individual has the right to pursue an education and work in an environment free of this kind of interference. The University's policies are intended to protect an individual against reprisals.

Information Resolution

Early efforts to control a potential harassing situation are very important. Sometimes an individual can stop sexual harassment by telling the person directly that he or she is uncomfortable with the person's behavior and would like it to stop. Writing a letter to the person can also be effective.

Formal Complaints and Grievances

If an individual wishes to file a formal complaint of sexual harassment, it will be resolved according to established grievance procedures. The grievance procedures published in the faculty and staff handbooks will be followed as appropriate in cases involving faculty and staff. A faculty or staff member who wishes to file a formal complaint of sexual harassment against another employee of the university should contact the university's Affirmative Action/EEO Officer. That individual will typically seek resolution of the complaint through administrative channels first, if possible. Failing that, a hearing committee will be formed to review the complaint and make a recommendation for action to the president. Student complaints against staff and faculty members will be referred to the Affirmative Action/EEO officer for similar action.

Faculty and staff complaints of sexual harassment against students or student complaints against students will be handled like other alleged violations of the student code of conduct. Such complaints should be directed to the vice president for student success and enrollment services who will first seek resolution of such complaints through administrative channels, and refer the complaint to the appropriate hearing committee, if necessary.

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

President Daniel S. Papp

XLIII. Visits by Children

The university cannot accommodate children of the faculty, staff, and students on campus during normal operating hours; i.e., 8:00 a.m. - 10:30 p.m., Monday through Thursday, and 8:00 a.m. - 5:00 p.m., Friday. Children are welcome to attend scheduled events and to make brief visits when accompanied by a parent or other adult.

XLIV. KSU Parking and Traffic Regulations

A. Authority

Kennesaw State University adopts these regulations pursuant to the authority conferred upon the Board of Regents to regulate the University System of Georgia Campus Traffic, Official Code of Georgia Annotated (OCGA), Title 20. These regulations supersede all previous KSU Parking and Traffic Regulations pertaining to motor vehicle operation and parking on campus.

B. Application

These regulations apply to all persons operating motor vehicles at Kennesaw State University and become part of the terms and conditions accepted by all persons permitted to operate motor vehicles on campus. Students, faculty and staff shall not operate or park any motor vehicle on campus unless qualified to do so under applicable State law and KSU regulations. The Campus includes that property owned or leased by the Board of Regents and designated as Kennesaw State University. For the purpose of these regulations, a “motor vehicle” is a conveyance with two or more wheels propelled by an electric or fuel-burning motor.

C. Display of KSU Parking Permits

All motor vehicles parked on campus must display a valid KSU parking permit. Temporary parking authorization for vehicles without permits must be obtained from the Parking and Security Office located in the Office Annex Trailer - Room #111. Visitors to KSU should be directed to the Welcome Center parking lot across from the Gymnasium. Visitor parking arrangements should be made at least 48 hours ahead by e-mailing pubsafe@kennesaw.edu.

D. Faculty and Staff Parking

1. Faculty and staff members must obtain reserved parking permits from the Parking & Security Office, Department of Public Safety, Office Annex Trailer, Room #111 upon payment of a parking fee established annually by the vice president for business and administration and filling out a motor vehicle registration form. The vehicle registration form must be filled out the first day of operation on campus. The vehicle for which registration is sought must have a license plate on or in clear sight inside the vehicle and belong to the applicant or to a member of the

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applicant's immediate family. Proof of ownership and/or a photo ID may be required at the time of registration. Vehicles without license plates and/or a Kennesaw State University registration permit will be towed or immobilized in order to identify the owner of the vehicle.

2. This parking permit allows them to park in one of the gated reserved lots or in other areas specifically reserved for faculty and staff. Reserved permits are non-transferable and must be hung from vehicles' rear view mirrors whenever they are parked on Campus. Faculty/Staff members operating motorcycles need not display their hanging permits when parked in reserved areas. Staff currently enrolled as a student at KSU, should park only in designated faculty / staff areas. If you receive a student decal in error, please return it to the Parking and Security Office, Office Annex Trailer, Room #111.
3. Faculty / Staff carpooling with students should park as follows: When parking in a faculty / staff designated area, please display your hang tag. These areas should only be accessed by faculty / staff. Faculty / staff may not loan or transfer the parking permit to any other person. When a student is operating the vehicle, it must be parked in the designated student areas with the student decal affixed on the lower left side of the vehicle. Since this car will be used both in faculty / staff and student areas depending on the operator of the vehicle, do not permanently affix the decal to the window. When the vehicle is parked in a student lot, the faculty / staff hang tag should be removed from the rear-view mirror using only the commuter decal. When parked in a faculty / staff designated area, please remove the commuter decal displaying only the hang tag. Violators may be subject to suspended parking privileges.
4. Temporary permits are issued free of charge to students, faculty and staff that have previously been issued a decal. Temporary permits are limited to a two-week period. Notes left on or in the vehicle instead of a temporary decal will not be honored and will not prevent ticketing, impoundment, or immobilization of the vehicle. Lost hang tags will be replaced for a \$25.00 fee. The fee must be paid at the Bursar's office - 2nd floor Student Center and the receipt brought to the Parking and Security Office in exchange for a new hang tag. If your hang tag falls apart, you may bring the pieces to the Parking and Security Office and exchange them for a new hang tag at no charge.

NOTE: The administration sets aside a sufficient number of reserved spaces to ensure all faculty and staff members have a place to park when they come to work. All faculty and staff members are required to purchase reserve permits and park in designated reserved spaces.

5. Registered permit holders are responsible for all parking citations issued to vehicles displaying their permits. Individuals no longer affiliated with the University must return their reserved parking permits when they process out.

E. Parking Regulations

1. In order to facilitate a safe and orderly flow of traffic on campus, KSU adopts in full all the statutes and provisions of OCGA, Title 40, Article 10, regarding "Stopping, Standing and Parking." When appropriate, curbs may be painted yellow to designate restricted parking as set forth by Georgia law; however, the lack of yellow curbing or restricted parking signs is not a defense for those charged with violations of State or campus parking regulations. Parking is not permitted on the grass, on sidewalks, in driveways or any other area not designated for parking.

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2. Reserved parking areas include but are not limited to “faculty and staff reserve” lots, loading zones, visitor spaces and other areas marked reserved for specific persons or functions. Areas so marked are reserved at all times, unless otherwise specified. Generally, loading zones are reserved for University vehicles on official business. Drivers of private vehicles may use loading zones during actual loading and unloading of heavy or bulky material (15-20 minutes or less) with four-way flashers activated. After the car has been unloaded or loaded, the individual needs to move the vehicle to a legal parking space.
3. The KSU Police will vigorously enforce Georgia’s “Parking Law for Persons with Disabilities” in accordance with OCGA 40-6-226. Drivers of vehicles parked in spaces designated for persons with disabilities must display, on their dashboard (in full view!) or hung from their rear view mirror, the official permit issued by the Department of Motor Vehicles for persons with disabilities.
4. An illegally parked vehicle may be impounded without notice, and at the owner’s expense, if it presents a hazard to motorists or is obstructing traffic. Other vehicles subject to immediate impoundment include, but are not limited to, those parked in marked “Tow Away Zones,” those parked in spots reserved for specific persons or for a numbered carpool, and those receiving three or more parking citations (paid or unpaid) in a calendar year. In other words, the vehicle is subject to impoundment immediately upon receiving the third citation within a calendar year. Although the University assumes no liability for damage or losses incurred as a result of such impoundment, KSU Police officers shall attempt to inventory the contents of impounded vehicle(s) in order to account for any and all valuables contained therein. No officer shall attempt to gain entry for inventory purposes, however, when said vehicle(s) are locked with all windows secured. The Department will release an impounded vehicle to the legal owner upon presentation of proof of ownership. The legal owner of the vehicle is responsible for all towing and storage charges pertaining to the impoundment.

NOTE: Occasionally, a driver will park illegally and then put an old or misappropriated citation on his or her windshield in an attempt to beguile officers into believing s/he has already received a ticket. In an effort to discourage such behavior, such vehicles are subject to immediate impoundment.

5. A fine schedule for campus parking violations is established annually by the vice president for business and administration and made available through the Bursar’s Office and the KSU police. Penalty surcharges will be added to fines not paid within seven days.
6. Students with unpaid fines will be subject to the following sanctions: holds on class registration and release of records, and/or referral to outside collection agencies.
7. Kennesaw State University campus police may remove or immobilize a vehicle at the owner’s expense. Repeatedly cited vehicles may have their parking privileges canceled.

F. Traffic Regulations

1. Traffic safety on campus is everyone’s responsibility. Students, staff and faculty are expected to obey all traffic laws and practice safe driving habits while operating motor vehicles at Kennesaw State University. The speed limit is 25 MPH campus-wide (unless otherwise indicated), except in parking lots where it is 5 MPH. The University is public property and all of the streets in and around campus are deemed public highways. Hence, anyone operating a motor vehicle in violation of Georgia law may be required to answer charges in State Court.

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2. Pursuant to the Official Code of Georgia Annotated, Title 20, the KSU Police are charged with enforcing traffic laws on campus. They are fully empowered to make traffic arrests for offenses committed within their jurisdiction. Questions regarding Uniform Traffic Citations may be addressed to the State Court of Cobb County, Traffic Violations Bureau.
3. The KSU Police will investigate all motor vehicle accidents occurring on campus. For purposes of documentation, drivers are urged not to move their vehicles until after the arrival of an officer. Copies of the accident reports are usually available 3 business days after the written request is submitted.

G. Parking Citation Appeals

1. Faculty, staff and visitors may appeal Campus parking citations to the Appeals Committee in care of the Office of Parking and Security.
2. Appeals must be submitted within seven (7) days of the citation's issue date. To avoid a penalty surcharge, all associated fine amounts must be paid to the Bursar's Office within seven (7) days, whether or not an appeal is forthcoming. If an appeal is upheld, the fine amount will be refunded, less any penalty surcharges.
3. Faculty, staff and visitors who receive a parking citation have the right to appeal by completing and submitting an Appeals Form to the Parking & Security Office - Office Annex Trailer, Room #111 within seven (7) days of the issuance of the citation or the right to appeal is forfeited. The Parking & Security Office will notify appellants in writing of the Parking Appeal Board's decision. The Appeals Board is made up of one representative from students, faculty and staff and they meet on a monthly basis. The decision of the Appeal's Board is final. Forms may be picked up at the Office Annex Trailer, Room #111 or may be downloaded and printed at www.kennesaw.edu/police/frames.html.

H. Visitor Parking

1. On-campus parking is coordinated through the Office of Parking & Security by e-mailing pubsafe@kennesaw.edu with your request at least 48 hours in advance. All visitors to campus should be instructed to park at the Welcome Center. A Visitor/Event Parking Request form needs to be filled out and either faxed to the Office of Parking & Security at x6753 or e-mailed to pubsafe@kennesaw.edu. The Visitor/Event Parking Request form can be downloaded and printed at www.kennesaw.edu/police/frames.html
2. The University cannot guarantee on-campus parking.
3. On special occasions (sporting events, concerts, etc.), parking and traffic limitations may be imposed by the Department of Parking and Security.

I. Retiree Parking

Retired members of the faculty / staff may park in the Welcome Center when visiting campus. Retired employees returning to campus and being compensated by the University must purchase a permit.

J. Alumni Parking

KSU Alumni may park in the Welcome Center when visiting campus.

K. Faculty/Staff Parking

Faculty / Staff parking areas are located as follows: Lots B and E, the gated area of Lots F & G, and on-street parking located on Marietta Drive (up to the student housing gate), and Paulding and Bartow Avenues. Please make sure you display your hang tag when you park in designated Faculty / Staff on-street parking, otherwise you will be ticketed since we will have no way of knowing if you are faculty / staff or student.

L. Student Parking

Student parking areas are as follows: East and West Parking Decks, Lots A, C, D, G, H, & and on-street parking on Cartersville Drive.

All parking policies are subject to change.

Administrative Procedures

XLV. Release of Student Information

Directory information may be released by the university without the student's written consent. Directory information consists of name, address, telephone number, major, advisor, holds, participation in recognized activities and sports, weight and height of athletic participants, dates of attendance and degrees received. Students may deny the release of directory information by requesting in writing to the registrar that such information not be released each semester they are enrolled. However, requests that directory information be withheld from a written publication must be received in sufficient time to prevent a delay in processing that publication.

XLVI. Student Activity Request Form

Student activity request forms are available in the Student Life Center. When a registered student organization wants to hold an activity or event on campus, a representative from the organization must submit the activity request form to secure space on campus for the event. The form must be signed by the organization representative and the faculty advisor and submitted to the Student Life Center at least two weeks prior to the activity. Once approval is given for the activity, a copy of the request form indicating the location of the activity will be sent to the organization representative and to the faculty advisor.

XLVII. Grants and Contracts

The Office of Sponsored Programs (OSP) (<http://www.kennesaw.edu/osp/>), also known as pre-award, is the primary service and support office for faculty interested in securing external sponsorship for research, instruction, training, demonstration or pilot programs, evaluation, and professional development activities. The OSP provides a full array of services including identification of funding sources, interpretation of guidelines, project/program development, technical writing and editing, budget development, and electronic submission assistance. The earlier the OSP is informed about an upcoming submission, the more comprehensive these services can be. Please note, however, that all proposals for external grant or contract funding must be routed through

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OSP. They should be forwarded to the OSP at least five working days prior to the submission date, accompanied by an Internal Routing Sheet (IRS). The IRS is available from the OSP or online at <http://www.kennesaw.edu/osp/Forms.htm>. This form must be signed by the project director, department chair, dean, and, if applicable, the director of IT Services. Prior to submission, the OSP will review the proposal for compliance with all federal and state regulations, obtain the final signatures on the IRS or proposal (if applicable), and complete the submission process (electronically or by mail, as applicable). Once a grant or contract has been offered to the university, the OSP will negotiate and finalize the terms and conditions of the award with the sponsor. The OSP is an organizational unit under Academic Affairs.

The Office of Budget and Sponsored Operations (OBSO) (<http://www.kennesaw.edu/budgets/grants/>), also known as post-award, works closely with faculty in managing grants and contracts awarded to the university. Once an award has been finalized by the pre-award office, the grant or contract is forwarded to the post-award office, OBSO. The post-award office will contact the project director and set up a meeting to go over the award conditions. The OBSO is responsible for insuring that the business interests of the university are protected and that the university complies with all award provisions. Post-award also maintains auditable records in support of direct and indirect charges to contracts and grants, and prepares and files fiscal reports required by the external funding entity. The OBSO is an organizational unit under Business and Finance.

A few reminders:

- Kennesaw State University is the legal applicant for all proposals submitted by faculty.
- Funds and resources of the university cannot be obligated without the required approvals highlighted above.
- The vice president for business and administration (or his designee) is the official authorized representative who must sign off on all proposals, grants, and contracts.
- Line-item budgets that include indirect costs must accompany all proposals and awards; the OSP will advise you on the amount of indirects to include.

XLVIII. Office of University Relations

The Office of University Relations serves as the public relations branch of the university with the responsibility of managing the image of Kennesaw State. To that end, the office serves as the point of contact between the university and various outside constituents, including the media, the community, parents and students. In addition, UR, through its team of media, editorial and creative services professionals, leads the institution on strategic planning and the creation of public relations, media, marketing and advertising materials.

UR promotes Kennesaw State's successful image by raising the institution's profile through press coverage. Reputation enhancement and management are key functions of building a successful imaging program for the university and its faculty. Inherent in achieving success in this area is the proactive planning in placing and pitching potential feature stories, briefs, articles and television clips to the media.

• University spokesperson

The Office of University Relations is the official spokesperson for the university. University Relations works in conjunction and collaboration with key administrators to coordinate statements and craft responses to the media and public agencies on all appropriate topics.

- **Press releases**

University Relations is the sole point of contact for press releases. In an effort to promote a consistent image, all press releases should be submitted to UR or your college's media representative for review before being released to the news media and other public agencies. The UR works in collaboration with media representatives from individual colleges on campus.

- **University publications**

UR produces a university magazine and newsletter, and maintains the news Web site. Faculty and staff are encouraged to submit feature ideas and professional recognition information for potential placement in these publications. Faculty members are urged to contact UR staff to seek guidance on the possibility for potential placement in external or internal publications. UR staff, in consultation with the UR director, will determine if recommendations are timely, newsworthy and appropriate for publishing relative to the imaging and marketing program in place for the university.

- **Department, program or college materials**

UR provides marketing and promotional planning and consultation for colleges; serves as a resource for the production, planning and design of publications intended for external audiences; and acts as a resource for advertising, media planning and buying and creative development of publications, brochures and ads. Principles of marketing suggest that successful publications are essential in the university environment, and the responsibility for quality control of all external publications is guided by and rests with the director of University Relations. Responsibility for design conceptualization and content of publications rests with the design team in concert and consultation with the "client" campus department. Adherence to the university's visual identity program is a key element of the design team's efforts to create and promote cohesive, high quality, and consistent publications that reflect positively on the university's image in the marketplace.

Departments seeking services or additional information should contact the Office of University Relations at 770-423-6203.

XLIX. Office of Development—Development and Fund-Raising Guidelines

There is an ongoing need for private support to enhance the educational programs and facilities and to support the students and faculty at Kennesaw State University. Gifts from individuals and private organizations represent a significant source of otherwise unmet financial need, and are regularly called upon to provide resources for the campus. In order to maximize gift support from these constituents for KSU's prioritized needs and goals and preserve institutional relationships, clear procedures have been put in place to coordinate development activities. These procedures are not intended to be restrictive, but rather to ensure efficient and effective fund raising by all involved. Individuals or groups who have a demonstrated need and desire to engage in fund-raising activities are encouraged to do so under the guidelines of this policy.

The Office of Development serves as the official representative of the university on all matters related to private giving, and is responsible for clearing, coordinating and conducting efforts to increase KSU's private support. The staff works closely with the KSU Foundation, which is the 501/c/3 organization created to receive and manage gifts on behalf of the University, as well as the KSU Alumni Association.

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The KSU Foundation recognizes the University's policy on coordinated development and its importance to effective fund raising. The KSU Foundation's Policy Manual contains additional operational procedures concerning gift acceptance, pertaining especially to gifts-in-kind and planned gifts. Individuals contemplating fund raising activities in those areas may wish to contact either the Office of Development or the KSU Foundation Office to familiarize themselves with such policies and procedures.

Solicitation Clearance

While positive interactions with faculty, staff and students are often an important part of the fund raising process, it is imperative that gift solicitation first be cleared by the Office of Development. The Office of Development maintains a campus-wide list of both individuals and organizations that are potential, prior or current contributors. With the goal of maximizing support to the university, the Office of Development staff works to manage and nurture institutional relationships with donors and potential contributors on an on-going basis. Focused cultivation and solicitation clearance and approval ensures that planned or pending gift activities are not compromised; that gift potential is maximized; and that donor relationships are cultivated, recognized and stewarded appropriately for the long-term benefit of KSU.

Faculty and staff interested in soliciting funding or in-kind gifts from alumni, friends, trustees, corporations or private (non-government) foundations must have the advance approval of the Office of Development. Simply call the Office of Development at 770.423.6027 and ask to speak with a development officer before initiating such activity.

Proposed solicitations should also have the prior approval of the appropriate dean or vice president to ensure outreach is being undertaken with unit and institutional priorities in mind.

Cultivation and Solicitation

Once a prospective donor is identified and clearance to approach is obtained, the Office of Development staff may play a significant role in developing and participating in donor cultivation and solicitation strategies. Faculty and staff should seek a consultation meeting with the appropriate development director: annual giving, corporate relations, foundation relations, planned giving and major gifts, to discuss the cultivation or solicitation of a prospective donor. Depending upon the level of proposed gift and the donor, the development director also may assist with constituent research, promotional materials, proposal writing, a solicitation meeting, a gift agreement and the staging of recognition events.

Gift Agreements

The Office of Development is responsible for developing, coordinating and approving gift agreements. Gift agreements are most often used when establishing endowments, e.g., scholarships, fellowships, professorships and chairs, and thus require certain language pertaining to the KSU Foundation since the Foundation invests endowment principle. Gifts-in-kind, especially gifts of real estate, may require prior approval of the KSU Foundation Gift Acceptance Committee and/or the Campus Art/In-Kind Gift Committee. Planned gifts, e.g., estate bequests, trusts, gift annuities, etc., typically require more detailed gift agreements and should be coordinated with the Director of Planned Giving in the Office of Development. Donors or their representatives should contact the Office of Development to begin the process of developing a gift agreement or discussing a planned gift or gift-in-kind. The Office of Development works closely with the KSU Foundation to ensure that both donors and institutional interests are protected.

Gift Pledges

KSU permits, on a case-by-case basis, two-to-five year pledges for major gifts, i.e., gifts at the \$10,000 level or above. Such pledges must be secured in writing and recorded by the Office of Development, which will then be responsible for generating pledge reminders and processing pledge payments.

Gift Acceptance

Gifts to KSU in any form, with the exception of gifts-in-kind, obtained and accepted by any member of the KSU faculty, administration or staff, are to be transmitted to the Office of Development or the KSU Foundation within two days of receipt. Matching gift forms should also be sent to the Office of Development to be signed by the authorized agent in accordance with corporate matching gift guidelines.

All gift information will be coded in the database and acknowledged in writing by the Office of Development. Gifts will then be taken to the KSU Foundation for deposit. Funds and disbursements are managed by the KSU Foundation.

Naming Opportunities

The Board of Regents of the University System of Georgia has established specific minimum gift levels for endowments and their naming, as well as additional recommended guidelines for the naming of physical facilities. Additionally, KSU has a set of guidelines for programmatic and other naming opportunities. To ensure compliance with these guidelines, no program or physical entity will be named or promised to be named without prior approval by the Office of the President of Kennesaw State University, in conjunction with the Office of Development.

Gift Acknowledgement

All gifts to KSU and/or the KSU Foundation, made in accordance with the policies described above, will be acknowledged in the annual report of private giving. Additionally, specific campus-wide donor acknowledgement guidelines and policies exist for endowed gifts, programmatic gifts, buildings and other tangible spaces, single gifts of \$100,000 or greater, and lifetime giving levels of \$500,000 or greater. Please contact the Office of Development for a detailed description of these guidelines. Permanent three-dimensional donor walls for single gifts at the \$100,000 or greater level are located in the Carmichael Student Center. Lifetime giving at the \$500,000 level or greater is acknowledged on a donor wall located in the lobby of Kennesaw Hall.

Development-Oriented Publications

The Office of Development must review any publication relating to development activity prior to publication and dissemination to ensure that the university priorities and policies are being accurately represented.

Dispute Resolution

L. Handling Disruptive Students at KSU

Kennesaw State University's Student Code of Conduct, Judiciary Policies and Procedures, suspension policies, and campus police are organized in ways to preserve and protect the health, safety and academic integrity of the campus community. The following information is intended as an overview of the relevant campus policies related to the Judiciary Program. For a complete version of the Judiciary Policies and Procedures, see the Official KSU Judiciary Program Handbook or the Judiciary Program web page (address below).

In General

The University Judiciary Program handles all charges against students that involve alleged violations of the Kennesaw State University Student Code of Conduct, including allegations of academic misconduct and disruptive behavior, as well as violations of other campus policies, and violations of federal and state law. (for a general description of the University Judiciary Program, see Section Six, "Services and Facilities" of this handbook).

Faculty, staff and/or students who are witnesses to or victims of incidents of alleged violations of the Student Code of Conduct should immediately contact the Office of Judiciary Programs and, in cases of disruptive behavior, the KSU Police Department, and submit the proper documentation. The University Judicial Officer will conduct a preliminary investigation and advise as to the appropriate course of action in each situation. Incidents of misconduct may be subjected to mediation, or negotiation, if appropriate, prior to the formal hearing process.

A person bringing charges against a student for alleged violations of the Code of Conduct is expected to fully cooperate with the Judiciary Policies and Procedures, which includes participation in investigations related to the charges and in the hearing process. A detailed description of the hearing process is found in the Official KSU Judiciary Handbook.

Student Rights and Responsibilities

Students of Kennesaw State University are guaranteed all of the rights, privileges and freedoms granted to a citizen of the United States and the State of Georgia, including freedom of speech, freedom of press, freedom of assembly, nondiscrimination, privacy and fairness. In addition, they are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility for the University's Student Code of Conduct, just as they assume a citizen's responsibility to abide by federal, state and local laws.

Violation of federal or state laws, or of the University Student Code of Conduct, or other policies, may lead to disciplinary actions by Kennesaw State University. These regulations were adopted not to deny any rights or privileges previously guaranteed, but to ensure a pleasant educational environment for all Kennesaw State University students.

Alleged violations of the Student Code of Conduct or other policies will be handled as informally as appropriate to resolve the issue. However, any student who is accused of a violation is entitled to basic due process rights, which include:

1. The right to have a hearing before an impartial body,
2. The right to present evidence and witnesses on his/her behalf,
3. The right to question his/her accuser,
4. The right to be considered innocent until a violation is proven,
5. The right to remain silent and have no inference of guilt drawn from such silence,
6. The right to request an appeal of the decision of the hearing body based proper grounds, as detailed in the University's policies.

Once a hearing date is set, both the accuser and the accused student will have the option of obtaining an advisor from the judiciary panel to assist in the preparation and presentation of their case.

Disciplinary measures which may be assigned to individual students for violations of the Student Code of Conduct include but are not limited to, expulsion, probated expulsion, suspension, probated suspension, restrictions, reprimand (oral or written) restitution, and community service.

Academic Misconduct

Academic misconduct is defined in Section II. of the Kennesaw State University Student Code of Conduct. Procedures for addressing and reporting incidents of academic misconduct can be found in the Judiciary Policies and Procedures. The University's policies include procedures for both handling informal resolutions of academic misconduct, and filing formal charges with the Office of Judiciary Programs, which will result in a hearing.

In either situation, whether the matter is handled informally or forwarded to the judiciary for handling, the faculty member should document the incident on an Academic Misconduct Incident Report Form, and forward this information to the University Judiciary Officer. Incident reports which are submitted to the Office of Judiciary Programs will only be released in accordance with the Family Educational Rights and Privacy Act.

Under the informal procedure, a faculty member who has evidence that a student has committed academic misconduct may elect to resolve the issue within the confines of the class, if the student readily admits to the misconduct, without coercion or intimidation. The faculty member must first meet with the student to explain and discuss the allegations of misconduct. If the student admits the misconduct, and declines a judiciary hearing, the faculty member may assign an appropriate sanction. Informal sanctions may include additional academic work for the class, grade reduction, a grade of "F" on the assignment or in the course, etc.

However, if the student denies the misconduct, the student and faculty member cannot reach an informal agreement regarding an appropriate penalty, or the faculty member is seeking suspension or expulsion of the accused student, the misconduct must be reported to the Office of Judiciary Programs for a hearing. Academic misconduct, as determined by a University Court or Administrative hearing, carries a mandatory minimum suspension of one semester, unless substantial mitigating circumstances are proven.

See KSU Faculty Handbook Section Three, Instructional Responsibilities, XVI., Academic Integrity, for additional information.

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Disruptive Behavior

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

Disruptive behavior includes, but is not limited to the following conduct (See the KSU Student Code of Conduct for additional categories of unacceptable student conduct.):

1. Disorderly Assembly

No student shall assemble on the campus for the purpose of creating a riot, or destructive or disorderly diversion, or obstructing or disrupting the normal operation of the University (including any teaching, administrative, disciplinary, or public service activity, or any other activity authorized to take place on the campus).

2. Disruptive and/or Dangerous Conduct

No student shall act in a manner which can reasonably be expected to disturb the academic pursuits or infringe upon the privacy, rights, privileges, health or safety of other persons.

3. Disruptive Speech

That speech is prohibited which:

- a) presents an immediate or imminent clear and present danger,
- b) is disruptive to the academic functioning of the institution, and/or
- c) constitutes a threat against an individual(s) such that it would provoke that individual(s) to imminent violent reaction.

4. Physical Attack

Physical attack on or in University property or at functions sponsored by the University or any registered university organization, is prohibited.

A faculty member is responsible for maintaining discipline in the classroom setting, to the extent that all students in that class have an opportunity to participate in the learning process. Free exchange of ideas through appropriate dialogue is a necessary and important part of the learning process. Outside the classroom, other areas of the campus provide support services which are also important to the total learning process. Sometimes a faculty or staff member may be confronted with a situation where the conduct of a particular student or students is inappropriate in that it impedes the natural and necessary learning process. The faculty or staff member must then determine whether the situation is disruptive but not imminently dangerous, or both disruptive and imminently dangerous to the health and safety of others.

If the situation is not imminently dangerous, the faculty or staff member may control the immediate situation by requiring the student(s) to meet specific criteria (not speaking during the remainder of the class period, leaving the classroom or office area immediately, etc.), or the faculty member may choose to dismiss the class for the remainder of the period to avoid a confrontation. Such action should be immediately reported to the department chair and to the Office of Judiciary Programs, using the Student Misconduct Incident Report Form.

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If the faculty or staff member feels that there is a significant imminent danger to the health and safety of the student(s), others, or him/herself, the faculty or staff member should immediately contact the University's Public Safety office for assistance. The responding officer at the time of notification shall remove the student from the area immediately and refer the incident to the vice president for student success & enrollment services, or his/her designated representative, for possible handling under the "interim suspension" policy.

Interim suspension measures may be taken against a student when the vice president for student success & enrollment services or his/her designated representative shall determine, based on clear and convincing evidence, that the student has engaged, or threatens to engage, in behavior which (1) is seriously disruptive or significantly impedes the normal activities or academic endeavors of others, (2) poses an immediate, significant threat of physical danger to others, (3) poses an immediate, significant threat of danger to him/herself, and is of such a serious nature that it must be handled more expeditiously than the university judiciary procedures allow.

Interim suspension may include any or all of the following: (1) restriction from participation in any academic course, program, or activity; (2) restriction from participation in any student activity on or off campus; (3) restriction from use of any or all university facilities, including the library, labs, or offices; (4) restriction from entering the campus.

If a determination is made to suspend a student under the interim suspension policy, the person rendering the decision shall notify the student, the public safety department, the registrar, and the student's teachers that the student has been temporarily suspended from the institution pending the outcome of a hearing. The case will then be forwarded to the University Judiciary for a hearing, to be held as soon as practical. In such situations, the student may waive the normal ten-day notification requirement in order to have a more speedy hearing and decision.

Supplemental Program-Specific Recourse

Some degree programs, such as those in education or nursing, have program-level admission and retention standards and review procedures in place beyond the generally applicable institutional admission and retention policies. If disruptive student behavior occurs in the context of fulfilling program requirements in such areas, the faculty or staff member may also have the recourse of filing a complaint with the designated program-level official and proceeding through the due process procedures established for handling such complaints. Individuals should consult the dean of the college and/or published standards as to the applicability of such program-specific recourse to the incident or incidents in question.

Resources

1. Director of the University Judiciary Program - (770) 499-3403.
2. Vice President for Student Success and Enrollment Services - (770) 423-6310.
3. Director of University Police - (770) 423-6206.
4. University Judiciary Program Handbook (found in many offices on campus, including the offices of all deans, department chairs, and vice presidents)
5. The KSU Student Code of Conduct
6. The University Judiciary Program Homepage (which includes all rules, policies and procedures related to the Judiciary) at: <http://www.kennesaw.edu/judiciary>

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LI. Procedures for Handling Student Complaints Against Faculty Members

Introduction

From time to time, students may feel that they have legitimate complaints against a faculty member. It is important that they and the accused faculty member have a common understanding of how such complaints may be resolved. To alert students, faculty, and administration to channels available for complaints, the following procedure is presented. This procedure is not applicable to cases involving discrimination, sexual harassment, or violation of stated grading policy. In those instances, the established KSU procedures (see KSU undergraduate catalog) should be followed.

Procedure

It is the responsibility of the student to bring his/her concerns or complaints for resolution.

Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the president, vice president, or dean will refer grievants to the faculty member or to the department chair as the first level of resolution.

Step 1

Whenever a student has a complaint against a faculty member, s/he should first talk with the faculty member and attempt to reach a solution.

Step 2

If the student has attempted to resolve the complaint with the faculty member and fails to reach a resolution or if s/he feels uncomfortable discussing his/her problem with the faculty member because of the highly sensitive nature of the complaint, s/he may bring the complaint to the department chair.

Step 3

If the issue is not resolved at the level of the department chair, the student may direct his/her complaint, in writing, to the dean of the college.

Step 4

If the issue is not resolved at the level of the dean, the student may direct his/her complaint, in writing, to the provost and vice president for academic affairs.

Step 5

If the issue is not resolved at the level of the vice president, the student may direct his/her complaint, in writing, to the president of the University. The president's decision is final as far as institutional grievance procedures are concerned.

Just as students may file a written appeal of a decision to the next level, faculty may also appeal a decision, in writing, to the next level of review. The faculty member will receive copies of any written documents produced during the complaint resolution (at any level) and will be given the opportunity to respond to each document. The faculty member will be informed at any point at which written documents concerning the complaint are placed into his/her personnel file and will be allowed to respond, in writing.

LII. KSU Faculty Conflict Resolution Procedures

Section I—Introduction

I-A. Policy

Kennesaw State University is committed to the prompt and fair resolution of the concerns of administrative and teaching faculty. Kennesaw State University does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, or veteran status in its recruitment, employment, practices, programs, or activities.

The Faculty Conflict Resolution Procedures described below have been formulated to ensure fairness and consistency in the University's relations with its administrative and teaching faculty. No person's status with Kennesaw State University will be adversely affected in any way as a result of using these procedures. Retaliatory actions taken against a person using these procedures will not be tolerated.

I-B. Purpose of Faculty Conflict Resolution Procedures

The purpose of the University Faculty Conflict Resolution Procedures is to assure that there are venues where complaints may be heard and resolved at the lowest level possible. The procedures in this document allow for an immediate attempt to resolve all types of conflicts informally at the level where they occur. In addition, these policies also provide for an administrative review at the department, division, college, and University level when requested.

All faculty members are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. If a faculty member is not able to resolve an issue he/she is strongly encouraged to meet with the Ombuds as soon as possible for assistance in seeking an informal resolution. All faculty are required to utilize the Ombuds in an attempt to resolve any complaint(s) with the respondent before initiating a formal complaint. The University System Consortium on Negotiation and Conflict Resolution (CNCR) is also available for use in this process.

I-C. General Information

These procedures assure that any faculty member within the University community who has a complaint will have access to an internal process that provides elemental fairness to all Parties involved and that has as its objective the resolution of the conflict.

These procedures are not intended to discourage faculty from attempting to resolve a conflict themselves through discussion with the involved parties. These procedures should not be interpreted as a means to eliminate or weaken first-level supervisory or administrative roles of individuals or to prevent them from attempting immediate and impartial resolution of conflicts that develop within their areas of responsibility. Nothing in these procedures should be interpreted as providing a forum for an institutional-level hearing before the Kennesaw State University Faculty Grievance Panel on matters involving the exercise of the legitimate discretionary authority of administrators or supervisors, except where it is alleged that a) some unlawful discriminatory factor has influenced the exercise of such authority, or b) actions have been taken in an arbitrary manner, or c) academic freedom, as defined by the American Association of University Professors, has been violated.

These procedures do not in any way restrict the right of aggrieved Parties to seek resolution of their grievances, either through the courts, or through agencies of the State or Federal government within limits imposed by the concurrent jurisdiction of the University System of Georgia Board

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of Regents and other agencies of the State of Georgia. However, a formal grievance hearing is not available once a formal complaint has been filed with a governmental agency or if legal action has been initiated dealing with the same complaint.

The formal hearing procedures (Section IV) will be used only after the aggrieved party has consulted with the Ombud and has exhausted the administrative review procedures (Section III-C) in attempting to resolve a complaint.

I-D. Timeframe for Filing a Complaint in Preparation for a Formal Grievance Hearing

A formal complaint must be filed within six (6) months of the occurrence of a grievable action or the last occurrence of a pattern of grievable actions.

I-E. Definitions

- 1) **Arbitrary:** for the purposes of these procedures, actions and decisions can be considered arbitrary if:
 - a) decisions or actions result from a failure to comply with established policies and/or procedures as adopted by a department, division, college, the University, or the Board of Regents of the University System and/or
 - b) no rational connection between the evidence and the actions and/or decisions can be found.
- 2) **Complaint:** a complaint is any problem or issue that needs to be resolved between two Parties.
- 3) **Complaint Form:** see Section III.C.
- 4) **Conflict Resolution File:** a Conflict Resolution File contains all written documentation associated with the complaint or grievance.
- 5) **CNCR:** Consortium on Negotiation and Conflict Resolution provides external mediators throughout the University System of Georgia on request.
- 6) **Faculty:** includes any member of the administrative or teaching faculty as defined in Section Two of the Faculty Handbook.
- 7) **Complainant:** a faculty member who has a complaint or grievance.
- 8) **Grievance:** a complaint that has not been resolved through informal means or alternative dispute resolution and has been judged worthy of a grievance hearing by the Grievance Oversight Committee.
- 9) **Grievance Oversight Committee:** a Standing University Committee that determines whether a complaint warrants a grievance hearing, according to the criteria described in Section II. The committee is also responsible for proposing changes in these policies and procedures.
- 10) **Grievance Panel:** five (5) individuals selected from the Grievance Pool (Appendix II) for the purpose of hearing the grievance presented.
- 11) **Grievance Pool:** a pool of administrative and teaching faculty eligible to serve on grievance panel.
- 12) **Ombuds:** provide facilitation and mediation services to members of the University community in order to resolve disputes.
- 13) **Parties:** refers to the Complainant and the Respondent(s).
- 14) **President:** refers to the President of Kennesaw State University.
- 15) **Petition for grievance hearing:** see Section IV-A, step 1.
- 16) **Resolved:** a complaint or grievance is considered resolved by KSU when both the Complainant and the Respondent(s) agree to a particular solution or when a final decision is rendered by the President or by the Board of Regents in those cases that are appealed.
- 17) **Respondent(s):** individual(s) against whom a complaint is brought.
- 18) **Review Administrator:** person who has immediate responsibility for the respondent and to whom the completed Complaint Form is first submitted.

Section II - Grievable and Non-Grievable Actions

II-A. Grievable Actions

The following complaints/grievances are appropriate for review using the Faculty Conflict Resolution Procedures:

1. Complaints/grievances of alleged discrimination under
 - i) that portion of the following acts that prohibits discrimination based on race, color, religion, national origin, gender or sexual orientation¹:
 - a) Executive Order 11246/Revised Order No. 4;
 - b) Titles VI and VII of the Civil Rights Act of 1964 as amended;
 - c) Title IX of the Education Amendments of 1972;
 - ii) Equal Pay Act of 1963 (prohibits discrimination based on gender with regard to wages when jobs require substantially equal skill, effort and responsibility and are performed under similar working conditions within the same establishment);
 - iii) Age Discrimination in Employment Act of 1967 (prohibits discrimination based on age with respect to individuals who are at least 40 years of age);
 - iv) Sections 503 and 504 of the Rehabilitation Act of 1973 (prohibits discrimination based on disabilities);
 - v) Vietnam Era Veterans Readjustment Assistance Act of 1974 (protects the rights of individuals providing military service in terms of re-employment rights, retention in employment, and entitlement of other benefits of employment, which would otherwise accrue, to any other faculty member);
 - vi) Americans with Disabilities Act of 1990 (prohibits discrimination against a qualified individual with a disability who can perform the essential functions of a job, with or without accommodation);
 - vii) Other laws relative to illegal discrimination that may be appropriate.
(See the appropriate resource officials, listed in Section III, for more detailed, current information).

¹ Although sexual orientation is not a class protected by law, University policy also precludes discrimination on the basis of sexual orientation.

2. Complaints/grievances by administrative and teaching faculty administrative and teaching faculty alleging arbitrary actions/decisions dealing with:
 - A) the implementation of procedural and policy matters related to the following:
 - i) salary
 - ii) promotion
 - iii) performance requirements
 - iv) performance assessment
 - v) reassignment or suspension (with or without pay);
 - B) the denial of access to department, division, college or university resources; and/or
 - C) Persistent and recurrent patterns of actions that indicate alleged arbitrary assignment of duties and scheduling;
3. Complaints/grievances alleging abridgment of academic freedom (as defined by the American Association of University Professors).

II-B. Non-Grievable Actions

Except when such decisions are alleged to be unlawful discrimination or the arbitrary conduct or infringement of academic freedom, the actions/decisions based on the following are considered to be non-grievable and are not subject to the procedures outlined in Sections III and IV below.

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1. The legitimate, non-arbitrary exercise of judgment by supervisors in keeping with University policies and procedures;
2. Non-renewal of a contract of a non-tenured faculty member;
3. Decisions based on the University System of Georgia Board of Regents Policy concerning Illicit Drugs. (Business Procedures Manual, Volume 3A Revised, Personnel Policies and Procedures, Page 11-A and Page 12);
4. Tenure and Promotion Decisions that have been upheld by appropriate application of approved T&P policies and procedures;
5. Dismissal for cause of tenured faculty members in accordance with Board of Regents Policy 803.1101.

Section—Informal and Administrative Review Procedures

III-A. Role of Resource Officials

Administrative and teaching faculty must utilize the steps outlined below. If the faculty member is unable to resolve the complaint by working with the person involved, he/she should consult with the identified Resource Officials in an attempt to resolve a complaint. A Resource Official is a University employee or external mediator who is available to assist the Complainant. The Resource Officials who handle various types of complaints are listed in the table below.

TYPE OF GRIEVANCE	RESOURCE OFFICIAL
Administrative and teaching faculty alleging discrimination on the basis of race, color, religion, national origin, sex, age, disability or veteran status	Director of EEO and Diversity Programs
Any teaching faculty member with a complaint/grievance	Ombuds
Administrative and teaching faculty alleging failure by the institution to provide access to facilities under the Americans with Disabilities Act (ADA)	Director of Plant Operations
Administrative faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Director of Human Resources
Teaching faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Associate Vice President for Academic Affairs
Any administrative or teaching faculty member with complaint/grievance that cannot be resolved on campus	University System Consortium on any Negotiation and Conflict Resolution (CNCR)

All faculty are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. If a faculty member is not able to resolve an issue he/she is strongly encouraged to meet with the Ombuds as soon as possible for assistance in seeking an informal resolution. All faculty are required to utilize the Ombuds in an attempt to resolve any complaint(s) with the respondent before initiating a formal complaint. The University System Consortium on Negotiation and Conflict Resolution (CNCR) is also available for use in this process.

III-B. How to Resolve a Complaint—Informal Process

The initial step in this Conflict Resolution Procedure is for the faculty member to attempt to resolve the matter with the Respondent(s). If the Respondent is the faculty member’s first line supervisor or some other person that the faculty member does not wish to approach directly, the faculty may talk with the appropriate resource official (as described in Section III-A above).

If initial discussions do not serve to resolve the complaint, the Complainant must bring the matter to the Faculty Ombuds before formal procedures are initiated. The Ombuds, consistent with the authority entrusted to the office, will assist the Parties in seeking a fair resolution of the matter through facilitation and/or mediation. If no means of resolution can be found, the complainant may initiate an Administrative Review of the complaint.

III-C. How to Resolve a Complaint—Administrative Review Procedures

Step 1. Complaints that are not resolved informally may be submitted by the Complainant to the individual who has immediate administrative responsibility for the Respondent(s) for review and possible resolution. At this time:

- 1.1) The Complainant must submit a completed Complaint Form to the individual who has administrative responsibility for the Respondent(s) (herein after referred to as the “review administrator”). The Complainant must also send a copy of the form to the Respondent(s). The Complaint form is available from the Center for Conflict Management and includes the following:
 - a) the name of Complainant,
 - b) the name(s) of the Respondent(s),
 - c) a description of the nature and effect of the alleged actions/decisions that have resulted in the complaint,
 - d) substantive evidence supporting the complaint,
 - e) a statement of the desired outcome,
 - f) Signature of Complainant and date.
- 1.2) Within ten (10) working days of receipt of the completed Complaint Form, the review administrator will create a Conflict Resolution File and notify the Respondent(s) and the Complainant that a complaint form has been received.
- 1.3) Within ten (10) working days of notification, the Respondent(s) must provide a written response to the review administrator and send a copy to the Complainant;
- 1.4) Upon receipt of the written response, the review administrator will place it in the Conflict Resolution File and notify the Complainant that a response has been received.
- 1.5) Within 10 working days of receiving a response from the respondent(s), the review administrator will:
 - a) review the Conflict Resolution File,
 - b) meet with both Parties to develop an understanding of their views,
 - c) consult with the appropriate Resource Official(s), as needed, for clarification of any policies or procedures

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- d) review appropriate written policies and procedures,
- e) render a written decision to the Complainant and
- f) provide a copy of the decision to the Respondent(s) and the Conflict Resolution File.

Step 2. 2.1) Upon receipt of the review administrator's written decision, either party may appeal that decision. Appeals should be made in writing and will be added to the Conflict Resolution File. Appeals are allowed at each Administrative level up to the Appropriate Vice President or Chief Informational Officer. If the decision is appealed, the review administrator will forward the complete Conflict Resolution File to the next person in the chain of responsibility within 5 working days.

2.2) Within 10 working days, the next review administrator will:

- a) review the Conflict Resolution File,
- b) meet with both Parties to develop an understanding of their views,
- c) consult with the appropriate Resource Official(s), if necessary
- d) review appropriate written policies and procedures, and
- e) render a written decision to the Complainant and provide a copy of the decision to each Respondent and the Conflict Resolution File.

Step 3. If the complaint advances to the appropriate Vice President or Chief Informational Officer and the Review Administrator is unable to resolve the complaint, the Complainant may request a formal hearing before a Faculty Grievance Panel (Section IV).

The completed Conflict Resolution File will be retained as a case file in the Center for Conflict Management.

Section IV—Formal Hearing Procedures

If a conflict is not resolved through the Administrative Review Procedures outlined in Section III, the Complainant may petition for a formal hearing. The Grievance Oversight Committee will make the decision regarding whether a specific complaint is grievable. The Complainant may request a formal hearing by submitting a Petition for Grievance Hearing (forms can be obtained from the Center for Conflict Management). The Complainant may only petition once per grievance for a formal hearing.

IV-A. Filing a Formal Complaint

Step 1. The Complainant submits a copy of the Complaint Form and a completed Petition for a Hearing to the Chair of Grievance Oversight Committee. The Petition for grievance hearing form will include:

- a. Name of Complainant
- b. Name(s) of the Respondent(s)
- c. List of administrators who have reviewed and rendered decisions on this complaint
- d. Request for specific representation on the hearing panel from protected classes (e.g., Gender, African-American, Hispanic, Native American, Disabled, Veteran etc. see section II above)
- e. Signature of Complainant and date.

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- Step 2.** The Chair of the Grievance Oversight Committee will schedule a confidential meeting of the Grievance Oversight Committee within ten (10) working days of receipt of the Petition for a Grievance Hearing.
- Step 3.** The Complainant and respondent will be invited to meet with the Grievance Oversight Committee to encourage an informal resolution of the complaint. The oversight committee meetings will be closed proceedings.
- Step 4.** If no informal resolution is effected, then the committee will determine whether the conflict is grievable using the information in the Conflict Resolution File and the criteria outlined in Section II.
- The full committee of 5 members (or their respective alternates) must participate in the discussion and must vote.
 - No committee member who is directly involved in the conflict may participate in the Grievance Oversight Committee discussions. Therefore the Dean of the complainant's College must not participate. Faculty members or Chairs from the complainant's college must recuse themselves if there is an actual or perceived conflict of interest. Alternate committee members will be available to serve for principal committee members who are unable to participate.
 - All votes of the committee will be cast by secret, written ballot. The recommendation of the Grievance Oversight Committee must be based on a majority vote.
- Step 5** The committee will provide all parties with a written copy of their decision within 5 working days after the decision is made and decision of the committee will be added to the Conflict Resolution File.
- Step 6** If the committee determines that the issue is not grievable, the complainant may again seek mediation of the conflict with the help of the Ombuds. If the committee decides that the issue is grievable, then the complainant will be offered a formal hearing before a Faculty Grievance Panel (Section IV-B).

IV-B. Outline of Activities for a Formal Hearing Before a Grievance Panel (See Section IV and Appendix I for detailed procedures)

- Step 1.** Within ten (10) working days of a recommendation by the Grievance Oversight Committee, the Chair of Grievance Oversight Committee will meet with both the Complainant and the Respondent(s) to select a Grievance Panel.
- Step 2.** An initial organizational meeting of the Grievance Panel, with both the Complainant and Respondent(s) present, will be called within ten (10) working days from the date of selection of the Grievance Panel.
- Step 3.** A formal Grievance Hearing takes place before the Grievance Panel
- Step 4.** The Grievance Panel submits written recommendation(s) to the President
- Step 5.** The President considers the recommendation(s) of the Grievance Panel and renders a decision within 10 working days

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- Step 6.** Under policies of the University System of Georgia, Presidential decisions may be appealed to the Board of Regents of the University System of Georgia within twenty (20) working days of receipt of written notification from the President (The Policy Manual, Article IX, Board of Regents of the University System of Georgia).

IV-C. Formal Hearing Procedures

1. Formation of a Grievance Panel

A Grievance Panel will consist of five (5) individuals selected from the Grievance Pool (Appendix I) for the purpose of hearing the grievance presented. Steps in the selection of a Grievance Panel are outlined below:

- a) Within ten (10) working days of a recommendation by the Grievance Oversight Committee, the Chair of Grievance Oversight Committee will meet with both the Complainant and the Respondent(s) to select a Grievance Panel. The names of all eligible administrative and teaching faculty will be placed in the appropriate pool (see Appendix I).
- b) From the appropriate pool(s) a total of five (5) potential Grievance Panel members will be selected as follows:
 - i) Four (4) names will be randomly drawn from the pool (administrative or teaching faculty) representing the peer group of the Complainant. Of the four (4) individual selected, two (2) can be randomly chosen from one of the protected categories if the Complainant so desires and if there are members of the protected class available. The remaining two (2) will be selected from the Complainant pool at large. (Individuals with teaching faculty status but who are assigned administrative duties more than one-half time may identify their pool as either administrative or teaching faculty.)
 - ii) Three (3) names will be randomly drawn from the pool representing the peer group of the Respondent.
 - iii) Both the Complainant and Respondent(s) must each strike one (1) of the randomly selected Grievance Panel members bringing the total number of Grievance panel members to five (5). Whether the Complainant or Respondent(s) makes the first strike will be determined by the flip of a coin.

As soon as the composition of the Grievance Panel is determined, the Chair of Grievance Oversight Committee will specify a time and place for the organizational meeting of the Grievance Panel. Notice of the hearing will be made in writing at least ten (10) working days prior to the organizational meeting. This notice will be sent to the Complainant, Respondent(s) and Grievance Panel members.

2. Organizational Meeting

The Chair of Grievance Oversight Committee will proceed to make all arrangements for a formal hearing before a Grievance Panel and assure that all materials submitted are available to the Complainant, the Respondent(s) and Grievance Panel members in advance of the formal hearing. The initial organizational meeting of the Grievance Panel will be within ten (10) working days from the date of selection of the Grievance Panel. Upon convening the Grievance Panel, and in the presence of both the Complainant and the Respondent(s), the Chair of Grievance Oversight Committee will give a brief charge to the Grievance Panel, specifying the allegations and summarizing the University policy. The Grievance Panel will elect a Chair by majority vote. The meeting will then be turned over to the Grievance Panel Chair who will preside over all the meetings of the Grievance Panel until the review is

completed. The Chair of Grievance Oversight Committee will remain available to respond to procedural questions but will not be present during the hearing.

3. Conduct of the Hearing

- a) The hearing will be closed because of the confidential nature of many of the issues raised.
- b) During the proceedings, both Parties will be permitted to have a personal advisor in attendance. Personal advisors must be chosen from current KSU employees. The Om-buds and principals in the grievance may not serve as the personal advisor to either party in the grievance proceeding. With the approval of the Grievance Panel Chair, the personal advisor may be called upon to question witnesses. During the hearing the Parties will be given reasonable time to consult with their advisors.
- c) Each party will be permitted to have one observer in addition to the personal advisor. The observer will not be allowed to participate in the proceeding. Observers must be chosen from current KSU employees.
- d) An audio tape recording or complete transcript of the proceedings will be kept and made available, upon request, to both Parties. Tapes and records of the hearings will be deemed confidential but may be subject to disclosure under the Georgia Open Re-cords Act. These records will be stored in the Center for Conflict Management.
- e) The Grievance Panel may grant breaks to enable either party to investigate evidence if a valid claim of surprise is made or, if in the opinion of the Grievance Panel, an inter-ruption in the proceedings would be desirable.
- f) Both Parties will be given an opportunity to obtain necessary witnesses, documentation or other evidence. Witnesses will be admitted to the hearing only when their personal participation is required.
- g) Both Parties will have the right to question all witnesses. When the witness cannot appear and the Grievance Panel determines that the interests of fairness require the admission of his/her statement, the Grievance Panel may, by affidavit, record the sworn testimony of the witness. The Grievance Panel will identify the witness, disclose his/her statement, and if possible, provide for follow-up questions to which the witness may respond.
- h) The Grievance Panel will not be bound by formal rules of legal evidence. However, the Panel may admit any evidence it deems of value.
- i) The findings and the decision of the Grievance Panel will be based solely on the record of the hearing.
- j) There will be no public statements by any persons involved in the hearing until the grievance has been resolved.
- k) Grievance Panel members must be present for hearings and voting. Any recommenda-tion of the Grievance Panel must be based on a majority vote. All votes will be cast by secret, written ballot. The precise Grievance Panel vote will be reported to the President and both Parties.
- l) The Grievance Panel Chair will submit the Panel recommendation(s) to the President with copies to both Parties.

4. Presidential Review

The President will review the Grievance Panel recommendation(s) and render a written decision for the institution within ten (10) working days. If the President does not agree with the recommendation, he/she may state the reasons, in writing, to the Grievance Panel before rendering a final decision. The President will send a written decision by certified mail to the Complainant and Respondent(s). A copy of the written decision will be added to the

POLICIES

Conflict Resolution File. The Complainant or Respondent may appeal the President's decision to the Board of Regents of the University System of Georgia within twenty (20) working days of receipt of the President's decision.

Section V—Amendment Process

These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the University Senate and approved by an affirmative vote of the majority of the Senate. The Grievance Oversight Committee has the responsibility of reviewing these procedures and recommending appropriate changes. No amendment or alteration will be in effect until it has been approved by the President.

APPENDIX I—FORMATION OF GRIEVANCE POOLS

A grievance hearing will be heard by a five (5)-member grievance panel to be selected from the appropriate Grievance Pools. Membership of the Grievance Pools will be determined as follows:

A) Grievance Pool

The Grievance Pool will consist of all eligible administrative and teaching faculty. Any regular, full-time administrative or teaching faculty member at Kennesaw State University (except as noted below) is eligible for inclusion in the Administrative Faculty Grievance Pool or Teaching Faculty Grievance Pool, respectively. These pools will be based on the following categories:

- i) Administrative Faculty: Persons who are identified as members of the President's Cabinet, Deans, Directors, Department Heads or other individuals with administrative faculty-status.
- ii) Teaching Faculty: Teaching faculty holding non-administrative positions.

B) Employees Not Eligible for Inclusion in a Grievance Pool.

The following people are not eligible for inclusion in a Grievance Pool and therefore cannot serve on a Grievance Panel:

- i) The Chief Informational Officer, Vice Presidents and President will not be included in the Grievance Pool because these Offices may be involved at other levels in resolving a campus grievance.
- ii) The Ombuds, EEO and ADA officers as Resource Officials.
- iii) Principals involved in the grievance including any administrative faculty who have been in the line of appeal.
- iv) Any faculty member who may be called to testify on behalf of the Complainant or Respondent(s).
- v) Any administrative or teaching faculty member currently serving on another Grievance Panel (i.e., a person may serve on only one panel at a time).
- vi) Current members of the Grievance Oversight Committee

Any questions regarding a person's eligibility for membership on the Grievance Panel will be resolved by the Chair of Grievance Oversight Committee. Individuals selected as members of the Grievance Panel who believe their impartiality or ability to render an objective judgment might be in question may ask to be excused from service. In addition, persons may be excused from service because of illness, scheduled travel, or other acceptable circumstances that in the sole discretion of the Chair of Grievance Oversight Committee would delay completion of the process.

LIII. Whistleblower Protection Statute

According to the Whistleblower Protection Statute enacted by the 1993 General Assembly, public employees are encouraged to provide information on possible fraud, waste and abuse in or relating to any state programs and operations. The public employee's identity will not be disclosed without the written consent of the employee or notification in writing to employee at least seven days prior to disclosure. No retaliation shall be taken by the public employer provided that the disclosed information was not reported with the knowledge it was false.

LIV. Appeals

Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the president of an institution, may apply to the Board of Regent's, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board or a committee of the board or a Hearing Officer appointed by the Board, shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision thereon within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

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