

Faculty Handbook 2018 - 2019

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1.1 - Faculty Membership at Kennesaw State University

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

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

Administration refers to activities that are required to support the management of the institution. The role of administrative faculty is characterized by positions whose primary responsibility includes a) the active, continuing involvement in formulating, interpreting and implementing institutional policy; b) the exercise of substantial independence, authority and discretion in areas such as program planning, budgeting, design and allocation of resources; and c) making personnel decisions such as hiring, annual performance evaluation, and promotion and tenure reviews. Administrative faculty serve in executive leadership roles such as President, Provost; Assistant/Associate/Vice Presidents; Assistant/Associate/Vice/Senior Vice Provosts; Deans; Assistant/Associate Deans; Department/School Chairs/Directors; Assistant/Associate/Directors of academic units (e.g. CETL, Siegel Institute); Special Assistant to President/Provost; others per the President or the Provost. These "administrative faculty" are given faculty ranked administrator contracts.

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

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

1.2 - Descriptions of Organizational Divisions, Colleges, and Departments

1.2.1 - Academic Affairs Office

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

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

1.2.2 - Academic Support Divisions

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

Center for Excellence in Teaching and Learning (CETL)

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

College of Continuing and Professional Education

The College of Continuing and Professional Education at Kennesaw State University is one of the largest continuing education programs in the country. Offering more than 2,500 non-degree professional development and personal enrichment classes and serving more than 17,000 registrants annually, the program offers a unique opportunity to

acquire new skills or enhance existing ones in a multitude of different areas. The website for the College of Continuing and Professional Education is <http://ccpe.kennesaw.edu/>.

Division of Global Affairs

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

Office of Technology Enhanced Learning

The Office of Technology Enhanced Learning is a collaborative unit comprised of Academic Testing, Prior Learning Assessment, Distance Learning, KSU-Online, KSU's eCampus partnerships including eCore and eMajor, and the newly established Institute for Cybersecurity Workforce Development. Oversight extends to system-wide collaborative online programs, KSU's New Learning Models including MOOCs, the digital badge programs, and competencybased education initiatives. KSU is also a participant in the USG Adult Learning Consortium. The Office of Technology Enhanced Learning website can be found at <http://technologyenhancedlearning.kennesaw.edu>.

Enrollment Services Division

The Associate Vice President for Enrollment Services oversees all enrollment-related functions. The Enrollment Services Division is a collaborative unit comprising the Offices of Undergraduate Admissions, Registrar, and Student Financial Aid designed to facilitate pathways for recruitment, enrollment, retention, and graduation of KSU students. The website address for Enrollment Services is <http://enrollmentservices.kennesaw.edu/>.

Library System

The Kennesaw State University Library System is comprised of the Johnson Library on the Marietta Campus and the Sturgis Library on the Kennesaw Campus. The mission of the Kennesaw State University Library System is to provide excellent services and resources that directly support the University's efforts to become a world-class comprehensive university. Essential to achieving this mission is a Library System that selects, organizes, presents, and preserves resources for the KSU community of faculty, students, and scholars. The website address for the KSU Library System is: <http://library.kennesaw.edu>.

1.2.3 - Academic Degree Granting Colleges

Academic Deans

Each of the degree granting colleges is headed by an academic dean. The dean provides administrative oversight, academic leadership, and holds decision-making authority at the college level for all aspects in the operation of their

area. The deans are centrally involved in the planning, resource acquisition, program operational administration, personnel decisions, and external relations of their college/division/office. The academic deans are members of the Provost and Vice President for Academic Affairs' administrative team. A college's/division's/office's administrative team typically includes associate and/or assistant deans, department chairs and directors, led by the dean.

Department Chairs and School Directors

The head of a degree credit instructional department or school carries the title Department Chair or School Director. The department chair/school director provides administrative oversight, academic leadership, and holds decision-making authority at the department/school level for all aspects in the operation of their area. All of these administrative faculty are responsible for managing the personnel and operations of their departments and serving on the administrative team of the Dean to whom they report organizationally. Department Chairs and School Directors are centrally involved in program oversight and development, class scheduling, student advisement and appeals, faculty recruitment and staffing, personnel performance review and salary recommendations, tenure, promotion and retention recommendations, and departmental budget management. A Department Chair's administrative team typically consists of the fulltime teaching faculty in the department, and may include an Assistant Department Chair, who often shares administrative responsibilities as assigned by the chair or director.

College of Architecture and Construction Management

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

College of the Arts

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

Michael J. Coles College of Business

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

College of Computing and Software Engineering

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

The Leland and Clarice Bagwell College of Education

The Leland and Clarice Bagwell College of Education offers nationally accredited undergraduate and graduate programs. Students preparing to be teachers and leaders through one of Kennesaw State University's educator preparation programs are assured experiences which help them develop a deep understanding of the subject matter they will teach and acquire skills that effectively improve K-12 student learning. Additional information for the Bagwell College of Education can be found at <http://bagwell.kennesaw.edu>.

The Graduate College

The Graduate College administers and advances the University's graduate enterprise, establishing and maintaining institutional standards for graduate program quality while advancing the University's overall graduate mission. This mission includes providing leadership and overseeing all aspects of the University's post-baccalaureate enterprise, including the University's graduate programs, faculty, and students. In cooperation with the Graduate Faculty, The Graduate College reviews and approves the institution's graduate curriculum, policies, and institutional graduate strategy. The Graduate College establishes standards for graduate instruction, reviewing and approving admission to the University's Graduate Faculty and granting permission to engage in graduate instruction. Additional information on The Graduate College can be found at <http://graduate.kennesaw.edu/>.

WellStar College of Health and Human Services

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

Honors College

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

College of Humanities and Social Sciences

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

College of Science and Mathematics

The College of Science and Mathematics is staffed by approximately 150 dedicated faculty who are exceptional teachers and who have recognized research programs in their area of expertise. The College offers contemporary degree programs that have gained nationwide recognition for the success of their graduates. These programs have curricula that are challenging and focused on modern aspects of their disciplines. Opportunities abound for students to develop a strong identity with their respective departments and disciplines through student organizations, through mentoring relationships with the faculty, and through engagement in collaborative discovery research activities. Additional information for the College of Science and Mathematics can be located at <http://csm.kennesaw.edu/>.

The Southern Polytechnic College of Engineering and Engineering Technology

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

University College

University College is an innovative degree-granting college that focuses on interdisciplinary curricular and co-curricular initiatives. It also houses other key academic initiatives designed to serve students as they transition into and through their academic programs. The initiatives include the Dual Enrollment Program, Thrive, and a partnership with Achieve Atlanta. The academic departments in University College offer a wide range of distinctive programs and courses that serve a diverse population of KSU students. Additional information for University College can be found at <http://uc.kennesaw.edu/>.

Section 2 - Workload and Institutional Expectations

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2.1 - Academic Freedom and Responsibility

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

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

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

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

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

Instructional Responsibilities

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

- I. *Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*
- II. *As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*
- III. *As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
- IV. *As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*
- V. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

2.2 - Workload Model for Teaching Faculty

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

The Workload Model and Shared Governance

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

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

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

The Workload Model and Faculty Performance Agreement

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

Each individual faculty member shall divide his/her professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see KSU Faculty Handbook Section 3.12). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

instructional Responsibilities

Illustrative Example of the Workload Model

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

Some Illustrative Workload Examples*

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

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

Teaching - Scholarship/Creative Activity Balance

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

Teaching - Service Balance

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

Scholarship/Creativity Activity Emphasis

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

Administration Emphasis

Service.....	70
S/CA.....	10
Teaching.....	20
Total	100

2.3 - Teaching Overloads

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

2.4 - Faculty Performance and Assessment

Teaching, Supervising, and Mentoring Effectiveness

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

Institutional Objectives for Teaching, Supervising, and Mentoring

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

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

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

Primary Instructional Activities

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

Teaching

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

Supervision

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

Mentoring

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

Institutional Resources for Faculty

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

Basic Expectations and Responsibilities

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

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

- Be on time. Faculty should start and end their classes and appointments at the scheduled time.
- Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance in order to understand what they do well and in what ways they need to improve.
- Relate instructional methods to learning objectives.
- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs).
- Apply stated standards and expectations of the instructor, department, college, and University consistently, regularly and objectively to all learners.
- Communicate and enforce KSU's policy with respect to academic integrity.
- Provide a syllabus for each course at the beginning of the term.
- Provide written expectations/contracts for individualized learning experiences (e.g. clinical experiences, internships, cooperative learning courses, and directed studies).
- Be accessible to students - faculty should provide and publicize multiple means of contact for students and colleagues.
- Respect religious, cultural, and gender differences.
- Adhere to KSU's policy prohibiting sexual harassment both in and out of the classroom.
- All courses must be taught in the format (face-to-face, hybrid, online) as defined in Banner and published in the schedule of classes. The format cannot be changed once students have enrolled.

Faculty Availability to Students & Colleagues

KSU is proud of its reputation of faculty being available to students and colleagues outside of class time. To ensure this positive reputation continues KSU expects its faculty to use a variety of means to be available for student questions or conferences as well as consultation with colleagues, whether in person or virtually. Departments must establish guidelines that establish a minimum number of hours during each week that faculty should be available on campus beyond scheduled classes. Faculty should be flexible, within reason, in making appointments with students and colleagues. As a professional courtesy, faculty should reply to phone calls, e-mails, and bulletin board questions from students in a timely manner.

Course Syllabi

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

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

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

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

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

2.5 - Assessment of Teaching Effectiveness

Student Ratings of Teaching (SRT)

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

Consistent with BOR policy, five standard SRT items were developed by the ad hoc committee (2008) and approved by the faculty senate for use at the university level. The items currently used by the university are listed below. Individual colleges and departments may include additional items.

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

1. Instructor was effective in helping me learn.
2. Overall the content of this course contributed to my knowledge and intellectual skills.

Three open-ended response items.

1. Please comment on the strengths of the instructor.
2. Please comment on ways the instructor might improve.
3. Please comment on the course content.

Guidelines for using SRTs

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

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

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

Additional Measures of Teaching Effectiveness

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

Pedagogical Skills

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

Professionalism

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

Assessment of Student Learning

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

Professional Development

- Seminars attended or conducted on teaching, including description of new approaches learned from workshops or descriptions of how ideas have been incorporated into teaching.

- Examples of collaboration with faculty at KSU or elsewhere to support teaching.
- Examples/explanations of faculty colleagues mentored on teaching, including comments from colleagues about shared work.
- Evidence/explanation of participation in learning communities, book clubs, and listservs.
- Conference programs/descriptions for presentations, letters, or other evaluations of quality of presentations; samples of presentations or published proceedings.
- Explanation of quality and significance of department, school, college, and/or university teaching committees or presentations at KSU.
- Educational contributions to professional organizations.

Reflective Practice

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

2.6 - Course Scheduling Expectations

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

2.7 - Course Instructional Materials

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

2.7.1 - Textbooks

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

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

At times, faculty members may wish to develop instructional materials that are compilations for local use in their own classrooms. Consistent with BoR policy, royalties may not be paid to individual faculty for compilations he/she produces for copy and resale through any bookstore (internal or external to the institution). Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through any bookstore (internal or external to the institution).

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

2.7.2 - Procedures Associated with Textbook Policy

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

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

Appeals of selection committee decisions, if any, will proceed to the dean, and appeals of the dean's decision, if any, will proceed to the Provost. The appealing party at each level will state anew the basis for the appeal in writing within seven days after notice of a decision by a selection committee or dean. Denial or acceptance of an appeal by the dean or Provost will be in writing, issued within 30 days, and communicated to the requesting faculty, the selection committee, and the dean.

2.8 - Class Rolls

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

2.9 - Grading

General Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. Faculty must provide feedback to students about their progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those listed below. Any deviations must be approved by the Faculty Senate and the Office of the Registrar. For more information on the grading system at KSU, please visit <http://catalog.kennesaw.edu/content.php?catoid=38&navoid=3018#gradingsystem>.

Course Withdrawal

Students may withdraw from one or more courses up to one week prior to the last day of class. Summer withdrawal dates vary according to the part of term in which the student is enrolled. 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 and consult with the Registrar's Office. Students who entered KSU before fall 2004 will be allowed one withdrawal per fifteen credit hours attempted for a maximum of eight after the institution of this policy. As part of the consolidation process between Kennesaw State University and Southern Polytechnic State University, SPSU students will have eight withdrawals available beginning Fall Semester 2015. For more information about course withdrawals, please visit <http://catalog.kennesaw.edu/content.php?catoid=38&navoid=3019#withdrawalfromclasses>.

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

Federal regulations governing the disbursement of financial aid require institutions to verify student attendance in class. Institutions disbursing Federal funds are also required to record the last date of attendance for students who stop attending class and return the appropriate funds to the U.S. Department of Education, based on institution refund percentages. Federal Regulation is part of the "Pell Recalculations" - 34 CFR 690.80. To view more information on the final grades and attendance verification process, please visit the Registrar's website at <http://registrar.kennesaw.edu/faculty-resources.php>.

Reporting Final Grades

Faculty members enter their grades online through a section login and across a secure network. Faculty members will login to Kennesaw's home page and then click on OWL EXPRESS. The online 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. For more information on final grades and grade submissions, please visit the Registrar's website at <http://registrar.kennesaw.edu/facultyresources.php>.

Errors in Grades

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the semester/term following the semester/term in which the grade was assigned except with the

approval of the Academic Standing Committee. In general, the Academic Standing Committee will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

Changing Grades

Changes in grades may be made only on the form designated for this purpose. All changes must be approved by the appropriate dean or department chair and submitted to the registrar.

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

Grade Appeals

Students' rights to grade appeals are defined in the University catalog. A key element in the grade appeal procedure is the faculty member's responsibility to publish a specific grading policy for each of his/her classes. Specifically, the grade appeal procedure states: "Each faculty member must specify his/her grading policy, at the first of the semester. He/she may change his/her grading policy for cause after that time, but he/she must do so uniformly, with ample notification to students, if at all possible." To view the complete policy and procedure for grade appeals, please visit <http://catalog.kennesaw.edu/content.php?catoid=38&navoid=3018#gradeappeals>.

Final Examination Policy

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

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

2.10 - Student Attendance Policy

Attendance in classes, laboratories and lectures is important. All students are expected to attend these activities in accordance with their schedule of courses. The instructor determines the attendance policy for each course. All instructors will provide the students, at the beginning of each semester, a clear statement regarding their policies in

handling absences. Instructors will also be responsible for advising their students regarding the academic consequences of absences. To view the complete student attendance policy, please visit <http://catalog.kennesaw.edu/content.php?catoid=38&navoid=3019#attendancepolicy>.

2.11 - Faculty Absences

Planned Brief Absences from Teaching Responsibilities

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

Extended Absences from Teaching Responsibilities

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

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

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

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

2.13 - Faculty Policies and Procedures with Legal Implications

Syllabus Requirements

University Policies or Statements to be Included in Syllabi

Academic Integrity Statement (Required)

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized

access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Additional Legal Considerations

Protecting Students' Privacy

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

Field Trips

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

Faculty Liability

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

Copyright Law

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

Section 3 - Introduction

3.1 - Introduction

The mission statement that appears in the Kennesaw State University (KSU) Faculty Handbook fully captures the character and priorities of KSU as a major public comprehensive, Carnegie R3 university within the University System of Georgia. It is highly valued as a resource for educational, economic, social, and cultural advancement. KSU attracts

a diverse student body with a wide range of educational goals and maintains strong connections to the communities it serves.

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

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

- Detailed annual review of faculty performance;
- Pre-tenure review for tenure-track faculty;
- Review for tenure by the sixth year for tenure-track faculty with professorial rank;
- Post-tenure reviews for tenured faculty with professorial rank after every five years submitted in the beginning of the sixth year;
- Reviews for elective promotion for tenured faculty in the professorial rank (optional);
- Review for elective promotion for non-tenure track faculty with professorial rank, including clinical and research faculty (optional);
- Review for elective promotion for non-tenure track lecturers (optional).

This faculty performance model requires effective and collaborative strategic planning at all levels. When a college focuses on particular aspects of the University's mission, departments within that college must align the work of their faculty to advance the college mission. The relative emphasis of faculty professional activity in the areas of performance and evaluation at KSU must match the particular focus of their academic unit and be consistent with the mission of the University. The faculty performance model in the KSU Faculty Handbook Section 2 encourages flexible faculty roles across the University, recognizes the rich diversity of faculty talent, and advances the University's mission by maximizing the strengths and talents of individual academic units and their faculty (Brand, 2000).

These university guidelines set forth policies, criteria, and procedures by which individual faculty member's contributions to the University will be documented and equitably evaluated. They define terms and levels of review and set the basic structure for all performance review. This section of the KSU Faculty Handbook does not cover the entire breadth of evaluative measures available to colleges and departments. However, in this section, the words "must," and "will" (and equivalent terms) signify a binding, mandatory requirement that must be followed by colleges and departments, as to substance and procedure, as appropriate. Conversely, the words "may," "can," "might," or "should" (and equivalents) signify a permissive suggestion not binding on colleges or departments. Colleges and departments will establish written guidelines, consistent with the KSU Faculty Handbook, that specify evaluative criteria appropriate to their disciplines. These guidelines will describe the focus of their units within the larger mission and the core values of KSU and delineate which activities will receive emphasis in annual performance reviews, in promotion and tenure recommendations and decisions, and in posttenure performance evaluation of faculty in their units. The process, guidelines, and revisions to the guidelines must also be approved by the full-time permanent faculty in the department or college, the department chair, the College P&T Committee, the dean, and the Provost.

3.2 - Overview of Faculty Responsibilities

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

As described in the KSU Faculty Handbook Section 3.3, the three basic performance areas in which faculty must be evaluated at KSU are teaching, scholarship and creative activity, and professional service. Depending upon college and departmental guidelines, faculty members need not demonstrate noteworthy achievements in all three areas but must be noteworthy in two and satisfactory in the third. All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievement in all three areas is defined by the specific departmental guidelines. These standards must be honored by all levels of review in the tenure and promotion process. Regardless of the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, which are essential to the life of the institution.

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

The differing proportions of emphasis given to each performance area for a given faculty member will depend upon written agreements between the faculty member, department chair, and dean, in alignment with the college and departmental guidelines. The role(s) upon which each faculty member will be evaluated will be outlined in his or her Faculty Performance Agreement (FPA) (see KSU Faculty Handbook Section 3.12). This agreement will be developed in consultation with the faculty member's supervisor(s), who will have the responsibility to negotiate, assign, and coordinate the distribution of the various activities of individual faculty to assure that the collective work of the department, college, and university is accomplished. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs. The FPA lists the faculty member's goals and priorities for a period agreed upon by the faculty member and his or her supervisor(s) to fit current and anticipated circumstances. The FPA must:

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

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

As a faculty member matures and develops, and as the focus of colleges and departments evolve, an FPA may change. New agreements may reflect changes in the workload percentages assigned. It may, in fact, be necessary to change an FPA during the course of a given year due to unexpected circumstances, such as changes in departmental staffing and/or other opportunities. If this occurs, the faculty member, in consultation with 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 promotion and tenure recommendations and decisions.

3.3 - Basic Categories of Faculty Performance

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook Section 3.4) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis.

A. Teaching

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

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

B. Scholarship and Creative Activity

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

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

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

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

disciplines such as music or drama performance, conducting, directing, design, choreography, etc., are evidence of a candidate's creativity.

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

C. Professional Service

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

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

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

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

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

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

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

A. Definitions of Scholarly Activity and Scholarship

"Scholarly" is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation. What follows is a description of how faculty work in each performance area might be scholarly and could result in scholarship. While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. The performance area(s) with scholarship expectations must be agreed upon by the faculty member and the faculty member's supervisor. In other words, although faculty members are expected to engage in scholarly activity in all the performance areas identified in their FPA, they are not expected to produce scholarship in all areas. Evaluation of all scholarly accomplishments and scholarship will be based on evidence of the quality and significance of the work. KSU's scholarly and scholarship expectations support the Board of Regents policy (BoR Policy Manual 8.3.15), Enhancing Teaching and Learning in K-12 Schools and USG Institutions.

Examples of Scholarly Accomplishments in Teaching

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

Examples of Scholarly Accomplishments in Scholarship and Creative Activity

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

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

Examples of Scholarly Accomplishments in Professional Service

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Appropriate documentation of scholarly service describes the role of the faculty member in each service activity, how he or she uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity. Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual's role, have no review by others, or provide no evidence of how the service

work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

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

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

B. Quality and Significance

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

Clarity and Relevance of Goals

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

Mastery of Existing Knowledge

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

Effectiveness of Communication

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

Significance of Results

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

Consistently Ethical Behavior

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

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

A. Tenure

Academic tenure is an employment status at the University that assures a tenured faculty member of continuous appointment from contract year to contract year, except under conditions of dismissal for cause (see KSU Faculty Handbook Section 4.1.9), termination or layoff of tenured personnel due to program modification (see BoR Policy Manual 8.3.7.10), or financial exigencies. The awarding of tenure is a highly important decision through which the University incurs a major commitment to the individual faculty member well into the future. Years of service or successful annual reviews alone are not sufficient to qualify for tenure. It should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of an Associate Professor and who demonstrate potential for long-term effectiveness at the University. Tenure requires prior or simultaneous promotion to the rank of Associate Professor. New tenure track faculty may be initially appointed to the rank of Associate Professor or Professor without the award of tenure. Faculty may apply for promotion to Associate Professor prior to the award of tenure (which is called early action; see KSU Faculty Handbook Section 3.5B). All tenure track faculty are expected to produce scholarship in at least one performance area. This scholarship must be consistent with departmental, college, and university guidelines. Only under exceptional circumstances will a candidate be recommended for tenure without at least one form of scholarship as articulated in approved promotion and tenure guidelines. In awarding tenure, the University recognizes the long-range value of the faculty member to the institution and ensures them the academic freedom that is essential to an atmosphere conducive to the proper operation of the University.

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

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

Based on BoR policy (BoR Policy Manual 8.3.7.4), in exceptional cases, the president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment under the following circumstances: appointed as associate or full professor, was tenured at a prior institution, and brings a

demonstrably national reputation to KSU. In most cases, the president will consult the Promotion & Tenure Committee and Chair of the department hosting the faculty member before awarding tenure. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor.

Pre-Tenure Review

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

Tenure Review

The second major part of the process is the review at the end of the probationary period that leads to a tenure decision. All tenure track faculty must be reviewed for tenure. The length of the probationary period over which this review is to occur depends upon several factors. For faculty who enter KSU at the assistant professor rank or above, the probationary period is five years, with a mandatory review for tenure being conducted in the sixth year if tenure has not already been awarded. However, faculty may be granted years of credit toward tenure for work experience prior to coming to KSU (BoR Policy Manual 8.3.7.4; Academic & Student Affairs Handbook 4.4.1). This credit will be noted in writing by the president before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward tenure, at the discretion of the individual faculty member. If applied toward tenure, this credit plus the number of years of service at KSU must match the minimum probationary period of five years, and the tenure portfolio will include evidence from this credited time and must include evidence of relevant work experience prior to employment at KSU. A faculty member may use their probationary credit towards tenure and apply for tenure earlier than the completion of the minimum probationary period only once. Faculty who have used probationary credit towards tenure and who were denied tenure will have one additional attempt to obtain tenure which will occur in their sixth year of eligibility (i.e., their required year for tenure as outlined on their faculty tenure and promotion status sheet). The amount of the probationary period spent at KSU must be continuous unless the interruption is for a leave of absence or for part-time service that must not, in either case, exceed two years. A faculty member who is granted two or three years of credit toward tenure may replace the pre-tenure review with a tenure review in the second year in the position (if taking three years of credit toward tenure) or in the third year of the position (if taking two years of credit toward tenure).

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

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

Tenure track eligibility for a faculty member will be stated in a letter offering employment from the Provost. An administrative faculty member who is appointed without academic rank or with a part-time rank is not on track for tenure. Part-time, limited term, adjunct faculty, and temporary or visiting faculty, are not eligible for and do not accrue

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

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

Tenure track faculty who are not recommended for tenure during their required sixth or ninth (e.g., due to leave of absence) year reviews automatically receive a terminal one-year contract and formal notice that they will not receive another employment contract after their seventh or tenth years, respectively.

According to Board of Regents Policy Manual 8.3.4.2, all non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Such individuals are employed from contract to contract and only for the term specified in the contract. Subsequent or future appointment results solely from a separate offer and execution of a new and distinct contract. The offer of a new contract under these circumstances is the prerogative of Kennesaw State University, provided that sufficient advance notice is given informing the individual of the institution's intent to exercise its option of not renewing the current employment contract.

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

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

B. Promotion for the Tenure Track Professorial Ranks

The professorial ranks are typically linked to the different stages of career development and accomplishment for university faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU's general expectations for faculty performance and for promotion in rank will be dependent on experience levels and the faculty member's career path.

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic & Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. This credit will be noted in writing by the president before the faculty member is employed and can range from one to three years, with the latter figure being reserved for rare cases of exceptional service elsewhere, such as administrative work. Any, all, or none of the granted credit can be applied toward promotion, at the discretion of the individual faculty member. If applied toward promotion, this credit plus the number of years of service at KSU must match the minimum probationary period of five years. The promotion portfolio will include evidence from credited time and must include evidence of relevant work experience prior to employment at KSU. A faculty member may use their probationary credit towards promotion and apply for promotion earlier than the completion of the minimum probationary period only once. Faculty who have used probationary credit towards promotion and who were denied promotion will have to receive approval to submit for "early" promotion prior to serving the minimum of five years in rank at the current institution. The amount of the probationary period spent at KSU must be continuous unless the interruption is for a leave of absence or for part-time service that must not, in either case, exceed two years.

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

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

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

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

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

C. Post-Tenure Review (PTR)

In April 1996 the Board of Regents (BoR Policy Manual 8.3.5.4 and Academic & Student Affairs Handbook 4.6) developed a policy statement requiring that all institutions conduct post tenure reviews of all tenured faculty members,

beginning in the sixth year, five full years after the faculty member's most recent promotion or personnel action (e.g., post-tenure review, conversion from administrative to instructional faculty).

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

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

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

The primary evidence to be considered by review committees/administrators for post-tenure review consists of the five most recent annual evaluations and a current curriculum vitae (see KSU Faculty Handbook Section 3.12 for the review process and portfolio instructions). Three or more positive annual evaluations are necessary but are not sufficient to guarantee a positive decision. Post-tenure review also considers the broader peer and administrator perspectives provided by members of the College Promotion and Tenure Committee as well as administrative levels of review. Faculty who have three or more unsatisfactory annual evaluations (not achieving/not meeting expectations) will be considered as candidates for remediation.

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

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

Achieving/Meeting Expectations

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

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

Not Achieving/Not Meeting Expectations

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

In cases where a faculty member is identified in the post-tenure review as "not achieving expectations in post-tenure performance," a formal faculty development plan must be written. The formal faculty development plan should address how deficiencies cited in the post-tenure review will be corrected. In developing a mutually

acceptable plan, administrators may wish to renegotiate and adjust the faculty member's workload assignments. In all cases, face-to-face meetings and discussions among the principals (see below) are required to ensure thorough exploration of all options and clear communication of the understandings reached.

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

The following parties should be involved in the creation of a formal faculty development plan, in the monitoring of the faculty member's progress towards completion of the plan, and in verifying the plan's completion: 1) the affected faculty member; 2) his or her academic home department chair/school director; 3) the dean of the faculty member's academic home; and 4) an optional fourth colleague -the affected faculty member may ask one of the members of the College Review Committee to serve as this fourth principal. The affected faculty member will be free to seek mentors as needed for the successful completion of the plan. A copy of the formal faculty development plan must be submitted to the Senior Associate Vice President for Academic Affairs in the Office of Academic Affairs.

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

If the tenured faculty member has not satisfactorily completed the formal faculty development plan within three years, one of several consequences could occur as determined by the parties involved in the creation of the plan: 1) university colleagues will continue to work with the individual toward the completion of the plan, but the individual will not be eligible for equity or merit increases until the plan is satisfactorily completed; 2) a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or 3) academic administrators could initiate other personnel actions up to and including revocation of tenure and termination. In any of these cases, an unsatisfactory ruling and its consequences should be fully documented for the faculty member, department chair, dean, and Provost.

Failure to Submit All Required Post-Tenure Review Documentation

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

tenure and termination. In any of these cases, an unsatisfactory ruling and its consequences should be fully documented for the faculty member, department chair, dean, and Provost.

KSU's policy on post-tenure review affects all faculty who are tenured who have primarily teaching responsibilities at Kennesaw State University. A tenured faculty member will be expected to have a required post-tenure review, five full years after the award of tenure and at five-year intervals (occurring in the sixth year) thereafter, unless one of several intervening circumstances occurs. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

- A successful review for promotion in professorial rank is considered comprehensive and comparable to post-tenure review; the successful promotion will restart the individual's five-year "clock" for the next post-tenure review.
- A successful selection and appointment to a different KSU position as a result of a competitive national search and screening process is considered comprehensive and comparable to post-tenure review; the appointment will restart the individual's five-year clock for the next post-tenure review.
- As is presently the case in eligibility for tenure or promotion consideration, a leave of absence taken during one or more terms of the nine-month academic year would exclude that year from being counted on the five-year clock for post-tenure review, deferring the next scheduled review accordingly by a year.
- The Provost may waive a scheduled post-tenure review for a faculty member whose written notification of retirement is formally accepted and is effective within the two-year period immediately following the next scheduled post-tenure review.
- The five-year clock for post-tenure review will be restarted in the year in which an individual has completed successfully a formal faculty development plan.
- Based on BoR policy (BoR Policy Manual 8.3.5.4 and Academic & Student Affairs Handbook 4.6), administrators who have tenure and who may also have some teaching responsibilities are not subject to post-tenure review as long as their duties are administrative in nature (greater than 50% of their workload is administrative in function). Faculty members serving in administrative positions, including interim administrative positions, will have their post-tenure review clock reset at the end of the administrative appointment.

D. Faculty Performance Expectations for Tenure Track Faculty with Professorial Rank

1. Assistant Professors

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

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

2. Associate Professors

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Handbook Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2),

promotion to the rank of associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3. Professors

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook Section 3.4). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

E. Joint Appointments for Tenure Track Faculty

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

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

In accordance with BoR policy (Academic & Student Affairs Handbook 4.1), a tenure-track faculty member may request a conversion from a tenure-track to non-tenure track faculty status. The request form, which is on the Faculty Affairs Forms and Templates webpage, must be approved by the faculty member's dean, the Provost, and the President. If a tenure track faculty requests and is granted a conversion to a non-tenure track faculty position, the individual's clock is reset, since this is a different faculty type with a different set of expectations and guidelines. Thus, the faculty member will begin the first year in the new non-tenure track faculty position at the beginning of the next academic year after the approval of the conversion, and the faculty member will follow all performance evaluations appropriate for that new faculty type and rank.

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

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

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

Departments and colleges with non-tenure track faculty with professorial ranks must incorporate into their guidelines the criteria for the promotion review for these faculty members. Departments and colleges may also establish an optional third year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College P&T Committee, the dean, and Provost.

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic & Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the non-tenure track ranks of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

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

The criteria for the optional promotion review are based on criteria established for non-tenure track faculty with professorial rank for the beginning level of the next higher rank as articulated in department, college, and university guidelines. The same committee structure that is used for promotion review of tenured and tenure-track faculty will be used for the promotion review of non-tenure track faculty with professorial rank.

Non-tenure track faculty with professorial rank must prepare a portfolio for the optional promotion consideration. The portfolio contents will follow the guidelines for tenure track faculty who are reviewed for promotion, see KSU Faculty Handbook Section 3.12 (Portfolio Guidelines and Contents) . There is no limit on the number and size of the binders for promotion reviews.

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

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

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the president of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined by the Board of Regents in the Academic and Student Affairs Handbook 4.7.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

1. Assistant Professors

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

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

2. Associate Professors

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3. Professors

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook Section 3.4). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

C. Joint Appointments for Non-Tenure Track Faculty

If a non-tenure track faculty member has a joint appointment in two or more academic departments or across two or more divisions, a joint appointment agreement (Memorandum of Understanding; MOU) must be developed. This agreement must delineate how the home unit and the sharing unit(s) will provide input during the promotion process.

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

D. Conversion Between Non-Tenure Track Faculty Positions

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

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

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

The holder of a non-tenure track clinical faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track clinical faculty members may apply for a declared, open tenure track faculty position and be considered through the normal search and screening process. Consistent with BoR Policy (Academic & Student Affairs Handbook 4.1), administrative transfers from a tenure track faculty position with professorial rank to a non-tenure track faculty position with professorial rank require the approval of the department chair, dean, Provost, and president. The BoR request form to convert a tenure track position to a non-tenure track position is on the KSU Faculty Affairs webpage.

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

A department must receive approval from the dean and Provost to become a clinical faculty appointment and promotion department. Departments and colleges with approval for clinical faculty must incorporate into their guidelines the criteria for the promotion review of clinical faculty. Departments and colleges may also establish an optional third year review for non-tenure track clinical faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College P&T Committee, the dean, and Provost.

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

Faculty members submitting portfolios for promotion to associate or full professor who do not hold the doctorate or terminal degree must address the criteria for equivalency in their portfolios. The review committee or administrator will consider equivalency at the time the promotion recommendation is considered. Candidates without a doctorate or terminal degree can be promoted if, in addition to the criteria for promotion, they meet the requirements for

equivalency as stated in departmental, college, and university guidelines. Each level of review will make a recommendation for promotion and a decision on doctoral or terminal degree equivalency.

The criteria for the optional promotion review are based on criteria established for clinical faculty for the beginning level of the next higher rank as articulated in department, college, and university guidelines. The same committee structure that is used for promotion review of tenured and tenure track faculty will be used for the promotion review.

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

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

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

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the president of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined by the Board of Regents in the Academic & Student Affairs Handbook 4.7.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

1. Clinical Assistant Professors

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

2. Clinical Associate Professors

Faculty members at this rank make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of clinical associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the clinical associate professor rank

should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3. Clinical Professors

Clinical professors are experienced and senior members of the faculty who have become highly accomplished in their specialty area. They are faculty whose careers have advanced to mature and higher levels of effectiveness and productivity. Clinical professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national, or international attention and recognition. Clinical professors continue to grow and develop in their clinical specialty area. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of clinical professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the rank of clinical professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

C. Joint Appointments for Non-Tenure Track Clinical Faculty

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

D. Conversion Between Non-Tenure Track Faculty Positions

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

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

Librarian faculty at Kennesaw State University are educators-practitioners engaged in professional librarianship. Professional librarianship is defined within the field as professional library service in support of the educational, scholarship, and service functions of the University.

Professional librarianship includes, but is not limited to, the following activities:

- Ensuring high quality service, consultation, and comprehensive reference services to students, faculty, and other clients
- Providing enhanced access to information and contributing to global, networked information resources
- Acquiring, organizing, managing, and preserving information resources in a broad range of formats

- Creating an environment conducive to learning and scholarship
- Teaching information retrieval and evaluation using current and emerging technologies

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

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

Departments and colleges may also establish an optional third year review for non-tenure track librarian faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College P&T Committee, the dean, and Provost.

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

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

The criteria for the optional promotion review are based on criteria established for librarian faculty for the beginning level of the next higher rank as articulated in department, college, and university guidelines. The same committee structure that is used for promotion review of tenured and tenure track faculty will be used for the promotion review of librarian faculty.

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

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

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

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the president of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined by the Board of Regents in the Academic and Student Affairs Handbook 4.7.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

1. Librarian Assistant Professors

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

2. Librarian Associate Professors

Librarian Associate Professor is the rank for library faculty with four or more years of experience who have demonstrated an excellent quality of job performance in their area of specialization. Individuals at this rank provide contributions to the library and the institution. Individuals at this rank also demonstrate significant engagement in professional activities. Individuals at this rank also build leadership and administrative skills and begin to demonstrate the ability to anticipate the needs of the organization. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of librarian associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the librarian associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3. Librarian Professors

Librarian Professor is the rank for librarians with nine or more years of experience who have consistently demonstrated excellent and outstanding job performance. Individuals at this rank are leaders within the library and the institution. In addition, individuals at this rank are recognized as leaders within the profession through contributions in areas of professional activities. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of librarian professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the rank of librarian professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

C. Joint Appointments for Non-Tenure Track Librarian Faculty

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

D. Conversion Between Non-Tenure Track Faculty Positions

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

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

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

The following research faculty ranks are recognized at KSU: Research Assistant Professor, Research Associate Professor, and Research Professor. Research faculty maintain a balance that is different from that of tenure-track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), research faculty generally spend the large majority of their time engaged in scholarship and creativity activity. They may have "distinguished" titles such as Professor of Professional Practice, Professor of Practice, and Artist in Residence.

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

A department must receive approval from the dean and Provost to become a research faculty appointment and promotion department. Departments and colleges with approval for Research faculty must incorporate into their guidelines the criteria for the promotion review of research faculty. Departments and colleges may also establish an optional third year review for non-tenure track research faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (Introduction), establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College P&T Committee, the dean, and Provost.

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

Only faculty who were hired in professorial rank with credit toward promotion (Academic and Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to Academic & Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

In addition to the minimum criteria above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (BoR Policy Manual 8.3.6.2). Kennesaw State University takes the view that the qualities of knowledge, experience, and ability that would qualify as equivalent to the earned doctorate or terminal degree must be demonstrated at a high level of achievement. Equivalency should be awarded only in cases when the demonstrated evidence is clear and convincing. In addition, the judgment of equivalency depends on many variables specific to the particular discipline in question and to the individual achievements of the person making the case for equivalency.

Based on SACSCOC requirements, the following criteria are established as a guideline for faculty committees and administrators who will use their professional judgment to recommend doctoral or terminal degree equivalency for hiring and promotion and tenure.

Required criteria for terminal degree equivalency include:

- a. Demonstrating broad and in-depth knowledge and understanding of the body of information in the discipline beyond a masters' degree;
- b. Demonstrating the ability to implement one's own scholarship and creative activity agenda, to apply research and creative methodologies, and to produce scholarship that meets the criteria for quality and significance outlined in departmental guidelines.

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

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

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

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

The criteria for the optional promotion review are based on criteria established for research faculty for the beginning level of the next higher rank as articulated in department, college, and university guidelines. The same committee structure that is used for and promotion review of tenured and tenure track faculty will be used for the promotion review of research faculty; third and sixth-year reviews stop at the level of the dean.

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

Annual reviews and/or portfolio feedback indicating poor performance with little or no improvement over time and based on the department and college promotion and tenure guidelines, provide the basis for nonrenewal of non-tenure track research faculty with professorial rank. Non-tenure track research faculty with professorial rank have the option to respond in writing within 10 calendar days after receiving reviews of their performance, should an appeal be necessary. Response letters are directed to the reviewing committee or administrator and copied to the next level of review. This response will become part of the portfolio that will be forwarded to the subsequent levels of review. The

response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

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

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the president of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined by the Board of Regents in the Academic and Student Affairs Handbook 4.7.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

1. Research Assistant Professors

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

2. Research Associate Professors

A candidate must have demonstrated consistency and direction in his/her research/scholarship or research service and must have achieved a substantial measure of accomplishment or creative contributions in the field of specialization. The faculty member establishes a strong record of research/scholarship accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of research associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the research associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

3. Research Professors

Research professors are experienced and senior members of the faculty who have become highly accomplished in their research/scholarship specialty area. They are faculty whose careers have advanced to higher levels of effectiveness and productivity. Research professors have strong records of contribution to and leadership in research/scholarship specialty areas. These contributions are in on-campus and off-campus work. Research professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit national or international attention and recognition. Research professors continue to grow and develop in their research/scholarship specialty area. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of research professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the rank of research professor should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

C. Joint Appointments for Non-Tenure Track Research Faculty

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

D. Conversion Between Non-Tenure Track Faculty Positions

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

3.10 - General Expectations for Non-Tenure Track Lecturers and Senior Lecturers

In most cases, lecturers' and senior lecturers' primary responsibility is teaching and therefore are expected to be highly effective teachers. In most cases, their responsibilities will primarily be devoted to teaching multiple sections of the same undergraduate courses. The heavy teaching load of these individuals constitutes a full workload and offsets the absence of a full range of regular faculty responsibilities that normally rounds out the typical full undergraduate faculty workload at KSU. In rare cases, the responsibilities assigned to a lecturer or senior lecturer may be individualized and differ from the typical lecturer or senior lecturer workload described above. In such cases, the responsibilities must be specified in the FPA.

Unless otherwise set forth in the Faculty Performance Agreement (FPA), there are no expectations for scholarship. Their service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees).

A. Promotion for the Non-Tenure Track Lecturer

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

Only non-tenure track lecturers who were hired with credit toward promotion (Academic and Student Affairs Handbook 4.5) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty

member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank).

Board of Regents policy allows for consideration of early promotion. According to Academic and Student Affairs Handbook 4.5, strong justification must be provided to support any consideration of "early" promotion wherein the individual has served fewer than the minimum number of five years in rank at the current institution.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. However, in the rare case where a faculty member has served less than four years in rank at the current institution, prior presidential approval to be reviewed for promotion is required.

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

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

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

B. Faculty Performance Expectations for Lecturers and Senior Lecturers

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

Departments and colleges with non-tenure track lecturer faculty must incorporate into their guidelines the criteria for the promotion review for these faculty members. Departments and colleges may also establish an optional third year review for non-tenure track faculty to provide feedback for an optional promotion review. As indicated in the KSU Faculty Handbook Section 3.1 (Introduction) , establishment and revision to guidelines must be approved by the full-time permanent faculty in the department or college, as appropriate, the department chair (for department guidelines), the College P&T Committee, the dean, and Provost.

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

C. Appointment Information

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

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

Based on BoR policy (BoR Policy Manual 8.3.4.3), senior lecturers and lecturers who have served for six or more years of full-time continuous service at KSU in those positions and received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with the following published procedures developed by the institution.

A senior lecturer or lecturer with six or more years of full-time service to the institution who is given notice of non-reappointment may opt to submit a letter appealing the non-reappointment. This letter must be addressed to the university-wide committee (current chairs of College P&T Committees and two deans, see KSU Faculty Handbook Section 3.12). The letter must state the grounds for the appeal. The university-wide committee will convene after the appeal letter has been received. The university committee will respond to the grounds stated in the letter and may ask the administrator who provided written notice of the senior lecturer's or lecturer's nonreappointment to write a letter to the university-wide committee addressing the grounds addressed in the senior lecturer's or lecturer's letter. A copy of the university committee's recommendation and justification will be provided to the senior lecturer/lecturer, the senior lecturer's/lecturer's department chair and dean, and the Provost. A unit is justified when not reappointing a senior lecturer or lecturer for reason(s) of budgetary changes affecting the College and its units; a university committee cannot make a recommendation supporting a reversal of a notice of non-reappointment based on budgetary losses.

Additionally, the university-wide committee only makes a recommendation. In cases where a senior lecturer or lecturer has requested a review by the university-wide committee, a final decision on a senior lecturer or lecturer's non-reappointment is made by the president, in consultation with the Provost.

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

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

E. Conversion Between Non-Tenure Track Faculty Positions

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

3.11 - Administrative Faculty

Administrative faculty have administrative matters as their primary area of responsibility. These faculty have academic rank and are normally located within the Division of Academic Affairs. Administrative faculty are those members of the corps of instruction who receive a contract for faculty ranked administrators and are eligible to receive an administrative stipend and have their PTR clock stopped, if applicable, while serving as an administrative faculty. Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include: department/school chairs/directors; assistant/associate deans, deans; assistant/associate/directors of academic units (e.g., CETL, Siegel Institute); assistant/associate/vice presidents; assistant/associate/vice/senior vice provosts; provost; special assistant to president/provost; others per president/provost.

3.12 - Faculty Review Process

Faculty performance is evaluated via two basic and interrelated processes: annual reviews and multi-year reviews. An annual review is an evaluation of the faculty member's performance over one year, but within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's contribution to the department, college, and university.

A. Format of Annual Review - FPA

The annual assessment of a faculty member's contributions to the University will be based on his or her performance in reference to the criteria listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an annual review document (ARD) that is compiled by the faculty member to demonstrate his or her progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions.

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

The ARD addresses items in the past year's FPA. The exact format and layout of the ARD and the FPA will be determined by the faculty member's department. The College P&T Committee, the department chair, the dean, and the Provost must approve these formats. Since the ARD and the FPA are integral to Promotion and Tenure decisions, they must reflect the Promotion and Tenure guidelines.

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

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

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

Annual Review for Faculty in Their First Year

In August, the Department Chair meets with first year faculty to develop an FPA, which must include the period of mid-August to December. In January, the Department Chair conducts a mid-year review based on the faculty member's activity (provided in the ARD) in relation to the FPA goals for mid-August to December. The

mid-year review is completed before the deadline for first-year nonrenewal decisions in February. During the mid-year review, development/updates to the FPA for the period of January to September occur.

Annual Review for Faculty in Their Second Year

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

Annual Review for Faculty Beyond the Second Year

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

The general timeline for annual reviews and evaluation of faculty performance adheres to the following schedule:

- Last Friday of January: Completed ARDs/FPAs submitted by faculty to department chair.
- 2nd Friday of March: All reviews between faculty and department chairs completed; portfolios submitted to dean.
- 2nd Friday of April: Deans return portfolios to faculty.
- April-May: Salary recommendations (if applicable; exact date TBD based on Budget Office and Board of Regents directions).

Each college may elect to have due dates sooner, but not later, than those listed above. All faculty must have an annual review signed by the appropriate administrators at all levels by the due date listed above. Failure by a faculty member to submit all documentation required for annual reviews according to the University review timeline above shall be deemed as not meeting performance standards.

ARD/FPA/Non-Renewal Dates for Faculty with Professorial Rank

	FPA - Due Date to Dept. Chair*	ARD - Due Date to Dept. Chair*	Non-Renewal Date**
Faculty in their First Academic Year XXY	30 August XX (Covers Aug XXDec XX; develop/update in Jan YY to cover Jan YY - Sept YY)	15 January YY (Covers Aug XX - Dec XX)	01 February YY
Faculty in their Second Academic Year XX-YY	01 October XX (Covers Oct XXDec YY)	01 October XX (Covers Jan XX-Sept XX)	01 November XX
Faculty in their Third Academic Year XXY	Last Friday of January YY (Covers Jan YY to Dec YY)	Last Friday of January YY (Covers Oct XX to Dec XX)	01 August XX

	FPA - Due Date to Dept. Chair*	ARD - Due Date to Dept. Chair*	Non-Renewal Date**
Faculty Beyond their Third Academic Year XX-YY	Last Friday of January YY (Covers Jan YY to Dec YY)	Last Friday of January YY (Covers Jan XX to Dec XX)	01 August XX

* KSU Faculty Handbook Section 3.7A

**Notice of non-renewal, the BoR Policy Manual, 8.3.4.2 (and KSU Faculty Handbook Section 4.1.8) says:

"Notice of intention to not renew a non-tenured faculty member who has been awarded academic rank (instructor, assistant professor, associate professor, professor) shall be furnished, in writing, according to the following schedule:

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

Letters must be approved by the Provost and sent to the faculty member by this non-renewal date.

ARD/FPA/Non-Renewal Dates for Lecturers and Senior Lecturers

	FPA - Due Date to Dept. Chair	ARD - Due Date to Dept. Chair	Non-Renewal*
Faculty in their First Academic Year XX-YY	30 August XX (Covers Aug XX-Dec XX; develop/update in Jan YY to cover Jan YY - Sept YY)	Last Friday of January (Covers Aug XX - Dec XX)	encouraged to provide nonreappointment notice as early as possible, but no specific notice is required
Faculty in their Second Academic Year XX-YY	Last Friday of January YY (Covers Jan YY to Dec YY)	Last Friday of January (Covers Jan YY to Dec YY)	encouraged to provide nonreappointment notice as early as possible, but no specific notice is required
3 or more years but less than six years of full-time service	Last Friday of January YY (Covers Jan YY to Dec YY)	Last Friday of January (Covers Jan YY to Dec YY)	at least 30 calendar days prior to the institution's first day of classes of the semester

	FPA - Due Date to Dept. Chair	ARD - Due Date to Dept. Chair	Non-Renewal*
More than 6 years of full-time service	Last Friday of January YY (Covers Jan YY to Dec YY)	Last Friday of January YY (Covers Jan YY to Dec YY)	at least 180 calendar days prior to the institution's first day of classes of the semester

* See KSU Faculty Handbook Section 4.1.8. Letters must be approved by the Provost and sent to the faculty member by this non-renewal date.

B. Multi-Year Reviews

Committee Structure and Process

Department P&T committees and the department P&T committee chair are elected by the tenure-track faculty of the department during the spring semester. An individual committee chair must be identified for each P&T committee. Department P&T committees, except for the KSU Library System, have a minimum of three tenured teaching faculty members. Administrative faculty, as defined in Section 3.11 of the KSU Faculty Handbook, are not eligible to serve on Department P&T committees. Committee members for department and college P&T committees must be at the same rank or higher than the rank that the candidate is being evaluated. That is, faculty eligible for promotion and/or tenure from Assistant Professor to Associate Professor, both Associate Professors and Professors are eligible to review the portfolio. Portfolios of faculty eligible for promotion and tenure from Associate Professor to Professor, are only reviewed by Professors. (NB: this rank requirement does not apply to department chairs or deans as they are evaluating portfolios based on their roles as administrators and not by professorial rank). Because all Promotion and Tenure committees must have a minimum of three voting members to review each portfolio, departments may elect ad hoc committee members from inside or outside the department to serve in reviewing full professor promotion cases. Specific departmental policies on electing ad hoc committee members for full professor promotion cases must be clearly stated in the departmental promotion and tenure guidelines. Individuals whose documents are under review do not serve on the review committee. A candidate under review for Post-Tenure Review can serve on the department Promotion and Tenure committee since the candidate's portfolio starts at the college level.

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

For the purpose of reviews, except for the KSU Library System, the members of the College P&T Committee are two tenured teaching faculty members from each department. Administrative faculty, as defined in Section 3.11 of the KSU Faculty Handbook, are not eligible to serve on College P&T committees. Members of the college P&T committee and the college P&T committee chair are elected by the tenured and tenure-track faculty of the department during the spring semester. An individual committee chair must be identified for the college P&T committee. No person can participate in more than one stage of the review process.

Departmental representatives to the College P&T 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 P&T Committee.

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

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

Votes of review committees are by secret ballot. All deliberations and recommendations of reviews are confidential and may not be discussed with the candidates or with others outside the review committee's membership. The vote tally for and against recommending promotion and/or tenure will be recorded on the coversheet (but not names of individuals casting those votes). The committee chair must electronically sign the letter and the Portfolio Summary Sheet and place them in the digital portfolio workflow. Individual committee members can submit a dissenting letter if they so desire; individual committee member letters will be added to the digital portfolio workflow by the committee chair when the majority letter is submitted. All letters by the committee members and the committee as a whole must be dated the same. All reviewers should remember that e-mail is not a confidential medium; therefore, committee minutes, notes, drafts of review letters, or final letters may not be circulated by e-mail. Sharing documents via OneDrive" is permissible.

Pre-Tenure Reviews

For non-administrative faculty, the review of pre-tenure review portfolios begins with the Department P&T Committee, proceeding in turn to the department chair and the dean. The pre-tenure review portfolio of a department chair is reviewed by the Department P&T Committee, followed by the College P&T Committee, and then the dean. The pretenure review for other academic administrators (deans, college-level administrators, and university-level administrators) will mirror the first three levels of review for the tenure and promotion process.

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

Within 10 calendar days from each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator and copied to the next level of review. The next level of review will place the response letter into the digital portfolio workflow. The response letter should address the interpretation of the information in the portfolio but it should not include new evidence to be considered in the review process. The reviewer (committee or administrator) does not respond to this letter.

Review for Promotion and/or Tenure

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

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

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

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

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

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

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

Post-Tenure Review (PTR)

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

Post-tenure review will result in an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of his or her individual roles and responsibilities. At each level, review committees and administrators must address the overall outcome of the assessment and must write a letter with the outcome to be categorized as either: 1) Achieving Expectations in Post-Tenure Performance, or 2) Not Achieving Expectations in Post-Tenure Performance. The letter from each level of review will be placed in the digital portfolio workflow (hard copy original to the candidate and copy to lower levels of review and department chair).

If there is a request for a second review by either the candidate under review, the College P&T Committee, or dean, the portfolio can proceed to a committee of current chairs of the Department P&T Committees in the college. The Department P&T Committee findings are sent to the Provost for a final decision.

Although the primary evidence considered by review committees/administrators for posttenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials listed on the Portfolio Document Submission List (see below). Supporting documentation is also submitted. External letters are not required for PTR. To receive a positive PTR recommendation, the faculty member must be "noteworthy" in teaching and be satisfactory in both scholarship and service. These ratings will be relative to the workload described in the faculty members FPA (Faculty Performance Agreement).

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

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

External Letters

Effective Fall 2018, the inclusion of external letters as part of the Promotion and Tenure process is required. External letters will not be required for Post-Tenure Review (PTR) nor for nontenure track faculty unless research and scholarship expectations are 50% or more of their workload expectations. For faculty eligible for promotion from Assistant Professor to Associate Professor and tenure, 3 external letters will be required. For faculty eligible for promotion from Associate Professor to Professor and/or tenure, 3 external letters will be required. The actual process for obtaining external letters will be as follows:

I. Teaching Faculty

- a. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/school director (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.
- b. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list.
- c. Individuals who pose a conflict of interest (such as friends, relatives, KSU coworkers) will be removed from the list.
- d. For promotion to Professor, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
- e. For promotion to Associate Professor, the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.
- f. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
- g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.
- h. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a recommendation as such. No individual may write more than one (1) letter of support for a single candidate's portfolio.
- i. The department chair contacts the potential letter writers by email or phone requesting their assistance.
- j. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and

reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.

- k. If the letter writer declines, the chair will choose another letter writer in the order of the list.
- l. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer.
- m. The letter writers will send their letter to the department chair who will upload the letter into electronic portfolio workflows.
- n. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
- o. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.
- p. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472-04-01).

II. Administrators

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

Queries about Process and Ethical Violations

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

Portfolio Guidelines and Contents

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

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

To initiate the review process, the faculty member submits his or her portfolio to the digital portfolio workflow by the scheduled date in the fall semester. Failure to submit a required tenure portfolio at the required time will result in a negative tenure decision. Once a portfolio is submitted, no material can be changed and no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Previous levels of review will not reconsider their recommendation based on this status change. If in the course of its consideration of the portfolio, the review committee discovers what it deems to be an inadvertent omission of a required document or incomplete forms, the committee will ask the supervisor or designee to provide the missing item(s) or checking the

appropriate box on the cover sheet for type(s) of review based on the narrative. The review committee will place this information in the digital portfolio workflow along with the committee review letter.

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

Portfolio Document Submission List

- Narrative (no more than twelve pages, double-spaced, 12-point type, with one-inch margins). Sample narratives are available on the Faculty Affairs web page. The narrative describes the quality and significance of the faculty member's contributions during the period under review in the following areas as appropriate:
 - Teaching
 - Scholarship and Creative Activity
 - Professional Service
- External Letters
- Vitae - Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members' accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Faculty Affairs webpage.
- Annual Review Materials (including ARDs and FPAs).
- Faculty eligible and submitting for tenure and/or promotion should include all annual review documents and supporting materials since their last pre-tenure, tenure and/or promotion review.
- Faculty eligible and submitting for pre-tenure review should include all annual review materials since their start date at KSU.
- Faculty eligible and submitting for PTR should include all annual review documents and supporting material since their last promotion, tenure, or PTR review.
- Departmental guidelines (Administrative Faculty should include the guidelines from the academic home department of their faculty appointment).
- Pre-tenure review letters.

Linked Supporting Materials

- Teaching - This section contains illustrative evidence of the quality and significance of the faculty member's teaching. These materials may include, but are not limited to, the following (college and departmental guidelines may be more specific):
 - Peer review letters
 - Course syllabi
 - Course materials
 - Evidence of student learning
 - Student evaluations
 - Student survey results
 - Evidence of advising activities
 - Evidence of faculty development
 - See also KSU Faculty Handbook Section 2.5 Assessment of Teaching
- Scholarship and Creative Activity - This section contains illustrative evidence of the quality and significance of the faculty member's scholarship and creative activity. These materials may include, but are not limited to, the following (college and departmental guidelines may be more specific):
 - Excerpts from conference programs/proceedings

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

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

3.13 - Multi-Year Review Schedules

Promotion and Tenure Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical, Research and Librarian Faculty), and Tenured Faculty with Professorial Rank)	
Mid-January to Early February	Chair and Faculty decide on external letter writers as required
Mid-February to Early March	Chair sends request for external letters
Late April to Early May	Chair sends a reminder email to letter writers
July 1st	Due date for external letters (if a letter is not received by this date, go to next letter writer on the list)
Mid-August	Candidate submits portfolio to digital portfolio workflow
Mid-August to Mid-September	Department P&T Committee review (see NOTE)

Promotion and Tenure Reviews, Tenure Reviews (for Tenure Track Faculty), and Promotion Reviews (for Lecturers, Non-Tenure Track Faculty with Professorial Rank (including Clinical, Research and Librarian Faculty), and Tenured Faculty with Professorial Rank)	
Mid-September to Early October	Department Chair review (see NOTE) (Department Chair review can begin earlier, but no Chair recommendations should be made before the end of the optional faculty response deadline)
Early October to Early November	College Dean's review (see NOTE)
November to December	College Committee review (portfolios with any negative recommendations or requests for additional review)
November-December-January	Provost/VPAA Review and Referral to College Committee as needed
January to Early February	College reviews as needed based on Provost's request (see NOTE)
February and March	Provost recommendations and President decisions (see NOTE)
April	Submission to Board of Regents for their records

For Pre-Tenure Reviews	
Mid-September	Candidate submits portfolio to digital portfolio workflow
Mid-September to Mid-October	Department P&T Committee review (see note)
Mid-October to Early November	Department Chair Review (see note) (Department Chair review can begin earlier, but no Chair decision should be made before the end of the optional faculty response deadline to the Department review)
Early November to Early December	College Dean Review (see note)

For Post-Tenure Review (for Tenured Faculty)	
Early October	Candidate submits portfolio to digital portfolio workflow
Early-October to Early November	College PTR Committee Reviews Teaching Faculty (see note)
Mid-November to Early January	College Dean Reviews Teaching Faculty (see note)

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

NOTE: Within 10 calendar days from the review recommendation, the candidate has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator and copied to the next level of review. The reviewer (committee or administrator) does not respond to this letter. The next level of review will place the response letter into the digital portfolio workflow.

3.14 - References

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

Section 4 - Personnel, Fiscal, & Institutional Policies

4. 1 - Faculty Appointments and Contracts

4.1.1 - Faculty Appointments

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

Tenure Track Appointments

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

Non-Tenure Track Appointments

- Lecturers and Senior Lecturers (as defined below)
- Full-time clinical, research, and librarian faculty with rank
- Limited term, Part-time and Adjunct Faculty
- Full-time instructional or administrative faculty with rank who are explicitly employed in a non-tenure track status

Corps of Instruction - Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty (BoR Policy Manual 3.2.1.1).

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

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

Lecturers - To carry out special instructional functions such as basic skills instruction, instructional staff members may be appointed to the position of lecturer. Lecturers are not eligible for the award of tenure. Not more than 20% of KSU's FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers.

Senior Lecturers - Initial appointment at the rank of senior lecturer is reserved for those with extensive experiences and accomplishments. Promotion to senior lecturer, or initial appointment at the rank of senior lecturer, requires approval by the President. Senior lecturers are not eligible for the award of tenure.

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

4.1.2 - Graduate Faculty Status and Permissions to Teach Graduate Courses

The Graduate College is responsible for providing leadership and oversight for graduate education at Kennesaw State University. The Graduate Dean is responsible for ensuring institutional standards for graduate programs, including establishing and reviewing institutional faculty qualifications for engaging in post-baccalaureate instruction. Through this role, The Graduate College authorizes faculty to engage in post-baccalaureate instruction and, in cooperation with the Graduate Faculty and Graduate Program Directors/Coordinators, determines membership in the University's Graduate Faculty

Consistent with University policy and accreditation standards, instructors may not serve in a primary instructional role in any post-baccalaureate activity for which graduate hour credit is sought or awarded without prior or concurrent review and approval by The Graduate College. Appointment to the Graduate Faculty of Kennesaw State University or permission to engage in post-baccalaureate instruction is based upon a faculty member's qualifications. However, membership in the Graduate Faculty or permission to teach a particular graduate course does not create a right to a graduate instructional assignment. Under University policy, such assignments are made at the college and departmental level.

Appointment to the Graduate Faculty carries approval to teach or otherwise academically supervise students at the post-baccalaureate level, eligibility to participate on graduate committees, and eligibility to elect representation for graduate committees. Graduate Faculty members are expected to demonstrate a high level of scholarly activity and active professional involvement in their discipline and are required to demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs. The level of activity devoted to graduate teaching, scholarly and creative activity, and service in order to maintain graduate program involvement should factor in assigning faculty load.

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

Criteria for Granting Permission for Graduate Instruction

For purposes of this policy, "graduate instruction" is broadly defined and, at a minimum, incorporates the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) definition of any "post-baccalaureate" instruction. In determining whether an instructor possesses the minimum academic qualifications to instruct at the post-baccalaureate level, The Graduate College is guided by SACSCOC Academic Credentials standards, which are a minimum threshold requirement for a faculty member engaging in graduate education at KSU.

SACSCOC utilizes a graduate course or other credit-bearing activity - not a program - as the unit of measuring qualification, requiring instructors to hold an earned doctorate/terminal degree in a teaching discipline relevant to the faculty member's instructional assignment (see SACSCOC guideline 6.2.a). SACSCOC also recognizes that, in unusual circumstances, individuals may demonstrate the competence, effectiveness, and capacity to engage in graduate instruction through means other than a terminal degree, including relevant professional licensures, examination, certification, awards, or continuous documented excellence in teaching that are expected to be the functional equivalent of a terminal degree in the appropriate discipline. In such cases, the individual must provide acceptable evidence of these proficiencies prior to being assigned to teach a graduate course.

Graduate Faculty members in each discipline are responsible for identifying terminal degrees and degree majors their discipline generally considers to be the appropriate teaching credential for teaching a specific course in the discipline. The Graduate Faculty members in the discipline shall review this list for each course annually, in an appropriately-convened faculty meeting, make any modifications necessary, and formally approve identified degrees, recording this vote in the minutes of the meeting. This list and accompanying minutes will be submitted to The Graduate College for review and approval. In making its determination, The Graduate College may request additional evidence from the department, consult the Senior Associate Vice President for Academic Affairs and the University Office of Institutional Effectiveness (or the equivalent position), and/or review other evidence as necessary. If The Graduate College disallows a particular degree or major, the Graduate Dean shall send an explanation to the dean of the college and chair of the department in which the program is housed, the graduate program director/coordinator, and the Graduate Faculty members in that department.

The list of approved degrees and majors for each course will be available to KSU faculty (instructional, research, and administrative).

Appointment to Graduate Faculty or Graduate-Affiliated Instructors

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

Graduate Faculty Membership

The University's Graduate Faculty is comprised of faculty members holding Full or Provisional Appointments to the Graduate Faculty. It is the University's corps of faculty members demonstrating a primary professional focus on and commitment to graduate education. Members of the Graduate Faculty are expected to take an active role in governance, oversight, and advancement of the University's graduate enterprise. This may include recruitment and evaluation of graduate students within the faculty member's graduate program, graduate student advisement and mentoring, service on the Graduate Policy and Curriculum Committee or other committees/task forces created by The Graduate College, service on graduate committees within a college or department, service on graduate thesis/dissertation/capstone committees, and serving as a graduate program director/coordinator. Graduate Faculty appointments should be a consideration in all performance reviews.

Classification of Graduate Faculty

Full Appointment in the Graduate Faculty

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

- Hold a full-time tenure-track position at KSU at the rank of Assistant Professor or above;

- Have successfully taught (a minimum of five (5) classes (approximately fifteen (15) semester hours)) at the graduate level at: (1) Kennesaw State University or; (2) at a college/university of comparable or higher Carnegie classification within five (5) years of the time of application for or renewal of Graduate Faculty membership. In either event, a minimum of three (3) of these graduate classes should have been taught at Kennesaw State University;
- Have a track record and active program of scholarship consistent with The Graduate College's expectations for Full Appointments to the Graduate Faculty; and,
- Hold an appropriate terminal degree for the faculty member's discipline, or in unusual cases, have demonstrated exceptional scholarly activity or professional experience.

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

Provisional (or Initial) Appointment in the Graduate Faculty

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

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

A Provisional Appointment is typically awarded to faculty initially entering graduate education, who may not yet meet The Graduate College's expectations for Full Appointment to the Graduate Faculty. Provisional Appointments may be for a period up to three (3) years.

Classification of Graduate-Affiliated Instructors

Graduate-affiliated instructors include clinical professionals of practice and professors and other instructors holding appropriate academic qualifications to engage in specific graduate instruction, but whose primary professional focus is not on graduate education (e.g., a full professor whose teaching has been exclusively in undergraduate courses, but wishes to serve on a dissertation committee or teach a single graduate course).

Clinical Professional of Practice

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

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

A Clinical Professional of Practice appointment is typically awarded to a non-tenure track faculty member who will teach a graduate course or serve on a graduate student committee. Clinical graduate appointments are typically made for a one (1) to three (3) year period reflecting the assignment in the graduate domain (such as thesis or dissertation committee member, temporary instructor, outside reviewer of graduate performance, or visiting scholar). Such appointments may be renewed. Appointment as a Clinical Professional of Practice does not carry the rights and privileges of Full or Provisional Membership in the Graduate Faculty (such as

serving on committees limited to Members of the Graduate Faculty or voting on Graduate Faculty matters). However, when assigned to a graduate student's committee (such as a thesis, dissertation, or other capstone committee) and solely in that context, they may vote with their Graduate Faculty colleagues.

Permission for Graduate Instruction

All other individuals seeking to engage in graduate instruction (such as tenured or tenure-track faculty whose graduate instruction is sporadic and occasional, non-tenure-track faculty or administrators, part-time faculty, and adjunct faculty) may be reviewed for permission for graduate instruction concurrent with or subsequent to official verification of their underlying relationship to the University. This includes teaching graduate classes, serving on thesis or dissertation committees or supervising graduate assistants. In order to receive permission to instruct at the graduate level, such individuals must:

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

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

Process for Appointment

The Dean of The Graduate College is responsible for approving membership in the Graduate Faculty. This process is initiated by graduate program directors/coordinators and department chairs requesting/verifying a faculty member engage in a specific graduate assignment(s) within a twenty-four (24) month period following the application for Graduate Faculty status or permission to teach graduate courses. The Graduate Dean may appoint a panel of Graduate Faculty to review Graduate Faculty applications and recommend membership. Instructions for requests for appointment to Graduate Faculty are available on The Graduate College website (graduate.kennesaw.edu).

Review and Appointment Schedule

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

Ex-Officio Members of the Graduate Faculty

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

4.1.3 - Guidelines for Joint Appointments

A. Joint Academic Appointments

Introduction

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

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

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

Definitions

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

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

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

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

Guidelines

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

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

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

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

Evaluation of Appointee

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

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

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

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

Additional Information

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

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

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

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

Tenure Track Faculty

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

Changes in Appointment

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

Hiring Jointly Appointed Faculty

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

B. Joint Academic and Administrative Appointments Involving Two or More Divisions³

Introduction

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

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

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

Definitions

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

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

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

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

Guidelines

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

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

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

Evaluation of Appointee

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

to commencement of the appointment, both sharing unit administrators should make sure that jointly the appointed individual understands the explicit evaluation criteria that will be applied to their work in each unit.

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

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

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

Additional Information

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

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

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

Tenure Track Faculty

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

Changes in Appointment

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

Hiring Jointly Appointed Individuals

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

4.2 - Compensation & Benefits

4.2.1 - Academic Year Pay Procedures

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

4.2.2 - Summer Employment and Compensation

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

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

4.2.3 - KSU Faculty Exchanges

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

4.2.4 - Stipend and Overload Compensation Guidelines

4.2.4.1. Stipends

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

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

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

Positions in which faculty are eligible to receive administrative contracts and an administrative stipend include: Provost; Assistant/Associate/Vice Presidents; Assistant/Associate/Vice/Senior Vice Provosts; Deans; Assistant/Associate Deans; Department/School Chairs/Directors; Assistant/Associate/Directors of Academic Units (e.g., CETL, Siegel Institute); Special Assistant to President/Provost; Others per President/Provost

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

Positions in which faculty may be eligible to receive non-administrative stipends include but are not limited to: Assistant/Associate Department Chairs; Program coordinators and others as determined by the Dean and/or Department Chair/School Director.

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

4.2.4.2. Overloads

Overloads are a temporary amendment to contract for additional teaching, research or service responsibilities; defined as those activities in excess of activities expected as part of the defined workload formula. Full-time faculty at Kennesaw State University may be requested to perform service in excess of full-time effort for institutional-funded activities. Per BoR Policy (Academic & Student Affairs Handbook 4.10): *"Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service*

responsibilities at the home institution. Whenever possible in this situation, the institution should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities. A contract modification should also be done when faculty are involved in joint staffing agreements that warrant additional compensation at another USG institution (see Business Procedures Manual 5.3.3 in the Business Procedures Manual)."

Contract modifications should be done using the USG Contract Addendum for Temporary Overload Compensation. Because overloads involve a modification to a faculty member's KSU original contract, section 5.3.2 of the BoR Business Procedures Manual on Extra compensation does not apply to faculty overloads.

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

Conditions of an Overload Assignment

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

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

Avoiding Conflicts with Regular Duties

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

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

Avoiding Conflicts with Grants

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

Furthermore, it is important to note that federal grants explicitly do not allow for overload while working on a federal grant regardless of funding source for the overload. Some non-federal grants may also explicitly state such a restriction.

Any non-federal grant supported by federal funds is also subject to federal grant restrictions. In short, there can be no additional pay for grant work unless the grant is a) non-federal, b) not supported by federal dollars, and c) does not explicitly restrict additional pay. For additional information, contact The Office of Research (OR).

4.2.5 - KSU Employee Benefits

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

Vacation Leave

Teaching faculty who receive contracts with work commitments of less than twelve (12) months do not accrue vacation (annual) leave. Full-time teaching faculty who receive twelve (12) month contracts accrue vacation (annual) leave at the rate of 1 3/4 days per month (14 hours). The maximum number of days of vacation (annual) leave that may be carried from one calendar year to the next is 45 days (360 hours). Earned vacation (annual) leave shall be taken at times mutually acceptable to both the employee and his/her supervisor. In the event of termination of employment or conversion to a work commitment of less than twelve months, accrued vacation (annual) leave shall be paid in a lump sum amount. The maximum amount of paid vacation (annual) leave shall be 45 days (360 hours).

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

Sick Leave Benefit and Reporting Responsibility for Faculty

One of the faculty's employment benefits in the University System of Georgia is the award, accumulation and use of sick leave. A day of sick leave (8 hours) is awarded to a faculty member for each month of benefited employment during the academic year. Faculty on twelve-month contracts and instructional faculty who work during June and/or July will accordingly also accrue a day of sick leave for those months. Accumulated unused sick leave is summarized monthly in the payroll time and labor management system.

The use of accumulated sick leave allows a faculty member to continue to be paid a salary during days when the faculty member is unable to perform his/her teaching, service, scholarship, and professional development responsibilities as expected due to illness, injury, disability (including maternity leave), or family leave and health related emergencies. If the use of accumulated sick leave extends into a sixth consecutive business day, the individual must contact Human Resources to coordinate the use of the Family Medical Leave Act (FMLA). Likewise, if an illness/injury is causing frequent or consistent disruption of expected work duties, use and reporting of sick leave and coordination with Human Resources regarding your rights under FMLA is required. Examples of instances where Human Resources should be consulted include but are not limited to surgery, therapy, rehabilitation, on-going testing, bed rest and any chronic condition(s) impacting work. Once a faculty member's unused accumulated sick leave has been exhausted, the individual shifts to a leave without pay status if the individual is unable to resume his/her faculty responsibilities. While this shift automatically occurs, the individual must contact Human Resources to discuss benefits continuation and further FMLA requirements. The faculty member should also contact the Academic Affairs Faculty Affairs office to complete those Leaves of Absence (Paid and Unpaid) forms as well.

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

Accumulated sick leave also may provide an enhanced benefit at retirement. House Bill 859 allows unused accumulated sick leave to be converted to service credit towards retirement benefits under the Teachers Retirement System. One month of service credit in Georgia Teachers Retirement is granted for approximately 20 days of accrued

sick leave not used. The employee must have at least 60 days of accrued sick leave upon retirement in order to be eligible for this benefit. For more information, visit <http://www.trsga.com>. Since retirement benefits under the Optional Retirement Plan are not service based, there is no equivalent benefit for faculty members who elect to participate in the Optional Retirement Plan instead of the Teachers Retirement System. All unused sick leave not eligible for conversion to service credit is forfeited upon separation/retirement.

Faculty frequently work days, nights and weekends teaching and preparing for classes; grading, mentoring and supervising students; conducting scholarship and creative activities; performing professional service; attending professional development workshops and conferences; pursuing formal academic achievements; and participating in work-related special events. The resulting work schedules of the faculty are highly diverse, variable, and flex-time oriented. However, if 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.

For more information on FMLA, visit: <http://hr.kennesaw.edu/benefits/>

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

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

Leaves of Absence

KSU leaves of absence policies conform to the BoR's leaves policies (BoR Policy Manual 8.2.7 and 8.3.7.4). The faculty member requesting the leave must ensure that the appropriate leave of absence form, which is on the Academic Affairs webpage, is completed, including securing appropriate administrative approvals, and returned to the Academic Affairs office. All faculty must coordinate with Human Resources prior to beginning their leave of absence to facilitate continuation or termination of benefits participation, make arrangements for benefit premium payment during any unpaid leave periods, and provide medical certification(s) as appropriate.

1. Leaves of absence of one year or less with or without pay may be granted by the KSU President and reported to the Chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or his/her designee.
2. In considering a request for a leave with pay, the KSU President adheres to BoR policy that such leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The President will examine carefully the program or project on which the employee proposes to work, and he/she will also consider the likelihood of the faculty member's being able to accomplish the purposes for which leave is requested. It is expected that scholarly and professional leaves shall be granted without pay where the leave is supported by an external grant or stipend. In considering the request for a leave, the President will take into consideration the effect that the granting of the leave will have on the institution or the department in which the faculty member is a member. If the faculty member's work cannot be handled by other faculty and/or staff and if funds are not available for the employment of a substitute, the President will

be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave. For extensions of educational and professional leaves, or the initial granting of such leaves of more than one year, the President's request to the Chancellor for such leaves must include the following:

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

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

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

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

3. In all cases in which an approved leave of absence is based on FMLA (the Family Medical Leave Act) or for educational/professional purposes, the faculty member's pre-tenure/tenure/promotion/post-tenure review clock will automatically be stopped for one academic year if the leave of absence is for six (6) weeks or more. The faculty member must make a request to the Provost within 14 days of the beginning of the leave that the pretenure/tenure/promotion/post-tenure review clock be delayed for one academic year for an approved leave of absence due to FMLA or for educational/professional purposes lasting less than six (6) weeks.
4. Per BoR (BoR Policy Manual 8.3.7.4) extensions of the probationary term will be limited to no more than a total of two years. Faculty who receive a one-year extension before completing their third-year, pre-tenure review will automatically delay this review until the end of their fourth year in rank. Faculty who receive a two-year extension before completing their third-year, pre-tenure review will automatically delay this review until the end of their fifth year in rank. This automatic delay can be declined by the faculty by making a written request to Faculty Affairs.
5. A faculty member may request a one-year extension of the pre-tenure probationary period in situations that are qualifying events under the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. This includes qualifying events that occur over the summer in which a nine-month faculty member is not receiving a pay-check. Examples of such qualifying events include an extended illness, disability, childbirth, adoption of a child, or extended care of an ill child or immediate family member. A faculty member should apply for an extension as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure in

specific ways. Such request normally shall be made within three months of the extenuating event. Requests for an extension should not be made prematurely on the basis of speculation about how a coming event might affect progress toward tenure.

6. No leaves of absence will be granted to USG retirees who are drawing retirement benefits from the Teachers' Retirement System of Georgia or from the USG.
7. Approved leave shall allow employees the right to elect to continue group insurance benefits with institutional participation.

Additional Time-Off and Leave Information

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

Faculty and Administrative Emeritus Status and Privileges

Emeritus/Emerita status is a title signifying honorable and distinguished service to Kennesaw State University. Consistent with Board of Regents policy (BoR Policy Manual 2.11), a President may, at his or her discretion, confer the title of emeritus/a on any retired (not resigned) tenured or non-tenure track associate professor or professor, who at the time of retirement from KSU, had ten (10) or more years of continuous, full-time service (not equivalent) to the University System of Georgia with a minimum of the last five (5) of those years at KSU. For teaching faculty members with the rank of professor or associate professor, the "emeritus" designation is appended to the rank held at the time of retirement, e.g., professor emeritus. For academic administrators, the emeritus designation, upon approval by the Provost and the President, is appended only to the most senior administrative title held at Kennesaw State University, which may be held at or prior to the time of retirement, e.g., dean emeritus. The emeritus designation is not awarded for administrative titles held on an "acting" or "interim" basis. KSU's President may recommend the emeritus title for faculty members of other ranks upon the recommendation of the dean of the college in which the faculty member was employed. This title may be conferred by the USG-BOR upon the recommendation of the KSU President. Emeritus appointment is not guaranteed and is not accorded to part-time faculty members nor to faculty terminated for cause.

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

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

The following procedure will be used to develop recommendations:

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

Process for faculty and academic administrators requesting Emeritus Status:

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

- or negative). They will then forward the form, the employee's summary of accomplishments, and vita to their Dean.
4. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the Dean shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to the Provost.
 5. The Provost will forward all recommendation materials to the President for final action.
 6. The recommendation of the President shall be conveyed to the candidate no later than three months after the initial request date.

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

- KSU emeritus faculty/administrator photo identification card.
- Full library privileges, using emeritus I.D. card, including borrowing rights and interlibrary loan privileges.
- Emeritus Faculty and Administrators not currently employed by KSU may park in visitor parking at no charge.
- Faculty discount on selected KSU Bookstore purchases. • Admission to campus events the same as an active employee.
- Invitation to march in academic procession at Commencement or other occasions.
- Invitation to attend opening of university faculty meetings.
- Living emeritus faculty and administrators will be listed in the University catalogues and the faculty/staff directory.
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest, unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited.
- Emeritus faculty shall have continued use of KSU e-mail address.
- Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, College or Department when called upon by a committee chairperson and approved by the President, Provost, Dean, or department Chair.
- All emeritus faculty and administrators are eligible for a free membership at the KSU Fitness Center on the same basis as regular faculty & staff.
- All emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the Department Chair, Dean and Provost and subject to procedures for rehiring retired employees.
- Mail services shall be provided by the department for emeritus faculty, subject to certain restrictions.

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

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

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

Implementation of Emeritus Policy

Individuals retiring from KSU prior to implementation of this policy in 2014 who were not awarded Emeritus Status at the time of retirement are no longer eligible to request consideration for Emeritus Status.

4.3 - Workplace Policies and Procedures

4.3.1 - Outside Employment Policy

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

Definitions

Consulting is defined as "additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year" (BoR Policy Manual 8.2.18.2.3). This includes providing professional advice, services or products to a client in return for a fee, honorarium or other tangible advantage (NOT "WAGES"). A client, for purposes of this policy, is defined as: one who applies to a professional for advice.

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

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

- Non-compensated services to the profession, such as editing a journal, serving as an officer of a professional organization, etc. These are assumed to be included in the general guidelines of institutional responsibilities.
- Contract research or grant, in which an outside agency, public or private, "buys" an employee's "time" from teaching in order that research or other activity be accomplished, and in which there is a contractual relationship between the University and the outside agency.

Conflict of Interest and Conflict of Commitment

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

Conflict of interest questions should be guided by the policies established by the Board of Regents of the University System of Georgia. The pertinent policies are in BoR Policy Manual 8.2.18.2.,

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

Relationship of Outside Activity Agreements to Kennesaw State University

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

Kennesaw State University assumes no responsibility concerning the outside employment agreement unless arrangements are made with an authorized agent of the University. The employee will not be considered as an appropriate agent for this purpose. If the name of Kennesaw State University is to be used in the establishment of an outside agreement, written authorization must be obtained from the department chair, college dean, Provost and Vice President for Academic Affairs and Vice President for Business and Administration.

Use of University Facilities, Equipment and Resources

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

Reporting Procedures and Related Expectations

Unrelated Outside Employment Activity

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

- Any employee engaged in such activities must report such activities to their immediate supervisor at the inception of those activities and should thereafter report quarterly as to the nature and extent of such activities.
- Any potential conflicts identified in discussion of such activities should be resolved by discussion between the employee and the employee's immediate supervisor with the college dean or other appropriate second-level supervisor providing final review and resolution if necessary.

Related Outside Professional Activity

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

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

In all cases, related outside activity for compensation should be discussed with the employee's immediate supervisor; and the Outside Activity Form (which can be found on the Faculty Affairs Forms and Template website) must be completed following the guidelines established in the policy statement.

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

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

- Submit a copy of the Outside Activity Form to the immediate supervisor for review and approval. In the event the employee requesting outside employment is a supervisor, the next higher supervisor will be the initial recipient of the request form.
- The immediate supervisor should submit the Outside Activity Form to the secondlevel supervisor for review. If the second-level supervisor deems it necessary, a copy of the request will be submitted to the chief academic officer and/or chief fiscal officer, as appropriate.
- In all cases where resources and/or release time are involved, the Vice President for Business and Administration must review the related outside employment activity request to ensure that the activity is appropriate and that proper accounting procedures required by the University and the University System are being followed.

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

4.3.2 - Policy and Process Concerning Discrimination and Harassment

See KSU University Handbook Sections 5.2.11 and 5.2.12.

4.3.3 - Amorous Relationships

See BoR policy (BoR Policy Manual 8.2.23) on Amorous Relationships.

4.4 - Administrative Procedures

4.4.1 - Grants and Contracts

The Office of Research (OR), an organizational unit under the Office of the President, is the service and support office for external funding activities. This office provides services to support faculty throughout the proposal and grant process. The OR is responsible for all preaward and post-award functions and provides a full array of services such as identification of funding sources, interpretation of guidelines, project/program development, technical writing and editing, budget development, proposal submission, award and contract negotiation, technical reporting, and project accounting and billing.

Faculty should notify the OR of their intention to submit a proposal no later than 10 days before the sponsor's deadline. All proposals for external grant or contract funding must be routed through SmartGrant, KSU's electronic grants management system, and the OR needs at least five working days to review the proposal for compliance with all federal, state, and university regulations; when proposal review and routing are complete, OR will submit the proposal.

Once a grant or contract has been awarded to the University, the OR negotiates and finalizes the terms and conditions of the award with the sponsor. The OR works closely with faculty in the fiscal management of grants and contracts awarded to the University, with an initial meeting with the project director to go over the award conditions. The OR is responsible for ensuring that the business interests of the University are protected and that the University complies with award provisions. The staff maintains auditable records in support of charges to grants and contracts and prepares and files fiscal reports required by the sponsor.

A few reminders:

- Kennesaw State University Research and Service Foundation is the legal applicant for all proposals submitted by faculty.
- Funds and resources of the University cannot be obligated without the required approvals in SmartGrant.
- The Vice President for Research (or his/her designee) is the official authorized representative for signing all contracts.
- Line-item budgets that include facilities and administrative costs (indirect costs) must accompany all proposals and awards; contact OR for assistance.

4.4.2 - Procedures for Handling Student Complaints Against Faculty Members

Introduction

From time to time, students may feel that they have legitimate complaints against a faculty member. It is important that they and the accused faculty member have a common understanding of how such complaints may be resolved. To alert students, faculty, and administration to channels available for complaints, the following procedure is presented. This procedure is not applicable to cases involving discrimination or sexual harassment (see catalog, Student Rights and Responsibilities section). This procedure is also not applicable to cases of violation of stated grading policy (see catalog, Academic Policies section). In those instances, the established KSU procedures should be followed. For general guidance in making a complaint, students may utilize the Office of Student Advocacy as an informal resource for assistance.

Procedure

It is the responsibility of the student to bring his/her concerns or complaints for resolution. Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the President, Provost, or dean will refer grievants to the faculty member or to the department chair/school director as the first level of resolution.

Informal: Students are encouraged to discuss and resolve a complaint at the lowest possible level. In general, students should talk to the faculty member. In cases where the student is uncomfortable talking to the faculty member, they should talk to the faculty member's immediate supervisor (the department chair/school director or, if the faculty member is a chair/school director, that faculty member's dean). Informal resolution of a complaint should be attempted prior to filing a formal complaint. Faculty, department chair/school directors, and/or deans are encouraged to be available to students for such discussions so that if possible, the issue can be resolved informally.

Formal: In situations where such informal resolution does not occur because the student feels uncomfortable discussing the problem with the faculty member or because the discussion with the faculty member, faculty member's department chair/school director, and/or faculty member's dean is not successful, the student must follow the process outlined below to file a formal complaint against a faculty member. The appeal must be in writing and describe the precise basis of the appeal. Any pertinent information must be submitted in writing with the appeal in order to be considered in the appeal.

Step 1

The student makes a formal complaint to the faculty member's department chair/school director.

If the student's formal complaint against faculty involves behavior that occurred during a course, the complaint must be submitted at the latest within 5 business days after the first day of classes of the next academic term after the academic term in which the student has a complaint. Student complaints

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

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

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

Step 2

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

Step 3

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

Step 4

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

Just as students may file a written appeal of a decision to the next level, faculty may also appeal a decision, in writing, to the next level of review. The faculty member will receive copies of any written documents produced during the complaint resolution (at any level) and will be given the opportunity to respond to each document within 10 business days of receipt of the document, and the response will be directed to the next level of review. The faculty member will be informed at any point at which written documents concerning the complaint are placed into his/her personnel file and will be allowed to respond, in writing. Faculty are reminded that KSU policy and Federal law prohibits any form of retaliation against any individual who has been involved in this process (see KSU catalog, Student Rights and Responsibilities, Reaffirmation of Equal Employment Opportunity and Affirmative Action Rights section).

Step 5

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

4.4.3 - KSU Faculty Conflict Resolution Procedures

I. Overview

Kennesaw State University is committed to the prompt and fair resolution of the concerns of faculty. The Faculty Conflict Resolution Procedures described below have been formulated to help members of the Faculty resolve interpersonal workplace disagreements. No person's status with Kennesaw State University will be adversely affected in any way as a result of using these conflict resolution procedures. Any attempt to retaliate against a person for participating in conflict resolution under these procedures will be subject to disciplinary action, up to and including termination. These procedures do not in any way restrict the right of aggrieved Parties to seek resolution of their grievances, either through the courts, or through agencies of the State or Federal government.

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

- investigations or decisions reached under Kennesaw State University's Title IX/Sexual Misconduct or Non-Discrimination Policy (See KSU Office of Institutional Equity),
- promotion and tenure decisions (See Kennesaw State University Faculty Handbook Section 3.5 - General Expectations for Tenure, Promotion, and PostTenure Review),
- performance evaluations (See Kennesaw State University Faculty Handbook Section 3.12 - Faculty Review Process),
- hiring decisions (See Kennesaw State University Faculty Handbook Section 4.1.5 - Filling Vacant Faculty Positions and Faculty Search and Screening Process),
- changes to administrative appointments (See KSU Faculty Handbook Section 1.1),
- administrative changes to student grades,
- salary decisions (See Kennesaw State University Faculty Handbook Section 4.2 - Compensation & Benefits),
- transfers or reassignments (See Kennesaw State University Faculty Handbook Section 4.1.7 - Redirection and Reassignment of Filled Faculty Positions),
- removal of a faculty member or non-renewal of a contract of a non-tenured faculty (see KSU Faculty Handbook Section 4.1.9; BoR Policy Manual 8.3.9.1, 8.3.9.2, 8.3.9.3),
- termination or layoff because of financial exigency or program modification (Board of Regents Policy Manual 8.5.2 - Layoffs or Terminations; 8.3.7.10 - Termination/Layoff of Tenured Personnel due to Program Modification),
- normal supervisory counseling (for example, chair discussing classroom management issues with a faculty; dean discussing handling of personnel issues), and
- scholarly misconduct (KSU University Handbook Section 5.2.3)

II. Informal Procedures for Resolving Conflict

While informal resolutions are not required, all faculty are strongly encouraged to work through conflicts informally beginning with the person with whom they have differences. As necessary, a faculty member may also informally resolve conflicts by contacting their immediate supervisor. The supervisor should then arrange a meeting with the faculty member, and all concerned should make a good faith effort to resolve the problem. Good faith efforts to informally resolve the conflict may include conferring with University administrators to evaluate and assist with the informal resolution of the conflict. If the faculty member's conflict is with his/her first line supervisor or some other person that the faculty member does not wish to approach directly, the faculty member may talk with their next line supervisor or the Office of the Ombudsman.

The Office of the Ombudsman provides confidential and informal assistance in the resolution of university-related concerns. An Ombuds cannot impose solutions but can help identify options and strategies for resolution. Parties interested in consulting with the Ombuds are encouraged to contact the office as soon as possible but may seek informal assistance at any point in their attempts to resolve a conflict or grievance. If the conflict cannot be resolved through the efforts outlined above, then a faculty member may pursue a formal grievance review and resolution as described below.

III. Formal Procedures for Resolving Grievances

A grievance is a written complaint. A grievance review will be available to handle claims that a person has been harmed by any action that violates the policies of either Kennesaw State University or the Board of Regents of the University System of Georgia. These procedures assure that any faculty member within the University community who has a complaint will have access to an internal process that provides fairness to all Parties involved and that has as its objective the resolution of the conflict.

These procedures are not intended to discourage faculty from attempting to resolve a conflict themselves through discussion with the involved parties. These procedures should not be interpreted as a means to eliminate or weaken first-level supervisory or administrative roles of individuals or to prevent them from attempting immediate and impartial resolution of conflicts that develop within their areas of responsibility. While the Ombuds is available to consult with anyone at any time during the formal process, the Ombuds is never a part of the formal process.

Formal Grievance Resolution

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

Supervisory Level Review

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

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

Next Level Review

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

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

Petition for Review

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

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

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

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

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

A complainant who wishes to address the Grievance Hearing Committee orally must make the request in the written petition. If no oral presentation is requested, the review will be based upon the written record. The Grievance Hearing Committee may call a hearing if they deem necessary. If a hearing is called, it must be conducted within 21 calendar days, unless reasonable cause is documented to the parties as to why it should take longer than the prescribed time frame.

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

1. The Grievance Hearing Committee chair will notify complainant and respondent of the date, time, and place of the hearing.
2. The hearing will be recorded via audio recording. Tapes and records of the hearings may be subject to disclosure under the Georgia Open Records Act. Archives will be kept in Faculty Affairs.
3. The petition will be heard by members of the Grievance Hearing Committee.
4. Members of the Grievance Hearing Committee will be excused from service on a particular case under the following circumstances:
 - a. If they have a personal or professional relationship with any party to the case which would prejudice them from rendering an objective judgment in the case.

- b. If the case involves a student, faculty member or staff member in the same department or unit as a member of the Grievance Hearing Committee.
 - c. In the event a committee member is excused from service on a particular case, the Faculty Senate, Chairs' and Directors Assembly, or Deans' Council will select an alternate from the appropriate constituency to serve on the committee for that case.
5. If an oral hearing is to be held, the complainant making the appeal shall present first in the hearing; respondent(s) shall present after the complainant.
6. The respondent against which the appeal is directed will be afforded the opportunity to attend and participate orally in the hearing if one is granted.
7. The Grievance Hearing Committee has the discretion to limit the presentation time of all parties; time limits will be determined in advance of any testimony and the same time limits will apply to all parties.
8. A faculty member may utilize an advisor of his/her own choosing to assist and advise the faculty member; however, attorneys are not authorized to participate in hearings before the Grievance Hearing Committee. Any Kennesaw State University faculty member may participate as an advisor in Grievance Hearing Committee hearings because of the faculty member's designation as a Kennesaw State University faculty member. The advisor is for advice and moral support. The advisor is not a witness and will not make statements to the Grievance Hearing Committee or present evidence at the hearing.
9. The Grievance Hearing Committee may invite witnesses identified by either party or any other witnesses that they deem necessary to participate by meeting with the Grievance Hearing Committee; if they prefer they may respond in writing to the Grievance Committee's request for information.
10. The Grievance Hearing Committee has the discretion to accept any additional information from either party as they deem necessary, and to request additional information from other university sources.
11. If an oral hearing is to be held, the chair of the Grievance Hearing Committee will choose the option that the complainant and respondent appear (a) separately, or (b) together. Parties will not be permitted to cross-examine each other during the hearing. Formal legal rules of evidence do not apply in the hearing.
12. The complainant has the burden of proving by the preponderance of the evidence that he/she has been wronged. If, at the conclusion of a review, the Grievance Hearing Committee is unable to reach a decision, the complainant fails to carry this burden and the finding should be in the respondent's favor.

Grievance Hearing Committee Findings

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

Decision of the Provost

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

Decision of the President

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

Discretionary Review by Board of Regents

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

IV. Formation of a Grievance Hearing Committee

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

Organizational Meeting

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

V. Amendment Process

These Conflict Resolution Procedures can be altered and/or amended only if presented in writing to the Faculty Senate, Council of Academic Deans, and Chairs and Directors Assembly, and approved by an affirmative vote of the majority of the Senate. The Grievance Oversight Committee has the responsibility of reviewing these procedures and recommending appropriate changes. No amendment or alteration will be in effect until it has been approved by the President.

Grievance Procedure Flow Chart