

Welcome to the Kennesaw State University Faculty Handbook

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

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Section 1 - Institutional Purpose and Organization

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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).

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

The term "teaching faculty" is used at KSU in reference to those members of the Corps of Instruction who hold rank, including librarians, lecturers and senior lecturers that are non-tenure-track faculty, with renewable contracts as indicated in the BoR Policy Manual 3.2.1.

Administration refers to activities that are required to support the management of the institution. The role of administrative faculty is characterized by positions whose primary responsibility includes a) the active, continuing involvement in formulating, interpreting and implementing institutional policy; b) the exercise of substantial independence, authority and discretion in areas such as program planning, budgeting, design and allocation of resources; and c) making personnel decisions such as hiring, annual performance evaluation, and promotion and tenure reviews. Administrative faculty serve in executive leadership roles such as President; Provost; assistant/associate/vice

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

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

Administrative faculty are not eligible to serve as teaching faculty on department, college, or University committees nor on the Faculty Senate. If serving on a committee or the Faculty Senate as a teaching faculty at the time of appointment to an administrative position, the faculty member will be replaced following procedures outlined in department, college, and/or University guidelines. Administrative faculty are not eligible to be considered for any teaching faculty awards.

1.2 - Descriptions of Organizational Divisions, Colleges, and Departments

1.2.1 - Academic Affairs Office

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1.2.1 - Academic Affairs Office

The Office of Academic Affairs is the administrative unit that oversees grants awards.

development for faculty effectiveness. The website address for the Center for Excellence in Teaching and Learning is <https://facultydevelopment.kennesaw.edu/>.

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

Global Education

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

Library System

The Kennesaw State University Library System is composed of the Sturgis Library, the Johnson Library, and the Library Repository. 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 <https://library.kennesaw.edu/>.

1.2.3 - Academic Colleges

Academic Deans

Each of the academic colleges is headed by an academic dean. The dean provides administrative oversight, academic leadership, and holds decision-making authority at the college level for all aspects in the operation of their area. The deans are centrally involved in the planning, resource acquisition, program operational administration, personnel decisions, and external relations of their college/division/office. The academic deans are members of the Provost and Senior Vice President for Academic Affairs' administrative team. Under the leadership of the dean, a college's administrative team typically includes associate and/or assistant deans and department chairs/school directors.

Department Chairs and School Directors

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

College of Computing and Software Engineering

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

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

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

The Graduate College

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

Wellstar College of Health and Human Services

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

KSU Journey Honors College

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

2.7.2 - Procedures Associated with Textbook Policy

2.8 - Class Rolls

2.9 - Grading

2.10 - Student Attendance Policy

2.11 - Faculty Absences

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

2.13 - Faculty Policies and Procedures with Legal Implications

2.1 - Academic Freedom and Responsibility

Kennesaw State University endorses the following statements as published by the American Association of University

grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. It is the mastery teachers have of their subjects that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to interject material that has no relation to the subject, or to fail to present the subject matter of the course as announced to their students and as approved by the faculty in their collective responsibility for the curriculum.

Instructional Responsibilities

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

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

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

1. external and internal political pressure
2. undue interference in course content

3. retaliation or reprisal for expressing unpopular perspectives related to research, curriculum, pedagogy, and organizational procedures
4. undue interference in grading and assessment criteria

2.2 - Workload Model for Teaching Faculty

The purpose of this model is to provide a common vocabulary to describe the varied work faculty members do and an agreed framework for discussions of that work. The model establishes some core standards, for instance that a typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year, and that all faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and, equivalencies for non-standard faculty activities (e.g., supervision of significant student research), be formally negotiated and incorporated into the faculty assessment process. Likewise, disciplines with writing-intensive courses, laboratory courses, studio and field experiences, etc., or with unusually heavy supervising and mentoring responsibilities shall establish teaching load equivalencies through the shared governance process on the basis of this model. The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and their chairs to agree upon (with their dean's approval) based on institutional needs and KSU's shared governance process. But the application of the model's core standards and the common vocabulary across campus should enable KSU to distribute faculty work more wisely and fairly, to assess it more accurately, and to reward it more appropriately. In order to ensure this distribution, the norms for workload effort expected in the area of teaching, scholarship/creative activity, and service for the typical tenure-track/tenured teaching faculty are 60%, 30%, and 10%, respectively. Workload adjustments are made from these norms. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

The Workload Model and Shared Governance

departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. Faculty for whom a different model would be more appropriate will collaborate with their chair/director in the selection of that model. A faculty member's strengths, interests, and past three years' annual reviews will serve as the primary guide to the selection of the model.

If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination.

Instructional Responsibilities

Illustrative Example of the Workload Model

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

Some Illustrative Workload Examples*

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

Service.....	30
Total	100

Teaching - Scholarship - Service Balance

3-3 course load Teaching.....	60
S/CA.....	20
Service.....	20
Total	100

Scholarship/Creativity Activity Emphasis

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

Administration Emphasis

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

2.3 - Teaching Overloads

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

2.4 - Faculty Performance and Assessment

Teaching, Supervising, and Mentoring Effectiveness

for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor.

Mentoring

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

Institutional Resources for Faculty

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

Basic Expectations and Responsibilities

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

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

- Be on time. Faculty should start and end their classes and appointments at the scheduled time.

- Provide feedback to learners in a timely manner (e.g., returning graded papers and evaluated materials or responding to messages). Learners need feedback about the quality of their performance in order to understand what they do well and in what ways they need to improve.

- Provide feedback to students about their progress prior to the last published day to withdraw without academic penalty.

- Relate instructional methods to learning objectives.

- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs).

- Apply stated standards and expectations of the instructor, department, college, and University consistently, regularly and objectively to all learners.

- Communicate and enforce KSU's policy with respect to academic integrity.

- Provide a syllabus for each course at the beginning of the term.

electronic, online system that ensures anonymity of the students. The feedback is then provided to faculty for use in improving instruction.

The items currently used by the University are listed below.

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

1. The instructor was effective in helping me learn.
2. The instructor created a learning environment wherein I felt comfortable participating.
3. Overall, the content of this course contributed to my knowledge and skills.

Written comments on teaching, mentoring, and/or supervising from students, community partners, or clients-solicited or otherwise.

Examples of student work completed under teacher's supervision, along with descriptions of venues for presentation and any recognition, with student permission granted or with identifying information removed.

2.6 - Course Scheduling Expectations

The primary objective of course scheduling is to deliver the required curriculum. It is expected that faculty will be involved in determining course schedules in consultation with the department chairs to meet institutional needs.

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participate in day, evening, and weekend courses as determined in discussions with the department chair and dean.

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

2.7 - Course Instructional Materials

Whereas most classes taught on the freshman and sophomore levels are foundations for more advanced ones, it is

2.7.2 - Procedures Associated with Textbook Policy

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

The grading policy should be quite specific and should be distributed to each class in written form. Some departments may also require faculty members to file grading policy statements in the departmental office. Because the student can submit a grade appeal to the Department Chair within 20 business days after the first day of classes of the next academic term after the academic term in which the final grade was awarded to the student (see Grade Appeals Procedure, section B), it is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved.

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

Final Examination Policy

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

from your office, if you don't return it to them in class. Information should not be made public in any way in which a student's grades, social security number, or other personal information may be identified.

Field Trips

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

Faculty Liability

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

Copyright Law

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

Section 3 - Review and Evaluation of Faculty Performance

3.1 - Introduction

3.2 - Overview of Faculty Responsibilities

3.3 - Basic Categories of Faculty Performance

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

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

3.6 - General Expectations for Promotion and Faculty Performance for Non-

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

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

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

The Faculty Performance Agreement (FPA) must:

- clarify the general responsibilities and relative emphasis of the individual in teaching, scholarship and creative activity, and professional service,
- articulate the way the faculty member's activities relate to the departmental and college mission and goals,
- identify the expectations for scholarly activity in all of the faculty member's performance areas, and
- identify the performance area(s) that will include scholarship expectations and describe those expectations.
- clarify how the faculty member will promote student success in one of the three areas.
- identify how the faculty member will pursue continuous professional growth in one of the three areas

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

As a faculty member matures and develops and as the focus of colleges and departments evolve, an FPA may change. New agreements may reflect changes in the workload percentages assigned. It may, in fact, be necessary to change an FPA during the course of a given year due to unexpected circumstances, such as changes in departmental staffing and/or other opportunities. If this occurs, the faculty member, in consultation with supervisors, will draw up a new FPA that will be signed by all parties. Both this new and the old FPA will be used in the evaluation of the faculty member at the conclusion of the year and in subsequent promotion and tenure recommendations and decisions.

3.3 - Basic Categories of Faculty Performance

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

A. Teaching

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

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

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

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

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

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 depart

Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities that are essential to the life of the institution (see KSU Faculty Handbook Section 2.2). That is, the norm for workload effort expected in the area of service for the typical tenure-track/tenured teaching faculty is 10% (120 hours/year).

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

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

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

- an explanation of the scholarly work involved in the service role,
- copies of minutes,
- number of hours met,
- copies of products developed,
- measures of the impact or outcome of the service role, and/or

- an explanation of the unique contribution of leadership roles or recognition by others of contributions.

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

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

Examples of Student Success in Professional Service

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

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

A. Definitions of Scholarly Activity and Scholarship

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

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

Examples of Scholarly Accomplishments in Teaching

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

Examples of Scholarly Accomplishments in Scholarship and Creative Activity

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

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.

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 8.3.7.9), 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. 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.

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 con

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

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

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

Required criteria for terminal degree equivalency include:

- 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

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-

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) the 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 Assistant Vice President for 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, each

post-tenure review, five full years after the award of tenure and at five-year intervals (occurring in the sixth year) thereafter, unless one of several intervening circumstances occurs. Such intervening circumstances may substitute for, defer, or waive the next scheduled post-tenure review as follows:

A successful review for promotion in professorial rank is considered comprehensive and comparable to post-tenure review; the successful promotion will restart the individual's five-year "clock" for the next post-tenure review.

A successful selection and appointment to a different KSU position as a result of a competitive national search and screening process is considered comprehensive and comparable to post-tenure review; the appointment will restart the individual's five-year clock for the next post-tenure review.

As is presently the case in eligibility for tenure or promotion consideration, a leave of absence taken during one or more terms of the nine-month academic year may exclude that year from being counted on the five-year clock for post-tenure review, deferring the next scheduled review accordingly by a year.

The Provost may waive a scheduled post-tenure review for a faculty member whose written notification of retirement is formally accepted and is effective within the two-year period immediately following the next scheduled post-tenure review.

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 USG Academic & Student Affairs Handbook 4.7), 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, promotion, and/or tenure reviews and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews. The joint appointment agreement must also specify the composition of the promotion and tenure committee and how members of the committee will be elected.

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

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

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

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

The holder of a non-tenure track faculty position with professorial rank is not eligible for consideration for the award of tenure or probationary credit toward tenure. Non-tenure track faculty members may apply for a declared, open tenure track faculty po

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded academic rank and who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track faculty member with professorial rank should follow the schedule outlined by the Board of Regents in the USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

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).

C. Joint Appointments for Non-Tenure Track Faculty

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

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

- 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 (Faculty Review Process - Portfolio Guidelines and Contents).

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

B. Faculty Performance Expectations for Non-Tenure Track

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

Clinical Associate Professors

Faculty members at this rank make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational, industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the University. Based on BoR policy (BoR Policy Manual 8.3.6.2), promotion to the rank of clinical associate professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion. Initial appointments to the clinical associate professor rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience (BoR Policy Manual 8.3.1.3).

Clinical Professors

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

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

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

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

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

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

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

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

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

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

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

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 USG Academic & Student Affairs Handbook 4.8.1. (Renewal and Nonrenewal of Contracts of Non-Tenured Faculty).

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

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.2), all non-tenured faculty members who have been awarded

percent of salary funding to be allocated from each department, and the division of indirects from research contracts and grants, if applicable.

D. Conversion Between Non-Tenure Track Faculty Positions

If a non-tenure track research faculty requests and is granted a conversion to another type of non-tenure track faculty

1. Format (ARD and FPA)

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

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

2. Evaluation of Categories by Chairs

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

- 5. Exemplary
- 4. Exceeds Expectations
- 3. Meets Expectations
- 2. Needs Improvement
- 1. Does Not Meet Expectations

(BoR Academic and Student Affairs Handbook 4.4)

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

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	

6. Success at meeting goals and objectives.

4. Process for Annual Review

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

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

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

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

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

Last Friday of January: Completed ARDs/FPAs submitted by teaching and administrative faculty to next level supervisors.

2nd Friday of March: Completed ARDs/FPAs submitted by teaching and administrative faculty to next level supervisors.

undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. (BoR Faculty and Student Affairs Handbook 4.7)

B. Multi-Year Reviews

1. Pre-Tenure Reviews

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

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

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

2. Review for Promotion and/or Tenure

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

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

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

Within 10 calendar days from the date of Advance of each review recommendation, the faculty member has the right to respond to the committee's or administrator's recommendation and justifications by submitting a letter written by the faculty member to the reviewing committee or administrator for the information of the next level of review. The faculty

- 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 candidate will enter the names and contact information for the reviewers on the final list into the digital portfolio system, along with the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. The candidate should select the work to be shared with the letter writer. It is unnecessary to have all materials evaluated.
- j. The department chair contacts the potential letter writers through the digital portfolio system requesting their assistance using the standard KSU "Letter to External Reviewers."
- 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 upload their letter into electronic portfolio workflows before the faculty member submits the portfolio.
- 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

Although the primary evidence considered by review committees/administrators for post-tenure review is the five most recent annual evaluations and a current curriculum vitae, faculty members for post-tenure review must submit all materials listed on the Portfolio Document Submission List (see below). Supporting documentation is also submitted. External letters are not required for PTR.

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

The review of post-tenure portfolios for faculty then proceeds to the College P&T Review Committee. A letter indicating the committee's evaluation must be uploaded into the digital workflow. The committee's post tenure review letter will include an assessment of the strengths and weaknesses in the quality and significance of a faculty member's performance in the context of individual roles and responsibilities. The letter will also include an overall assessment of whether the faculty member is meedvfadG -0.002 Tc[(include an)-2(overall dJETQq0.00000912 0 612

II. Performance Improvement Plan

dean will assess whether the faculty member demonstrated substantive progress. (BoR Faculty and Student Affairs Handbook 4.7)

If the College P&T Committee, the chair, and the dean find that the faculty member demonstrated no substantive progress towards remediating the deficiencies identified in the PIP, the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The letter indicating Dean's assessment and proposed action is sent to faculty member for response (14 calendar days). (BoR Faculty and Student Affairs Handbook 4.7)

If the department chair and dean do not agree on their assessment of sufficient progress in performance, the provost will make the final assessment. (BoR Policy Manual 8.3.5.4)

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

III. PIP Follow-up Actions and Due Process

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

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

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

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

- Continuation of PIP, without eligibility for pay increase
- Temporary loss of any preferences earned (i.e., seniority)
- Temporary workload adjustments imposed.

Faculty members may appeal an action plan following an unsuccessful PIP by requesting that the university's review committee examine the evidence of their progress on the PIP and assessing the proposed action. Faculty members may request an in-person hearing with the University Review committee to state their case and to hear their recommendation. In cases where tenure revocation or dismissal is proposed, faculty may be accompanied by an advisor, who may or may not be legal counsel. According to USG policy:

The faculty member has 14 calendar days to respond and request review by the University Review Committee. This committee is made up of the current chairs of all of the College Promotion and Tenure Review Committees.

1. The University Review committee will review the materials that attest to performance improvement plan progress and the proposed remedial action recommendation of the department chair and dean. The University Review committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the University Review committee may be based solely on a review of the record. The University Review committee will issue its recommendation to the Provost and the faculty member within 30 calendar days of the request for review by the faculty member.
2. Within 7 calendar days of receiving the recommendation(s) from the University committee, the Provost shall send an official letter to the faculty member notifying them of the decision.
3. The faculty member may appeal to the President of the institution within 7 calendar days of receiving the decision from the Provost. The President's final decision shall be made within 14 calendar days and should notify the faculty member of their decision and the process for discretionary review application as provided for in Board of Regents' Policy.
4. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
5. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26). (BoR Faculty and Student Affairs Handbook 4.7)

5. Post-Tenure Review for Administrative Faculty

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

II. Frequency of Administrative Post-Tenure Review

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

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

V. Participants in Administrative Post-Tenure Review

- A. University Administrators
 - i. University Administrators serve in a variety of capacities, with diverse organizational structures to consider. As such, their 360 reviews will vary and be highly individualized. Reviews of these individuals should seek to sample five respondents from "above", five respondents considered "peers" and ten respondents considered subordinates or customers of the service they provide to the university. Each position is unique, but reviewers

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

VI. Outcomes of Administrative Post-Tenure Review

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

6. Committee Structure and Process

Department P&T Review Committee: Department P&T committees and the Department P&T Committee chair are elected by the tenure track faculty of the department during the spring semester. An individual committee chair must be identified for each P&T committee. Department P&T committees, except for the 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.

College Review Committee: For the purpose of reviews, except for the KSU Library System, the members of the College P&T Committee are one or two tenured teaching faculty members from each department as described in 411.43 592.42 Tm0 g0 G[(-)] TJ

review for Post-Tenure Review can serve on the department Promotion and Tenure committee, because the candidate's portfolio is not reviewed by the department committee.

In special cases requiring deviations from the established structure, permission must be obtained in advance from the

- Excerpts from conference programs/proceedings
- Conference presentation evaluations
- Title pages and abstracts from professional journals or the full article
- Title pages and tables of contents from books or the full books
- Evidence of grant solicitation
- Book, chapter, and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works
- Evidence of student success activities

Professional Service - This section contains illustrative evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (college and departmental guidelines may be more specific):

- Committee assignment documentation
- Copies of meeting minutes
- Copies of products developed
- Recognition by others of contributions
- Evidence of student success activities
- Evidence of statewide, regional, national or international professional service. For Administrators, additional evidence of the quality and significance of the faculty member's administration and leadership:

Documentation indicating leadership assignments

Evidence of program evaluation

Supervisor, peer, and employee evaluations

Copies of products developed

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

8. Withdraw from an Elective Review by Submitting a Written Request for Withdrawal

A faculty member who has initiated an Elective Tenure or Elective Promotion Review may withdraw from BDC qdC /Sn9] TJaProvostenure o.

9. Queries about Process and Ethical Violations

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

3.13 - Multi-Year Review Schedules

Revised March 28, 2023

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 (if applicable)
Mid-February to Early May	Chair sends request for external letters (If the letter writer declines, the chair will choose another letter writer in the order of the list.)
July 1st	Due date for external letters (If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.)

Mid-August

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)	
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

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

4.1.2 - Graduate Faculty Status

4.1.3 - Joint Appointments

4.1.4 - Faculty Employment and Separation

4.1.4.1 - Employment Contracts

4.1.4.2 - Notice of Faculty Resignation or Retirement

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

4.1.6 - Faculty Relocation and Moving Expenses Policy

4.1.7 - Redirection and Reassignment of Filled Faculty Positions

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

4.1.9 - Removal of a Faculty Member for Cause

4.1.10 - Visiting Faculty Appointments

4.1.11 - Limited Term Faculty Appointment

4.1.12 - Part-time Teaching Faculty Appointment

4.1.13 - Salary Conversion for Fiscal and Academic Year Appointments

4.1.14 - Adjunct Faculty Appointments

4.1.15 - Visas for Non-U.S. Citizens

4.1.16 - State Restrictions on Kennesaw Faculty Employment Elsewhere in the University System

4.1.17 - KSU Academic Affairs Electronic Records Policy

4.2 - Compensation & Benefits

4.2.1 - Academic Year Pay Procedures

4.2.2 - Summer Employment and Compensation

4.2.3 - KSU Faculty Exchanges

4.2.4 - Stipend and Overload Compensation Guidelines

4.2.5 - KSU Employee Benefits

4.3 - Workplace Policies and Procedures

4.3.1 - Outside Work for Pay and Conflict of Interest

4.3.2 - Policy and Process Concerning Discrimination and Harassment

4.3.3 - Amorous Relationships

4.4 - Administrative Procedures

4.4.1 - Grants and Contracts

4.4.2 - Procedures for Handling Student Complaints Against Faculty Members

4.4.3 -

4.1.14 - Adjunct Faculty Appointments

4.1.15 - Visas for Non-U.S. Citizens

4.1.16 - State Restrictions on Kennesaw Faculty Employment Elsewhere in the University System

4.1.17 - KSU Academic Affairs Electronic Records Policy

4.1.1 - Faculty Appointments

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

Tenure Track Appointments

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

Non-Tenure Track Appointments

Lecturers and Senior Lecturers (as defined below)

Full-time clinical, research, and librarian faculty with rank

Limited term, part-time and adjunct faculty

Full-time instructional or administrative faculty with rank who are explicitly employed in a non-tenure track status

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

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

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

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

Senior Lecturers - Initial appointment at the rank of senior lecturer is reserved for those with extensive experiences and accomplishments. Promotion to senior lecturer, or initial appointment at the rank of senior lecturer, requires approval by the President. Senior lectur

Full Graduate Faculty Status

With full graduate faculty status, members are eligible to:

Teach graduate courses.

Supervise graduate research assistants (GRAs) and graduate teaching assistants (GTAs).

Serve as voting members and chairs of university graduate committees.

Serve as chair, member, or reader for thesis and dissertation committees.

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

Teaching: demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.

Research: The faculty member must EITHER

1. maintain an active record of research in the discipline; OR
2. have earned a terminal degree in the discipline in the last five years; OR
3. receive a special exemption based on professional qualifications; as determined by the academic department.

Employment Status: The individual must hold a tenured or tenure-track position at KSU.

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

Associate Graduate Faculty Status

With associate graduate faculty status, members are eligible to:

Teach graduate courses.

Supervise graduate teaching assistants (GTAs).

Serve as voting members of university graduate committees.

Serve as member or reader for thesis and dissertation committees.

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

Teaching: demonstrate teaching expertise at advanced and specialized levels appropriate for graduate programs.

Employment Status: The individual must hold a tenured or tenure-track position at KSU.

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

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

Affiliate Graduate Faculty Status

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

With affiliate graduate faculty status, members are eligible to:

Teach graduate courses.

Supervise graduate teaching assistants (GTAs).

Serve as member or reader for thesis and dissertation committees.

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

A terminal degree in the field in which they will teach; or

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

Term: 3 years, renewable.

Process for Appointment

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

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

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

Status of KSU Administrators

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

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

Revocation of Membership in the Graduate Faculty

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

4.1.3 - Joint Appointments

4.1.4.1 - Employment Contracts

4.1.4.2 - Notice of Faculty Resignation or Retirement

4.1.4.1 - Employment Contracts

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

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

4.1.4.2 - Notice of Faculty Resignation or Retirement

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

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

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

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

4.1.6 - Faculty Relocation and Moving Expenses Policy

Relocation and moving expenses may be provided to new, full-time contracted tenure track and non-tenure track faculty members and administrators if funds are available in the department or college budget and relocation assistance benefits the University and its recruitment effort. The exact amount of reimbursable relocation expenses will be determined on a case-by-case basis and specified in the written offer of employment. Please refer to the Payroll

Services forms website (<https://payroll.kennesaw.edu/forms.php>) for the complete relocation policy and to access the KSU Relocation and Moving Expense Reimbursement form.

4.1.7 - Redirection and Reassignment of Filled Faculty Positions

Reorganizations and reassignments that affect such individuals may result in the University's election of its option for the non-renewal of a completed employment contract or possibly to a mutual agreement that results in a change in status within the classified staff system. (It is not uncommon for administrative faculty in non-instructional departments

- b. For lecturers and senior lecturers with three (3) or more years but less than six (6) years of full-time continuous service in that position at KSU, notification of non-reappointment is at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
- c. For lecturers and senior lecturers with six (6) or more years of full-time continuous service in that position at KSU, notification of non-reappointment is at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

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

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

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

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

4.1.9 - Removal of a Faculty Member for Cause

Per Board of Regents Policy Manual 8.3.9, the President of a USG institution or designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and in the approved statutes or bylaws of an institution. A tenured faculty member or a non-tenured faculty member may be dismissed before the end of the contract term for any of the following reasons, provided that the institution has complied with procedural due process requirements:

Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment - or prior thereto if the conviction or admission of guilt was willfully concealed;

Professional incompetency, neglect of duty, or default of academic integrity in teaching, research, or scholarship;

Unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by applicable laws; teaching or working under the influence of alcohol or other drugs which interferes with the faculty member's performance of duties or responsibilities to the institution or to profession;

Conviction or admission of guilt in a court proceeding of any criminal drug offense;

Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;

False swearing with respect to official documents or statements filed with or given to the institution;

Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;

Violation of Board of Regents' policies; and

Other grounds for dismissal as may be specified in the statutes of the institution, which may supplement the Board of Regents' policies governing causes and procedures for dismissal.

Any student, faculty member, administrator or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, public service, or any other activity at any University System Georgia institution is considered by the Board to have

committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

Procedures for removal of a faculty member shall be those specified in Board of Regents Policy Manual 8.3.9.2.

4.1.10 - Visiting Faculty Appointments

Faculty members who are employed at another non-USG institution and are temporarily employed at Kennesaw State University for a designated short-term period may be appointed as a Visiting Faculty member. These faculty may be on a temporary leave of absence or sabbatical from their home institution, an executive on loan, or a visiting international faculty member and are expected to return to their home institution at the end of their appointment at Kennesaw State University. The same appointment process for limited term faculty is used for visiting faculty if Kennesaw State University is providing a salary. The same appointment process for adjunct faculty is used for visiting faculty if Kennesaw State University is not providing a salary.

4.1.11 - Limited Term Faculty Appointment

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

4.1.12 - Part-time Teaching Faculty Appointment

According to BoR policy (USG Academic & Student Affairs Handbook 4.2), part-time faculty are non-tenured faculty employed at a single USG institution or at more than one USG institution and are subject to the following conditions:

1. Are employed as-needed, on a per-course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;

Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts and have qualifications that satisfy all SACSCOC accreditation requirements. In order to teach undergraduate classes, part-time faculty must hold at least a master's degree in the teaching discipline OR master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). A terminal degree in the teaching discipline is required for part-time faculty to teach graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented for consideration as justification for how outstanding professional experiences equates to the academic preparation to qualify part-time faculty to teach a course.

Appointment of Part-

Unlike the expectations for full-time faculty, there are no additional or minimal KSU expectations for the part-time colleague to be engaged in professional service, scholarship, academic achievement, or advisement responsibilities at KSU.

yearly and the administrator's supervisor should adjust the stipend as needed in order to maintain both an appropriate nine-month faculty salary and a competitive twelve-month administrative salary including stipend.

Forms for administrative stipend requests are available on the Faculty Affairs Forms and Templates website.

4.1.14 - Adjunct Faculty Appointments

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

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

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

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

4.1.15 - Visas for Non-U.S. Citizens

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

Non-resident international faculty at KSU can be hired under eligible work authorization (H4, F1, etc.) or may be sponsored either as short-term visiting scholars (J-1 visa) through Global Education or for extended employment under an employment sponsored visa (such as an H1B) through Human Resources. International faculty may contact Human Resources for advice and assistance regarding employment eligible visa status. Department chairs wishing to sponsor short-term scholars for J-1 visas should contact Global Education for assistance.

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

4.1.16 - State Restrictions on Kennesaw Faculty Employment Elsewhere in the University System

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

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

4.1.17 -

who write themselves into grants or contracts for services that involve overload pay create the potential for a perceived conflict of interest or obligation.

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

Avoiding Conflicts with Grants

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

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

Sick Leave Benefit and Reporting Responsibility for Faculty

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

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

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

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

Leaves of Absence

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

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

A statement that the faculty member's absence will not adversely affect institutional programming.

Strong justification for the request for leave with pay to a faculty member who has not been employed at KSU for at least three years.

A statement of the direct and significant benefits that will accrue to the institution as a result of the faculty member's activities during the period of leave.

If the granting of leave with pay will require additional institutional expenditures, provide a note of that fact.

The amount of leave pay, determined with reference to the following:

- The normal rate of leave pay shall be considered as an amount up to one-half of the regular salary of the faculty during the period of leave.
-

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

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

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

Additional Time-Off and Leave Information

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

Faculty and Administrative Emeritus Status and Privileges

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

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from Kennesaw State University for the "emeritus/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 Senior 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 the chair within a timeframe of 30 days prior to or 30 days following the official retirement date. An employee may be nominated for emeritus status by another employee in the same unit, with the nominee's consent.

Process for faculty and academic administrators requesting Emeritus Status:

1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by a one-page description summarizing the faculty member's accomplishments at KSU, and by a current vita.

2. The chair or unit head will appoint a peer review committee consisting of a minimum of three members. This review committee may be the Department Promotion & Tenure Committee. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the committee shall indicate their recommendation (either positive or negative). Their recommendation will be based on a simple majority vote of the committee. They will then forward the form, the employee's summary of accomplishments, and vita to their department chair/school director.
3. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the chair/director shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to their dean.
4. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, the employee's summary of accomplishments, and vita to the Provost.
5. The Provost will forward all recommendation materials to the President for final action.
6. The recommendation of the President shall be conveyed to the candidate no later than three months after the initial request date.

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

KSU emeritus faculty/administrator photo identification card

Full library privileges, using emeritus I.D. card, including borrowing rights and interlibrary loan privileges

Emeritus Faculty and Administrators not currently employed by KSU may park in visitor parking at no charge

Faculty discount on selected KSU Bookstore purchases.

Admission to campus events the same as an active employee

Invitation to march in academic procession at Commencement or other occasions

Invitation to attend opening of university faculty meetings

Living emeritus faculty and administrators will be listed in the University catalogues and the faculty/staff directory

Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest, unless they specifically request that their name be omitted from such lists. They will also be

the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).

Retention or use of certain pieces of equipment, computers etc. as approved by their department chair and dean - The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of KSU.

An emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective department chair and subject to procedures for rehiring retired employees.

Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees.

Emeritus business cards upon request to the chair of their home department and subject to budgetary constraints.

Implementation of Emeritus Policy

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

4.3 - Workplace Policies and Procedures

4.3.1 - Outside Work for Pay and Conflict of Interest

4.3.2 - Policy and Process Concerning Discrimination and Harassment

4.3.3 - Amorous Relationships

4.3.1 - Outside Work for Pay and Conflict of Interest

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

4.3.2 - Policy and Process Concerning Discrimination and Harassment

See KSU University Handbook Sections 5.2.11 and 5.2.12.

4.3.3 - Amorous Relationships

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

4.4 - Administrative Procedures

4.4.3 - KSU Faculty Conflict Resolution Procedures

4.4.4 - KSU Academic Freedom Complaints

4.4.1 - Grants and Contracts

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

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

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

A few reminders:

Kennesaw State University Research and Service Foundation is the legal applicant for all proposals submitted by faculty.

Funds and resources of the University cannot be obligated without the required approvals in Cayuse.

The Vice President for Research or designee is the official authorized representative for signing all contracts.

Line-item budgets that include facilities and administrative costs (indirect costs) must accompany all proposals and awards; contact OR for assistance.

4.4.2 - Procedures for Handling Student Complaints Against Faculty Members

Introduction

From time to time, students may fTm0 TQq0.0000091 yrQq0.00000912 0 GFrom s0.000 GFrer0 17/Lb00912 5u2tBTof gr. Itlimsitte000091 79

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

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

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

Step 1

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

If the student's formal complaint against faculty involves behavior that occurred during a course, the complaint must be submitted at the latest within 5 business days after the first day of classes of the next academic term after the academic term in which the student has a complaint. Student complaints regarding final course grades are governed specifically by the Grade Appeal Procedure detailed in the University catalog.

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

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

Step 2

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

Step 3

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

Step 4

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

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

Step 5

A student or faculty member aggrieved by the President's final decision in the matter may apply to the Board's Office of Legal Affairs ("Legal Affairs") for a review of the decision. Review of the decision is not a matter of right but is within the sound d

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,

In general, all formal grievances should be reviewed at a minimum of two levels if possible, within the complainant's

12. Signature of complainant and date (electronic submission of Grievance form constitutes signature).

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

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

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

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

1. The Grievance Hearing Committee chair will notify complainant and respondent of the date, time, and place of the hearing.
2. The hearing will be recorded via audio recording. Tapes and records of the hearings may be subject to disclosure under the Georgia Open Records Act. Archives will be kept in Faculty Affairs.
3. The petition will be heard by members of the Grievance Hearing Committee.
4. Members of the Grievance Hearing Committee will be excused from service on a particular case under the following circumstances:
 - 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 Academic Deans Council will select an alternate from the appropriate constituency to serve on the committee for that case.
5. If an oral hearing is to be held, the complainant making the appeal shall present first in the hearing; respondent(s) shall present after the complainant.
6. The respondent against which the appeal is directed will be afforded the opportunity to attend and participate orally in the hearing if one is granted.
7. The Grievance Hearing Committee has the discretion to limit the presentation time of all parties; time limits will be determined in advance of any testimony and the same time limits will apply to all parties.
8. A faculty member may utilize an advisor of the faculty member's choosing to assist and advise the faculty member; however, attorneys are not authorized to participate in hearings before the Grievance Hearing Committee. Any Kennesaw State University faculty member may participate as an advisor in Grievance Hearing Committee hearings because of the faculty member's designation as a Kennesaw State University faculty member. The advisor is for advice and moral support. The advisor is not a witness and will not make statements to the Grievance Hearing Committee or present evidence at the hearing.
9. The Grievance Hearing Committee may invite witnesses identified by either party or any other witnesses that they deem necessary to participate by meeting with the Grievance Hearing Committee; if they prefer, the witnesses may respond in writing to the Grievance Committee's request for information.
10. The Grievance Hearing Committee has the discretion to accept any additional information from either party, as they deem necessary, and to request additional information from other university sources.
11. If an oral hearing is to be held, the chair of the Grievance Hearing Committee will choose the option that the complainant and respondent appear: (a) separately, or (b) together. Parties will not be permitted to cross-examine each other during the hearing. Formal legal rules of evidence do not apply in the hearing.

12. The complainant has the burden of proving by the preponderance of the evidence that the complainant has been wronged. If, at the conclusion of a review, the Grievance Hearing Committee is unable to reach a decision, the complainant fails to carry this burden and the finding should be in the respondent's favor.

Grievance Hearing Committee Findings

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

Decision of the Provost

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

Decision of the President

If the complainant or respondent appeals, the President or designee will review the Provost's decision and Grievance

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

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.

elect CAF members from among the nominees. The members of the CAF shall elect a chair from amongst themselves. Senators shall strive for disciplinary diversity on the CAF, and there shall be no more than two voting CAF members from any single college in the University. The CAF shall draft, and if necessary, amend its bylaws and the AFC filing form.

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

1. Submit Academic Freedom Complaint (AFC) complaint (will be recorded for SACSCOC) using AFC form.
2. Complainant will meet with at least two members of CAF to discuss content of complaint and explore options.
3. CAF Chair determines whether complaint can be reasonably interpreted as a violation of Academic Freedom:
 - a. If not, complaint is recorded for the purposes of SACSCOC, but no further action is taken by CAF on this AFC. Complainant may elect to initiate formal grievance procedure as outlined in Section 4.4.3 above.
 - b. If so, AFC process continues as outlined below.
4. CAF reviews complaint by discussing with relevant parties. This information gathering step may not necessarily require involvement of or exposure of complainant identity. This review may include discussion with accused, relevant shared governance bodies disciplinary experts, Academic Freedom experts, other faculty members and administrative or staff members, if appropriate.
5. CAF recommends a remedy to both parties. Any agreement must be agreed to by both parties and signed off on by Provost.
6. If either party rejects CAF recommendation, complainant may initiate formal grievance procedures as outline in Section 4.4.3 above, with recommendation from CAF to be included as written evidence at all levels of review. Complainant may also elect to drop complaint.
7. Each fall, the CAF shall compile a report to be submitted to the FSEC, CDA, and the Provost/President. This report shall include all preliminary complaints reported to the CAF, proposed resolutions, and outcome.

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

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

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

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

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

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

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

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

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

Lecturer

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

Senior Lecturer

Evidence of highly effective teaching, including evidence of positive impact on student learning or positive student outcomes, must be demonstrated (KSU's interpretation of "six years of experience": A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service, after serving a minimum of four years in rank. Thus, after the review is conducted during the 5th year, a faculty member is promoted (has the new title) at the beginning of the 6th year.

Principal Lecturer

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

Only lecturers or senior lecturers who were hired with credit toward promotion (USG Academic & Student Affairs Handbook 4.6) can undergo a promotion review before the fifth full academic year of service at KSU. A faculty

member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after

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

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

For lecturers, senior lecturers, and principal lecturers with three or more years but less than six years of full-time continuous service to KSU, notification of non-reappointment is at least 30 calendar days prior to the institution's first day of classes of the semester.

For lecturers, senior lecturers, and principal lecturers with six or more years of full-time continuous service to KSU, notification of non-reappointment is at least 180 calendar days prior to the institution's first day of classes of the semester.

Based on BoR policy (BoR Policy Manual 8.3.4.3), lecturers, senior lecturers, and principal lecturers who have served for six or more years of full-time continuous service at KSU in those positions and received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with the following published procedures developed by the institution. A lecturer, senior lecturer, or principal lecturer with six or more years of full-time service to the institution who is given notice of non-reappointment may opt to submit a letter appealing the non-reappointment. This letter must be addressed to the university-wide committee (current chairs of college P&T committees and two deans, see KSU Faculty Handbook Section 3.12). The letter must state the grounds for the appeal. The university-wide committee will convene after the appeal letter has been received. The University committee will respond to the grounds stated in the letter and may ask the administrator who provided written notice of the lecturer's, senior lecturer's or principal lecturer's non-reappointment to write a letter to the university-wide committee addressing the grounds addressed in the lecturer's, senior lecturer's, or principal lecturer's letter. A copy of the university committee's recommendation and justification will be provided to the lecturer/senior lecturer/principal lecturer, the lecturer's/senior lecturer's/principal lecturer's department chair and dean, and the Provost. A unit is justified when not reappointing a lecturer, senior lecturer, or principal lecturer for reason(s) of budgetary changes affecting the College and its units; a University committee cannot make a recommendation supporting a reversal of a notice of non-reappointment based on budgetary losses. Additionally, the university-wide committee only makes a recommendation. In cases where a lecturer, senior lecturer, or principal lecturer has requested a review by the university-wide committee, a final decision on a lecturer, senior lecturer or principal lecturer's non-reappointment is made by the President, in consultation with the Provost.

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

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

E. Conversion Between Non-Tenure Track Faculty Positions

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

3.10.2 - General Expectations for Non-Tenure Track Academic Professionals

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

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

Per the Board of Regents Policy Manual, Section 8.3.8.4, the following stipulations apply to all Academic Professional positions:

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

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

1. Training and instructional support, which includes educational needs assessment, program development and coordination, instructional materials and technology development, delivery of specialized or skill acquisition instruction, and program evaluation. In light of the restriction above, Academic Professionals must be persons whose instructional duties account for less than half of their total time.
- 2.

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

Consistent with BoR Policy (BoR Policy Manual 8.3.4.3), all non-tenure track academic professionals who have served full-time for the entire previous year under written contract have the presumption of renewal for the next academic year unless notified in writing by the Provost or the President of the institution of the intent not to renew. Notice of intent to renew or not renew a non-tenure track academic professional should follow the same schedule as non-tenure track lecturers with the schedule outlined by the Board of Regents in the USG BoR Policy Manual 8.3.4.3 (Employment of Lecturers, Senior Lecturers, and Principal Lecturers).

B. Joint Appointments for Non-Tenure Track Academic Professionals

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

C. Conversion Between Non-Tenure Track Faculty Positions

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

4.1.18 - Out-of-State Employment

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

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