



April 2019 Faculty Senate Meeting Agenda

Faculty Senate Meeting: Monday, April 8th 12:30-1:45pm Marietta Ballroom A-B

- I. Call to Order**
 - A. Welcome – Dr. Jennifer Purcell
 - B. President’s Update – President Pamela Whitten
 - C. Provost’s Update – Provost Kathy Schwaig

- II. Approval of the Agenda**

- III. Consent Agenda**
 - D. Approval of Minutes
 - E. Liaison Reports

- IV. Old Business**
 - F. Faculty Handbook Updates for Standing Committees
 - I. Information Technology Advisory Committee (ITAC) – Dr. Heather Abbott-Lyon
 - II. Student Technology Fee Advisory Committee (STFAC) – Cheryl Hassman
 - G. Faculty Workload Handbook Language Proposal – Dr. Todd Harper

- V. New Business**
 - H. Elections for the AY19-20 Faculty Senate Executive Committee and Liaisons
 - I. Supplemental Pay for Non-Credit Activities – Dean Tim Blumentritt
 - J. Faculty Senate Statement on Diversity and Inclusion – Dr. Marrielle Myers

- VI. Informational Items**
 - K. Part-time Faculty Council Updates – Dr. Joanne Lee

- VII. Announcements**
 - L. The Faculty Senate will convene Monday, April 29th 12:30 – 1:45pm in the Marietta Ballroom A-B

- VIII. Adjournment**



March 2019 Faculty Senate Meeting Agenda
Faculty Senate Meeting: Monday, March 11th 12:30-1:45pm Marietta
Ballroom A-B

Attendance		
March 11, 2019		
Role	Name	
LIAISONS		
Staff Council	Angela Beam	Y
Student Government Association		
Part-Time Faculty Council	Joanne Lee	Y
Chairs and Directors Assembly	Robbie Lieberman	Y
Deans Council		
EX-OFFICIO		
President	Pamela Whitten	Y
Provost and VP for Academic Affairs	Kathy Schwaig	Y
Senior Associate VP for Academic Affairs	Ron Matson	Y
Associate VP for Academic Affairs		
SENATORS		
Faculty Senate President	Jennifer Purcell	Y
Past-President FSEC (proxy for Joya Carter-Hicks)	Ken White (proxy Heather Pincock)	Y

College of the Arts		
Art and Design, School of	Craig Brasco	Y
Dance	McCree (David) O’Kelley	Y
Music, School of	Jeff Yunek	Y
Theatre and Performance Studies	Jim Davis	
College of Architecture and Construction Management		
Architecture	Tim Frank	Y
Construction Management	Charner Rodgers	
College of Computing and Software Engineering		
Computer Science	Ken Hoganson	
Information Technology	Ming Yang	Y
Software Engineering	Allan Fowler	Y
Coles College of Business		
Accountancy, School of	Cristen Dutcher	Y
Economics, Finance and Quantitative Analysis	Abhra Roy	Y
Information Systems	Humayun Zafar	Y
Management, Entrepreneurship, and Hospitality, Leven School of	Doug Moodie	Y
Marketing and Professional Sales	Sandra Pierquet	Y
Bagwell College of Education		
Educational Leadership	Nik Clegorne	Y
Elementary and Early Childhood Education	Marrielle Myers	Y
Inclusive Education	James Gambrell for Joya Carter-Hicks (Spring) (proxy Marielle Myers)	Y
Instructional Technology	Anissa Vega	Y

Secondary and Middle Grades Education	Bryan Gillis (Wendy Sanchez proxy)	Y
WellStar College of Health and Human Services		
Exercise Science and Sport Management	Laurie Tis	Y
Health Promotion and Physical Education	Peter St. Pierre	Y
Social Work and Human Services	Rene McClatchey	Y
Nursing, WellStar School of	Mary Beth Maguire	
College of Humanities and Social Sciences		
Communication and Media, School of	Justin Pettigrew	Y
Conflict Management, Peacebuilding and Development, School of	Heather Pincock	Y
English	Todd Harper	Y
Foreign Languages	Noah McLaughlin	Y
Geography and Anthropology	Paul McDaniel	Y
History and Philosophy	Marianne Holdzkom	Y
Interdisciplinary Studies	May Gao	Y
Government & International Affairs, School of	Steve Collins	Y
Psychological Science	Daniel Rogers	Y
Sociology and Criminal Justice	Darina Lepadatu	Y
Technical Communication and Interactive Design	Uttam Kokil	Y
College of Science and Mathematics		
Chemistry and Biochemistry	Michael Van Dyke	Y
Ecology, Evolution, and Organismal Biology	Joe Dirnberger	Y
Mathematics	Bill Griffiths (proxy Sarah Holliday)	Y

Molecular and Cellular Biology	Jerald Hendrix (proxy Michael Van Dyke)	Y
Physics	Russell Patrick (retired?)	
Statistics and Analytical Sciences	Bill Griffiths (proxy Sarah Holliday)	Y
Southern Polytechnic College of Engineering and Engineering Technology		
Civil and Construction Engineering	Matthew Wilson	
Computer Engineering	Scott Tippens	Y
Electrical Engineering	Walter Thain	Y
Engineering Technology	David Stolberg	Y
Mechanical Engineering	Mohammed S. Mayeed	Y
Mechatronics Engineering	Ying Wang	
Systems and Industrial Engineering	Lin Li	Y
University College		
Culinary Sustainability and Hospitality, Michael A. Leven School of	Jonathan Brown	
First-Year and Transition Studies	Richard Mosholder	Y
Leadership and Integrative Studies	Ginny Boss	
Honors College		
Horace W. Sturgis Library	Barbara Wood	Y
Part-Time Faculty Council	Joanne Lee	Y
VISITORS		
Policy Process Council Chair	Kevin Gwaltney	Y
Executive Director, Office of Economic Development and Community Engagement	Brian Wooten	Y

Executive Director, Events, Camps&Conferences & General Manager of Sports and Recreation	Zachary Kerns	Y
Chair, UPCC and Associate Professor of Human Services	Jennifer Wade-Berg	Y
Staff Senator, CHSS	Tiffani Reardon	Y
Part-Time Faculty Council Member, Communication and Media	Nicole Connelly	Y
Interim Dean, College of Continuing and Professional Education	Tim Blumentritt	Y
Associate Dean, CHSS	Thierry Leger	Y
Library	Chris Sharpe	Y
Staff Senate	David Tatu	Y
Office of AVP of Enrollment Services	Cindy Gillam (for Brenda Stopher)	Y
English	Pete Rorabaugh	Y
Conflict Management, Peacebuilding and Development	Susan Raines	Y
SGA CSPCEED	Vincent Coakley	Y
Student Affairs/Dean of Students	Michael Sanseviro	Y
Chief Legal Affairs Officer	Nwakaego Nkumeh	Y
AVP of Human Resources	Karen McDonnell	Y

I. Call to Order

The meeting was called to order at 12:30pm.

A. Welcome – Dr. Jennifer Purcell

Senate President Purcell welcomed everyone and noted there were some anticipated agenda changes to come. She reminded Senators that if they did not receive the recent email about the Shared Governance Forum planning committee and wanted to be a part of the effort to let her or Senator Pincock know.

B. President’s Update – President Pamela Whitten

President Whitten reminded everyone that last semester she used some of her time to seek feedback on the University's Diversity office and initiatives and said would use her time today to discuss this important topic again.

She noted in the campus message that she sent out last month we each have a responsibility to keep our campus safe to everybody and that discrimination in any form is unacceptable.

During her first months at KSU (been 8 months now), she said she has taken advantage of numerous opportunities to seek feedback on Diversity and Inclusion including the Presidential Commission meetings, large College meetings, small group meeting, lots of lunch conversations with staff, students, faculty, and one on one meetings

One thing she heard over again is that we need to be doing more. We needed to be doing more across all levels of the University. She brought leadership from around the campus and charged them with implementing the specific issues I had been hearing about in my conversations and to determine more ways they themselves can enhance Diversity and Inclusion around our campus. Would like to share examples of the early stages of this work.

1) Office of Legal Affairs

Sent reference materials to all students, faculty, and staff from OIE on how to report concerns at KSU. We have a robust system and infrastructure. Challenge is that people don't know where to go. Challenged by communication. Recently sent something out to make that clear.

Participated in meeting with student leaders. In recent meeting students expressed sincere appreciation. They provided feedback about how we can better communicate to students.

Participated in CORED panel on policies and procedures related to incident reporting and investigations.

Removed the "Be on the Look Out" notices from campus TV

2) Office of Human Resources

Contracting with external diversity specialist to better recruit diverse candidates/talent recruitment.

Participated in CORED panel.

Meeting with LGBTQ Commission on issues related to transgender students, faculty and staff

Plan for training for Search Committees to increase diverse candidate pools
Diversity and inclusion training in revised orientation and onboarding programs
Creation of office in HR responsible for all things related to multicultural issues
Partnering with other Presidential commissions to promote diversity

3) Student Affairs

This is a large arm in terms of serving students and there is lots of opportunity to up what we are doing for students.
Participation in large sessions with CORED to discuss communication and policy related to campus safety
Listening sessions with students from Trends Global
Counselors and leadership coordinated to provide listening sessions (Unity Night of Healing)
Facilitated workshop with students on reporting incidents
RSOs receive diversity and freedom of expression training at RSO conference (faculty staff advisors attend)
Leadership retreat including diversity training for Fraternities and Sororities
Diversity conference in Fall 2019
Cultural and Community Center resources are always available for feedback on how they can improve
Wednesday March 13 celebration of Intl Women's Day
Unity Center on Kennesaw and Marietta campuses—place to host open discussions

4) University Wide

Conversations in first months really had to do with Office of Diversity and Inclusion. Pretty wide feedback that this office was not meeting perceived campus needs. We have launched a national search for new Chief Diversity Office. Hired a search firm with track record of success in filling this kind of position. Hope there will be large/enthusiastic participation in this search. Public talks, surveys to provide feedback on candidates. Late spring before end of semester to have finalists on campus.

A lot of work to do moving forward to move KSU towards fulfilling its values as a welcoming and inclusive university. Not going to happen overnight but we have to work together through all levels to develop and implement innovative solutions.

Hopeful that you all will have ideas for your units and University as a whole for actions and activities. The more specific you can be in your ideas the more helpful that is. Today or in the coming weeks and months please send to me and when we have the new CDO in place they will be the point person.

Have not been exhaustive today but please feel free to bring up your ideas today and reach out to me beyond that.

CDA Liaison Robbie Lieberman noted that Students and CORED have been asking for construction of an anti-racism center on campus and at one point that was in process. Has that been considered?

President Whitten responded that she met with a group of people maybe 4-6 weeks ago and they asked about it. She shared with them that we would want the new CDO to weigh in on and bring their expertise. She also volunteered our Provost to meet and discuss. Student was going to send a list of names. We have not heard back from that student.

Robbie Lieberman noted that the qualification for CDO are set at just having a BA. We are used to having someone with a PhD and understanding the academic side, why this change in the position requirements?

President Whitten responded that we are open to the suggestions of the search firm that has a track record of doing this. The challenge of this position is that there is not a history of people getting a PhD to do this job. It's a newer position. It was recommended to us that we be as wide and flexible as we can to recruit a wide pool of people.

Senator Darina Lepadatu: At KSU before you came we had an ongoing issue with pay equity. A recent AJC article is talking about this problem at KSU. What would be the next efforts to address this problem at KSU?

President Whitten: there is some confusion about this article. They referenced a 10 year old anecdote from KSU. Data were provided but the expert on this pointed out to the reporter that the data was inaccurate because it includes all things- base salary, summer salary, stipends, travel, overload etc.

Prior to my coming here you all hired Rob Toutkoushian who is the national expert in these studies, and faculty were on this committee. The study that came out was released. That study found that overall that there was not systemic pay discrimination (gender) at KSU. But I'm always quick to say that there can still be individual cases where there is discrepancy. Those should always be reported there is an office that investigates that. Anyone who thinks there is an equity issue, not just gender, please report that so it can be investigated.

Senator Joanne Lee last year the Office of Diversity and Inclusion held a workshop for Part-Time Faculty. This was very beneficial so please consider doing this again.

President Whitten: The new person when they come in is going to have a field day with all the opportunity there is. I suspect you'd like in your faculty meetings to have somebody coming in so that it is an ongoing topic. There are so many things that haven't been happening and I am hopeful that people will be receptive to that. You all know where to reach me and I'm quite serious so please do reach out.

C. Provost's Update – Provost Kathy Schwaig

- 1) Heard the R2 Roadmap presentations from Deans last week. It was an absolute gift to hear from each Dean and talk through areas that each college is interested in pursuing under those three categories. Next steps will be to identify synergies and themes across colleges. Faculty will have opportunities for input and new plans will be launched in the Fall.
- 2) Visit from SACSCOC in just a few weeks. Danielle Buehrer is doing amazing work preparing us for that visit. Main focus is on the QEP. Hopefully many have been involved in QEP development. Team will look at are we ready to implement. Our QEP focuses on Service learning, internships, and undergraduate research.
- 3) Looking at reorganizing the Provost office to best serve

campus.

- 4) Thank you to the Faculty Senate for organizing upcoming forums on shared governance and looking forward to participating.

II. Approval of the Agenda

Senator Marielle Myers Motion: to move Item K (Faculty Senate Statement on Diversity and Inclusion) to end of the agenda and move to Executive Session to discuss those items from 1:30pm-2:00pm.

Seconded Pincock.

Senator Barbara Wood move FI. and FII. (ITAC and STFAC bylaws) to new business to discuss adding Library representatives to these bylaws.

Seconded Pincock.

Senator JoAnne Lee moved to accept proposed changes.

Seconded.

Passed unanimously.

III. Consent Agenda

D. Approval of Minutes

E. Liaison Reports

F. Community Engagement Committee – Brian Wooten

G. Policy Council Updates – Dr. Kevin Gwaltney

I. EU General Data Protection Regulation Compliance Policy

II. Service and Emotional Support Animals on Campus Policy

Approved unanimously.

IV. Old Business

H. Curriculum Process Handbook Language Proposal – Dr. Jennifer Wade-Berg

Faculty Handbook changes related to UPCC and GPCC:

- 1) Add non-voting members form Distance Learning and Institutional Effectiveness to both committees
- 2) Term limits from 2 years to 3 years for longevity and continuity
- 3) UPCC currently have Honors rep and want to have this recognized in the Handbook which means clarifying a membership of 22 not 21.

Motion to approve the proposed language. Seconded.

Discussion:

Senator Pincock: noted that while there is no concern about these specific changes there is a concern about process. Senators may recall that back in December these changes to the Handbook were among 10 recommendations the task force brought before us with great great urgency. I wanted to raise that while I don't have any objection to passing these changes to the bylaws today, given that we are now in March and coming back and approving them and haven't heard anything substantive about the other recommendations that we were told were extremely urgent at the time, conducting business in this way is contributing to diminishment of trust and low morale around campus with regard to shared governance. Ask that as we move towards the shared governance forum we consider this case among several that highlight how we could improve our shared governance processes on campus.

**Senator Daniel Roger moved to approve the Faculty Handbook changes related to UPCC and GPCC.
Seconded.**

29 in favor. 1 opposed.

Motion passes.

Senator Pincock: I would just like to add Prof. Wade-Berg my comments are in no way intended to challenge you and the great work that you have done to address curriculum issues on our campus, so I should have added that into my comments.

Dr. Wade-Berg acknowledges the comment and thank you and wants to assure the rest of the Faculty Senate that any time they want an update to please reach out the UPCC. We have been in discussion and working to bring changes systematically through our committee first and then to the body. If you do need an update, please just let us know we can provide updates on where we are on each of the prior recommendations.

Faculty Senate President reminds the Faculty Senate that UPCC and GPCC are standing committees of the Senate and any time we wish to hear an update just send an email and we can place that on the agenda.

I. Faculty Workload Handbook Language Proposal – Dr. Todd Harper

Senator Todd Harper: The Ad-Hoc Committee met for the first time on Thursday. Majority of time spent differentiating between the P&T guidelines and Workload document, their differences and how they interact. We discussed the 20% research minimum and Dr. Matson explained it is to ensure faculty have that time in their workload to meet tenure and promotion guidelines. This framing changed the minds of many on the committee. We also discussed the “Taking one for the team” scenario with increased course load and living with that hoping our ideas can address that. Some concerns remain specifically what about when a faculty member is given workload from a Chair and/or Dean that they are unhappy with. We have language for an appeals committee perhaps non-binding that we will consider. There’s also concerns about transparency of faculty workload, so they can know what others in the Dept., College or University are doing. Dr. Matson pointed out that FPA and ARD would need to be made public to provide context for different workloads of faculty.

We will continue to discuss this issue and the remaining concern about how one moves from various workloads (up and down) and the case of faculty wanting to reduce their teaching load as a result of high research output. We will be discussing how this can occur in the context of limited department resources.

Senator Doug Moodie: Are you proposing we postpone to next month?

Senator Todd Harper: Yes.

V. New Business

D. University Event Funding – Zachary Kerns

- 1) Signature event funding
Some events that are “University” level events. Ex. Pumpkin launch. We need a mechanism to do that rather than requiring the Departments to shoulder those costs. March 22 timeline for Spring 19. If you have submissions for FY 20 please submit by March 22. Some grace given because this item was pushed back.

For the FY 19 remaining there are still some funds. Send requests to Event Venue Management. FY 20 similar process but no initial step because of the urgency of FY19.

Start with Event & Venue Management. Most are reoccurring events, but we are open to new signature events. We will consider numbers, benefit to the university. Complete form/application.

2) Space usage prioritization

Please send me concerns etc. about this. Consistent schedule prioritization does not mean uniform. There was an earlier version, but this version addresses specialty spaces. Not every space has a uniform prioritization. We said previously that the price list is forthcoming. We have had some extra details to work through but should have the price list coming soon.

Senate President Purcell: will this be going through policy process council?

Mr. Kerns: No, it would not end up at the level of policy. It interacts with policies but rather than being yet another policy we want to keep it as a living document.

E. Staff Teaching Resolution – Dr. Cristen Dutcher, Tiffany Reardon, Nicole Connelly

Senator Cristen Dutcher, Staff Senate liaison explained that staff have been concerned about a policy which no longer compensates staff for teaching. They have developed a committee to research the issue and to draft a resolution. They are seeking a Faculty Senate vote of support.

Staff Senator Reardon summarized the process the committee went through and said they heard arguments for and against the policy. With that information they put together this resolution (see March meeting packet).

Highlights:

For staff who teach at KSU, a lot of us are professionals in the fields we are teaching in but regardless of this we are hired through same process that Part-Time Faculty (PTF) are hired through, meet same SACS requirements of all faculty, placed in PTF pool that all PTF are in. In the last 2 years Academic

Affairs says KSU staff have taught 327 courses which seems significant. We have been told that we can still teach for free (if it is in our full time job description) but have also been told that we cannot change our job descriptions. Along with that many staff have job descriptions that don't include teaching because they were teaching in addition to their full time position. KSU staff are permitted to teach elsewhere in the USG so this is not a USG policy it is a KSU policy. This robs KSU of the value that staff can bring to the table and robs KSU staff the opportunity to serve their home institutions. We are asking that staff be free to teach when it is not part of their job description. We are not asking staff to be placed above PTF. Ask that KSU employees not be excluded from candidacy for PTF positions. Staff Senate passed the resolution at our February meeting. Because this also affects current PTF, we will also take the resolution to PTF Council. We are seeking unified front on issues that impact both Faculty and Staff.

Faculty Senate President Purcell said that she started as a staff member who taught as part-time faculty herself and knows first-hand it is an incredible professional development opportunity. She said it also benefits our students to invest in and support our staff members who teach.

Motion to approve the resolution. Second.

Discussion:

Senator Zafar asked how this works at other USG institutions? Can their staff teach for extra pay at their institutions?

Ms. Reardon: Yes, that is my understanding.

Senator Zafar: Faculty aren't paid extra to teach extra courses anymore. Why should we help out the staff in this regard?

Ms. Reardon: I think the difference here is that faculty's job is to teach but staff don't have that as part of our job. They are two very different situations, so they don't really compare very well. If we are going to compare though it is important to note that faculty can make additional money by doing things such as building online courses, affordable learning GA grants, outside of their normal teaching, research, service loads.

Senator Lee: whenever qualified credentialed committed faculty share real life application of theory and demonstrate

the knowledge of a discipline, students win. These are people who have knowledge, skills, and are embedded in this institution and are working towards meeting its objectives and goals. I support this.

Senator Yunek: I echo the sentiment and I'm in support this. The President has articulated our mission as students first and I think students do benefit from this. To return to the first comment there does seem to be challenge with extra pay which is being looked at very closely at this university so I'm wondering if there's a way to make an environment where this is permissible.

Senator Pettigrew: Is this teaching happening during regular work hours?

Ms. Reardon: no, it is an extra thing. In our staff teaching requisition we explain when teaching happens and how are we making up our work hours.

Faculty Senate President Purcell was there a policy on staff teaching prior to the decision to eliminate the option?

AVP Academic Affairs Matson: HR had a policy that exempt staff could teach up to two courses per semester with their supervisor's and making sure it didn't conflict with their job duties.

Senator Pincock moved to call the question. Approved.

Motion to approve the resolution as presented by the Staff Senate.

Passed unanimously.

F. Faculty Senate Statement on Diversity and Inclusion – Dr. Marrielle Myers

Faculty Senate President Purcell noted the time and referencing the earlier agenda change announced the Senate would turn to discuss Faculty Senate Statement on Diversity

and Inclusion in Executive Session. She asked for comments from any students who are present prior to moving into Executive Session.

Chief Legal Affairs Officer Nwakaego Nkumeh: expressed her concern about the application of Open Meetings Act and going into Executive Session. She reviewed the minutes from the last meeting where the Faculty Senate went into Executive Session without saying why. The law is very specific about why executive session occurs. Litigation, administrative proceedings, real estate matters. From her review of the legislation this discussion would not be covered.

Faculty Senate Purcell what is the appropriate time and space for our Senators to convene around sensitive topics. There are some vulnerabilities around diversity and inclusion particularly in light of some of the experiences lately so how should we approach that and what is your recommendations?

Ms. Nkumeh: that is something you all can discuss. If you are convening as Faculty Senate in an official meeting for which you have quorum, it doesn't look like you can do it in Executive Session. If this is not an official Faculty Senate meeting, then that may be a different story. I could look at what other Universities do.

Senator Zafar: Does this apply to Chairs and Directors? They go into Executive Session.

Ms. Nkumeh: USG policy specifies that it really is the Faculty Senate that is governed by the Open Meetings Act. It doesn't specify that other bodies are subject to the Act.

Faculty Senate President: we are not trying to undermine process we've had several concerns because this is a sensitive issue and are therefore requesting to talk amongst ourselves. It sounds like the best option would be to conclude our meeting at a scheduled time and convene among whatever Senators are in the room then. But there's a question remaining there about what is allowed under the law.

Ms. Nkumeh: that may be an option, but it would be an unofficial meeting and remain open to other folks. It cannot be a Faculty Senate meeting in which you go into Executive Session.

Senator Pincock: Could you please reference where in the law you are reading so that we could do our own research about this.

Ms. Nkumeh: OCGA 50-14-1 that the Open Meetings Act in General. The part of the act referencing Executive Session is 50-14-3. Portions also referenced 50-14-2.

Senator Tis it seems like the best thing to do would be to adjourn the meeting and continue discussion informally since in Executive Session we don't conduct votes.

Faculty Senate Purcell: with the time remaining we do have items on the agenda we could still address so let's do that first.

G. Faculty Handbook Updates for Standing Committees

- I. Information Technology Advisory Committee (ITAC) –
Dr. Heather Abbott-Lyon
- II. Student Technology Fee Advisory Committee (STFAC)
– Cheryl Hassman

Faculty Senate President we removed these items from the consent of agenda. I believe we want to consider these bylaws on a first reading so that we can ensure appropriate representation for the Library and then bring them back for approval on a second reading.

Motion to accept the recommended bylaw changes for first reading.

Second.

Faculty Senate President: this committee has done outstanding work. Kudos to that team.

Passed unanimously.

**H. Supplemental Pay for Non-Credit Activities –Interim Dean
Tim Blumentritt**

Faculty Senate President we have just a minute today but will certainly return to this at next month's meeting for further discussion.

Interim Dean Blumentritt from the College of Continuing and Professional Education (CPE). We have been looking at ways that KSU employees can participate in non-credit teaching. We found there is a code that exists at the USG called "SNF", it allows for non-credit education it's called supplemental pay. We can do things such as the Nurse Refresher program or in the Data Sciences Institute they have online certificate courses. They are non-credit, but they are educational, so we can work through those things. I took it on in the CPE because it affects us. This is not something that has to run through CPE though. It is available to the entire University to use as they see fit. We are open for business if you have good ideas for non-credit activities, but this is something that is available to the University as a whole. We are just one source for it.

Faculty Senate Purcell asks Senators to read and raise comments about how these recommendations might affect your units, so we can discuss further next time.

Motion to adjourn. Seconded. Passed.

Meeting adjourned 1:45pm.

FROM: Faculty Senate Liaison to the Student Government Association (Heather Pincock)

TO: Faculty Senate President, Dr. Jennifer Purcell

DATE: 3/27/19

Re: Report from SGA Meetings (March 13 & 27)

March 13

Remarks and Q&A with President Whitten:

- Academic Topics
 - Encouraged students to take summer classes
 - Noted that many 98% of programs require more than the required 120 hours and explained it a top priority to correct this.
 - Academic Learning center is in the current budget and we are hopeful it
 - Reminded students of 24/7 study spaces that have been opened on both campuses.
 - Encouraged students to get involved in committees on these issues
- Diversity and Inclusion
 - Presented similar information to that shared with Faculty Senate about the activities of Legal Affairs, HR, and Student Affairs related to promotion of diversity and inclusion
 - Stressed the importance of the Chief Diversity Office search to conclude in April/May.
 - Encouraged students to get involved in changing the climate on campus.
- Q&A Topics
 - Construction projects for Marietta campus
 - Groups on campus advocating “hate speech is free speech” and other provocative/offensive messages. Concerns about RSOs being more restricted than outside groups demonstrating on campus.
 - Need for more sections to reduce bottlenecks
 - Possibility of adjusting summer fees to credit hours to encourage summer enrollment
 - Concerns about departures of top administrators

Presentation from Danielle Buehrer re: SACSCOC site visit:

- Team will visit week of March 25. Peer review team includes: President of Texas U, Former President of Auburn, Professor from University of Central Florida, Observer from university of Louisiana at Lafayette, Dean of Students form University of Virginia.
- Students have been invited to meet with the site team (by Dean of Students). All majors will be represented.
- KSU is classified as a level 6 institution by SACSCOC (in same category as UVA, UofFlorida, UGA). It is our job to tell our story that we can't be expected to have the maturity of these institutions but on our way.

Highlights from SGA President Keller's Report:

- Met with President Whitten on March 1
- Announced KSU Unity Event: A night of healing follow up meeting on Marietta campus, needs an SGA member to attend.

New Business

- Senator Hale and Director Lopez presented new Senator training materials for use in future.

March 27

Highlights from SGA President Keller's Report:

- President Keller had lunch with President Whitten on March 20 along with other students to provide ideas and input from KSU Students
- President Keller and other Director Bradford attended the Night of Healing follow up events on March 19 (Kennesaw Campus) and March 26 (Marietta Campus). Feedback cards from the events were reviewed and next steps to improve campus climate were discussed.
- President Keller met with Provost Schwaig. Their discussion focused on 1) Gen Ed Curriculum Review and 2) Academic Advising.
- President Keller attended a lunch with the SACSCOC site visit team this week.

New Business:

- SGA Budget request for FY20 was presented and approved.
- Governance Committee presented revisions to two sections of the bylaws Article V – Stipends, and Article XI – Budget Requests to SABAC, Article II – Meetings* and they were approved. Governance committee reported they will be presenting more bylaws changes at future meetings this semester.

*Note: The revisions to Article II of the SGA bylaws included language to allow for Executive Session (meeting of members only) following a vote of 2/3.

Looking ahead:

- VP and Chief Legal Affairs Officer Nwakaego Nkumeh will visit the SGA meeting on April 10.
- The new SGA President will be sworn in at the April 24 meeting.

Preliminary Update to the Faculty Senate

Re: Academic Calendar Meeting

Various constituent groups across campus have met twice to review and provide feedback regarding the construct of the calendar for the academic year 2020-21.

The following was a list of issues, and probable changes to anticipate moving forward:

1. Starting on a Monday versus a Wednesday (Fall Term)
 - a. *Appears as if we will continue to start Fall Term on a Monday*
2. Starting before the middle of August versus later in the month of August (First day of class)
 - a. *Rather than the early start this year, we will be trying to have the first day of class align with other USG schools in mid-August*
3. Having a 3-day versus a 5-day Thanksgiving break
 - a. *5-day break*
4. Incorporating a Reading Day versus no Reading Day (one day between last day of class, then starting final exams)
 - a. *As the calendar permits*
5. Considering a 1-2-day additional break in Fall (late Sept./early Oct.)
 - a. *Highly unlikely, as it would change Thanksgiving Break to 3-day break*
6. Having Fall Commencement at least 5 days prior to the December holiday break
 - a. *Yes, we try to do this now*
7. Moving commencement to the weekend (Fri/Sat) to better accommodate attendance by family and friends
 - a. *Yes, this has widespread support. There are some generalized concerns about whether this can be accomplished during the Spring due to the number and size of ceremonies. I believe we have a Graduation Committee on campus that can further address logistics as well other ceremonial concerns*
8. Moving Spring break to the mid-point of Spring semester (following the end of the 7-Week I) versus the past alignment with Cobb county Spring break
 - a. *Yes. There is widespread support for this calendar change. That includes some faculty, albeit not all.*

Staff Senate 3-21-19

Sentinel article regarding Staff Teaching gave some incorrect information, Staff Senate is working to get those corrected, reminder: Sentinel is a news outlet like any other, go through Tammy Demel, AVP Strategic Communications, before making any statements on behalf of a KSU group

Staff Teaching Update: Trying to get a meeting with Provost to discuss Staff Teaching Policy and Staff Senate Resolution, which was supported by both the Faculty Senate and the PT Faculty Council.

Bylaw Revisions: updated representative units (division or college) on Staff Senate to match unit names on HR website, includes additional Senate representation for some units that were missing, Staff Senate voted in the changes

Discussion where to have Staff Senate meetings next year: all on one campus in one semester, other campus other semester suggested; virtual attendance for Marietta staff members and physical attendance on Kennesaw campus suggested; date change to 2nd Thursday of the month instead of 3rd suggested

Policies and Procedures Issue: KSU change on 2/1/19 in policy regarding 90 minute exercise perk per week: no longer a given benefit but an optional flex time. Now have to apply each year to have that time and get supervisor permission indicating that you are making up that 90 minutes per week in work time elsewhere, did not used to have to make up the 90 minutes in work time elsewhere. Problem: no public announcement made to staff about this change.

Shared Governance: committee with other governance bodies looking at Section 3 of the University Handbook now to see how the governance bodies work together, President of Staff Senate requests Staff Senators review the Handbook on shared governance and send her suggestions and comments and look forward to University wide town hall meetings to discuss with all constituents

-Staff Senators say Staff Senate should: advocate for staff, be the voice for staff concerns, be liaison between staff and administration, be a think tank for solving University problems, have a say in University policies, be a proactive part of changes on campus, be a place to air staff concerns and questions, be a resource for desired changes in all policies.

-Suggestion for annual or semester meeting with Faculty Senate and SGA (or more shared governance bodies) to discuss issues that affect more than one body and not fight for attention against each other.

NCUR Reminder: they only have 1/3 of the volunteers that they need, please consider signing up!

Part-Time Faculty Council

Minutes January 13, 2019

- I. **Welcome** - Dr. Lee called the meeting to order at 3:40.
- II. **Approval of Minutes** – The minutes from the January 16, 2019 meeting were published in the newsletter, presented, and approved.
- III. **National Conference for Undergraduate Research** – The NCUR is scheduled from April 11-13 with Saturday as a half day. Currently, 450 KSU students are presenting, and over 5000 people will be present. Faculty are reminded to redirect class and encourage students to attend with assignment. Most people will be parking at Brandsmart with shuttle service. NCUR app coming out mid-March for all schedules and networking opportunities
- IV. **Communication Tools for Part-Time Council Representatives** - Mandy McGrew demonstrated how to use *BlackBoard Collaborate* for intra-departmental communications including part-time faculty meetings, meetings with students in a project or discussion and for collaboration. Dr. Lee would like PTFC representatives to consider using it as a tool for interacting with fellow part time faculty. In addition, Mandy McGrew suggested that a representative can develop a list of department part-time faculty, contact UITS, and request a shared course shell to reach and communicate with colleagues. Link can be used externally, as well, not just within D2L.
- V. **CETL Update** – Mandy McGrew reminded representatives to log on to cetl@kennesaw.edu to see all of CETL's Upcoming Events. Part Time Faculty are welcome to come to everything presented by CETL. She provided an update on the upcoming events and activities.
 - A. **SPACE Conference** – Submit a proposal to present on the website. This conference is all about part-time faculty and is attended by Contingent faculty throughout US.
 - B. **PTFC Teaching Academy** – The teaching academy is scheduled for April 1 – 2, the Monday and Tuesday of Spring break. It is open to all part-time faculty. The deadline for applications is February 4th. Faculty can only attend one time. There is a \$750 stipend for attending. The maximum number is 25 people.
- VI. **American Association for University Professors (AAUP)** - Todd Harper, AAUP President, stated that AUP stands on three pillars: Shared Governance, Academic Freedom, and Wages. In Georgia, because it is a right to work state and there are no unions at the state level, wages is not an area that the local chapter can address. But Shared Governance and Academic Freedom are the two pillars that this chapter focusses on. Academic Freedom is an area of greater concern as that is an area that has been threatened in the last five or six years. The local chapter tries to facilitate shared governance and academic freedom in a way that they are good models for these. AAUP helped Faculty Senate become a Faculty Senate rather than the previous University Council so that each of the three components of the previous body could have individual representation and voice. The KSU chapter website is available at www.aaupkennesaw.org where faculty can find additional information including how to join. Meetings are once a month with the next meet on March 12th from 2PM to 3:15PM in the Social Sciences Building (Rm 4006).
- VII. **President's Update** – Dr. Lee reported that the Faculty Senate remained focused on the workload document. She thinks that may be a model document for the PTFC to use a building block for PTFC workload. She reminded representatives to read the minutes to stay updated on the issues addressed by the Faculty Senate as they are often the same as ours. <https://facultysenate.kennesaw.edu/>

Part-Time Faculty Council

VIII. **Work Session Top 5 Issues and Concerns** – Work groups were formed to address the three areas of concern: Policies and Compensation, Shared Governance and Inclusion, and Communication. Each representative received a copy of the document provided to Dr. Whitten and Dr. Matson at the meeting on January 10. Representatives continued to work in small groups with a shift in focus from the issues to the solutions. Groups were asked (1) to determine if the items were departmental, college, university, or BOR level issues that needed to be addressed at that level and (2) what solutions can we offer. Dr. Lee collected the documents and will prepare them for the work with the Dr. Matson and the PTFC Issues and Concerns Committee which will review the proposed solutions. In setting up the committee, representative decided to have seven people serve on the committee with one representative from Staff who serve as part-faculty. James Stinchcomb has volunteered to serve on the committee as the Staff representative. Representatives who volunteered to serve on the committee are Nelda Hadaway, Diana Honey, and Amelia Fischer. Dr. Lee said that she would be on the committee and has invited PTFC officers to serve on the committee. The committee will meet March 13 at 2:00 prior to the next PTFC meeting.

IX. **Next Steps**

- Communicate with department colleagues.
- Joanne will post her PowerPoint (will create a space to access the PowerPoints from PTFC meetings)
- Newsletter will be shared with all PTF via listserv.
- Remaining Spring Semester Meeting Dates are as follows in Clendenin Hall 1009 at 3:30: February 13, March 13, April 10 and May 1

X. **Announcements and Questions – None**

- Representatives were asked to consider serving as an officer. At the next meeting, we will seek nominations for next year.

Submitted by Diana Honey
2/26/2019

Representatives and Guests Present January 16, 2019

Bagwell College of Education	Present
1. Educational Leadership	Joanne Lee
2. Elementary and Early Childhood Education	
3. Inclusive Education	
4. Instructional Technology	
5. Secondary and Middle Grades Education	
Coles College of Business	
6. Accountancy	Laurie Ereddia
7. Information Systems	Michael Perry
8. Economics, Finance and Quantitative Analysis	
9. Management and Entrepreneurship	
10. Marketing and Professional Sales	
College of Architecture and Construction Management	
11. Architecture	

Information Technology Advisory Committee, ITAC (permanent) – assigned to the Faculty Senate and advisory to the Faculty Senate and the Vice President for Operations

- a. Purpose: The purpose of the ITAC Committee is to advise the chief information officer on planning and policy issues concerning use of information technology, increase/facilitate communication between the CIO and IT users, and provide support for the teaching mission at KSU through appropriate use of technology to improve learning. All members of the faculty, staff, students, and administration of KSU who have an interest in information technology are invited to join one of the three subcommittees (i.e., Academic Subcommittee, Administrative Subcommittee, and Student Subcommittee). The three subcommittees will meet four times a year, twice during fall semester, and twice during spring semester.
- b. Membership of the Executive Committee:
 1. TF 10: one representative from each degree-granting college, with IT background/interest;
 2. CETL Fellow;
 3. AD/SF 4: one administrator or staff member elected from each of the following units: business and finance, student affairs, advancement and development, and academic affairs;
 4. SD 4: four students elected by the Student Government Association.
 5. Ex officio (nonvoting):
 - i. CIO;
 - ii. any other members of University Information Technology Services
- c. Meetings: The executive committee of ITAC will meet monthly from August through May (with the exception of December).
- d. Term: 2 years

Proposed University Handbook Language (changes highlighted in yellow)

Information Technology Advisory Committee, ITAC (permanent) – assigned to the Faculty Senate and advisory to the Faculty Senate and the Vice President for Operations

- a. Purpose: The purpose of the ITAC Committee is to: 1) facilitate dialogue between the Office of the CIO, the Faculty Senate, the colleges and the operational units of the University, 2) provide a forum for students, faculty and staff to make recommendations concerning access and use of information technology, and 3) provide feedback about new applications, operating system upgrades, instructional technologies and respective deployments. ITAC shall appoint working committees and subcommittees as needed to advance the work of ITAC.
- b. Membership of the Full Committee:
 1. Membership shall include
 - i. TF: one representative from each college, with IT background/interest;
 - ii. AD/SF: one administrator or staff member with IT background/interest will be appointed for each operational unit including Academic Affairs,

Student Enrollment/Registrar, University Development, Center for Excellence in Teaching and Learning, Student Affairs, Distance Learning Center, and Office of the Chief Business Officer;

iii. SD: four undergraduate students selected by the Student Government Association and two graduate students selected by the Graduate Student Association;

iv. Ex officio (nonvoting):

i. CIO;

ii. any other members of University Information Technology Services.

2. Meetings: The full committee of ITAC will meet at least twice per semester during the academic year (August through May).

3. Term: 2 years

c. Membership of the Executive Committee:

1. Membership shall include

i. Chair

ii. Vice-Chair

iii. Secretary

iv. Ex officio (nonvoting) = CIO;

2. Meetings: The executive committee of ITAC will meet monthly from August through May (with the exception of December).

3. Term: 1 year, renewable up to 3 consecutive terms

INFORMATION TECHNOLOGY ADVISORY COMMITTEE (ITAC)

By-Laws

January 2019

Information Technology Advisory Committee

A. Purpose:

The ITAC is a University standing advisory committee. As such, the committee:

1. Facilitates dialogue between the Office of the CIO, the Faculty Senate, the colleges and the operational units of the University.
2. Provides a forum for students, faculty and staff to make recommendations concerning access and use of information technology.
3. Provides feedback about new applications, operating system upgrades, instructional technologies and respective deployments.

B. Membership:

1. Voting Members:

- a. Teaching Faculty: One representative from each college, with the

selection method determined by the Dean of the college. The member shall have a background or interest in IT.

- b. Administrative Staff: One administrator or staff member with IT background or interest will be appointed for the operational units of Fiscal Affairs; Curriculum; Enrollment Services; Center for Excellence in Teaching and Learning; Technology Enhanced Learning; Museums, Archives and Rare Books; Academic Advising; Global Affairs; University Development; and Office of the Chief Business Officer.
- c. Undergraduate Students: Four undergraduate students with an interest in IT, selected by the SGA. Two student representatives shall be from the Kennesaw campus and two students shall be from the Marietta campus.
- d. Graduate Students: Two graduate students with an interest in IT, selected by the GSA. One graduate student representative shall be from the Kennesaw campus and one graduate student shall be from the Marietta campus.

Voting Members of the ITAC shall serve staggered terms, so that approximately one-half of the membership is selected each year. Undergraduate and Graduate Student members shall serve one-year terms. If a Voting Member is unable to attend a meeting, either in person or by video conference, the Voting Member shall appoint a proxy from their area to represent them and vote in their place.

- 2. Ex Officio Membership:
The Chief Information Officer (CIO), University Information Technology Services (UITs) Executive Leadership and any other administrators who provide technology support to the university. These individuals are nonvoting members.

C. Elections and Duties of Officers:

- 1. Election of Officers
 - a. The Chair
 - i. Shall be elected from the voting membership of the committee at the first last meeting in the fall spring.
 - ii. Shall serve a one-year term and may not serve more than three consecutive terms
 - b. The Vice Chair
 - i. Shall be elected from the voting membership of the committee at the first last meeting in the fall spring or at the meeting following the promotion of the current vice chair to chair.

- ii. Shall serve a one-year term or the remainder of a term and may not serve more than **three** consecutive terms.
 - c. Recording Secretary
 - i. Shall be determined by the committee at the first meeting in the fall and does not need to be a Voting Member. This position can be filled by ~~either be elected, appointed, or another process selected by the Chair may be used to fill this position~~ election or appointment by the Chair.
- 2. Duties of Officers
 - a. The Chair
 - i. Shall call and preside at all meetings.
 - ii. Shall [request items for the agenda from](#) ITAC members [and shall](#) draw up and circulate an agenda at least 2 days in advance of each monthly or special meeting.
 - iii. May participate in debate as any other member but should not do so while presiding over the meeting.
 - iv. May vote as any other member of the committee when the voting is by ballot. In all other cases the presiding officer can (but is not obligated to) vote whenever his/her vote will affect the result-that is, s/he can vote either to break or to cause a tie; or in a case where a two-thirds vote is required, s/he can vote either to cause or to block the attainment of the necessary two thirds.
 - b. The Vice Chair
 - i. Shall call and preside at all meetings in the absence of the Chair, [and assume all responsibilities of the Chair as detailed in Section C.2.a](#) upon absence or resignation of the chair.
 - ii. ~~Shall draw up and circulate an agenda at least 5 days in advance of each monthly or special meeting in the absence of the Chair.~~
 - iii. ~~May participate in debate as any other member but should not do so while presiding over the meeting~~
 - iv. ~~When not presiding over the meeting, may vote as any other member. When presiding, may vote as any other member of the committee when the voting is by ballot. In all other cases the presiding officer can (but is not obligated to) vote whenever his vote will affect the result that is, he can vote either to break or to cause a tie; or in a case where a two-thirds vote is required, he can vote either to cause or to block the attainment of the necessary two thirds.~~
 - v. ~~Will replace the chair and assume all responsibilities of the chair upon the resignation of the current chair.~~
 - c. Recording Secretary
 - i. Will record the minutes of each meeting.
 - ii. Will distribute the minutes to each member of ITAC for review and approval by voting members.
 - iii. Will post the agenda and approved minutes of each ITAC meeting to a common forum.

D. Operations:

1. Meetings

In January of 2015, KSU formally consolidated with SPSU. With regard to IT operations, updating of software and hardware, etc. on both campuses, UITS is currently operating under a two year critical path as established through the consolidation process and approved by the Consolidation Implementation Committee (CIC). During this two year time frame, the

- a. The Executive Committee of ITAC, consisting of the officers, will meet monthly from August through May (with the exception of December).
 - i. The schedule for the remaining three meetings during that academic year shall be set at the first meeting.
 - ii. Additional meetings may be called as needed and shall follow the same procedures for notice and agenda as regular meetings.
- b. The full ITAC will meet at least twice per semester during the academic year (August through May).
- c. The Office of the CIO will make available the option to attend and participate in the ITAC meetings via an online conferencing program. Information and instructions will be sent from the Office of the CIO prior to each meeting. Voting members shall notify the Chairperson, Vice Chairperson, and Secretary of their intent to attend the meeting by an online conferencing program.
 - i. All floor procedures will follow Robert's Rules of Order, in its latest edition, and it shall be considered authoritative for all questions of parliamentary procedure.

2. Minutes

- a. The minutes of the ITAC meetings shall be distributed, ~~via email~~, to all committee members for comment and correction.
- b. The committee members shall convey ~~all committee members~~ their comments and corrections within 5 business days.
- c. The Recording Secretary shall distribute, ~~via email~~, the final copy of the minutes for approval by the Voting Members. The Voting Members shall indicate their approval within 5 business days.
- d. The Recording Secretary shall post a copy of the final minutes to the KSU ITAC site and provide a copy to the KSU Archives.

3. Working Committees and Subcommittees

- a. The ITAC shall appoint working committees and subcommittees as needed to advance the work of ITAC.
- b. Membership of these committees and subcommittees can include any members of the ITAC and any members of the KSU community who have an interest in the outcome and choose to be a part of the committee's work.
- c. A status report or minutes from any subcommittee meeting must be presented to the full ITAC committee at each of its meetings.

4. Reviewing and Amending ITAC Bylaws

- ~~a. Changes to the bylaws must be approved by a 2/3rds vote of the voting members.~~
- a. In the fall of academic year 2022-2023, these Bylaws shall be reviewed, re-evaluated, and if necessary revised to meet the needs of the Committee and

University.

- b. Proposed changes to the Bylaws must be approved by a two-thirds vote of the voting members.
- c. Proposed changes will be submitted to the Faculty Senate for their discussion and approval.

**Kennesaw State University Student Technology Fee
Advisory Committee Procedures**

DRAFT June 21, 2018

Record of Modifications

Table of Contents

1 Purpose of the Student Technology Fee Advisory Committee	4
2 Overview	4
3 The Committee	5
3.1 Introduction	5
3.1.1 Membership	5
3.1.2 Student Members	5
3.1.3 Faculty Members	6
3.1.4 Committee Member Removal	6
3.1.5 Committee Chair	6
3.1.6 Chief Information Officer (CIO)	6
3.1.7 Student Government Association (SGA) President	7
3.2 Student Technology Fee Structure	7
3.2.1 Overview	7
3.2.2 Annual Fee Request	7
3.2.3 Budgeting Procedures	7
3.2.4 Budget Reports	8
3.2.5 Purchasing and Expenditure Procedures	8
3.2.6 Allocation Priorities	9
3.2.6.1 Line Item Budgeting	9
3.2.6.2 Innovative Technology Projects	9
3.2.6.3 Special Funding Request	9
3.2.7 Electronic Voting	9
3.2.8 Audit	9
4 Amendment to Procedures	10

1 Purpose of the Student Technology Fee Advisory Committee

The Student Technology Fee Advisory Committee (STFAC) is responsible for recommendations pertaining to the Student Technology Fee expenditures and other relevant student technology issues. The Student Government Association, Faculty Senate and the Chairs and Directors Assembly endorsed the addition of the Student Technology Fee Advisory Committee in 2018.

2 Overview

The chair of the committee submits recommendations to the Chief Information Officer and/or Provost to ensure funds are allocated appropriately. The focus shall be on university-wide benefits for all students, not proportional allocation by unit or interests areas. Initiatives funded by the student technology fees should reflect the areas of need and priorities identified in the overall university technology strategic plan. Technology Fee revenues may be used for any purpose within University System of Georgia Technology Fee Policies that provide direct benefits to students.

The Student Technology Fee Advisory Committee adheres to the principles set forth by the Board of Regents Technology Fee Guidelines and is as follows:

- Technology fee revenues should be used primarily for the direct benefit of the students to assist them in meeting the educational objectives of their academic programs.
- Technology fee revenue should be used to assure that there are sufficient campus licenses for primary productivity tools such as those found in the Microsoft Office product suites for the discipline-specific software.
- Technology fee revenues should be used for the hardware and network-related expenditures that include support of the classroom and computer labs used by students for their academic endeavors and discipline-related activities.
- Technology fee revenues may be used for training of students.
- Technology fee revenues may be used to leverage other funds where appropriate.
- Technology fee revenues may be used – with caution – for new staffing that is either temporary or ongoing and that provides direct benefits to student.

Lower priority uses of technology fee revenues include development of software packages, acquisition of one-of-a-kind software or hardware products for faculty use in student training.

In almost no cases should technology fee revenues be used for administrative software or software implementation (such as BANNER), administrative hardware, research equipment, non-networkable specialized scientific equipment, space renovation, or other items or activities that do not have a direct and immediate impact upon students instructional objectives.

In addition to hardware, software and support concerns, policies and procedures are of utmost importance in creating a sound, reliable and secure technology environment. The committee will function

to bring concerns and suggestions forward, propose policy and/or procedure items and provide guidance on technology topics that influence the student body.

3 The Committee

3.1 INTRODUCTION

The committee will be responsible for recommendations pertaining to the Student Technology Fee and other relevant student technology issues. Per University System of Georgia policy, membership shall include a minimum of 50% student representation. Initiatives funded by the student technology fees should reflect the areas of need and priorities identified in the overall university technology strategic plan. Periodic review of the technology fee expenditures should be performed at the executive level of the university to ensure that, over time, funds are allocated in the most appropriate areas. The focus shall be on university-wide benefits for all students, not proportional allocation by unit or interests areas. Technology Fee revenues may be used for any purpose within University System of Georgia Technology Fee Policies that provide direct benefits to students.

Committee Composition

3.1.1 MEMBERSHIP

Whenever possible members shall serve two year staggered terms to ensure continuity in membership. Students may serve additional terms.

3.1.2 STUDENT MEMBERS

Nominations for student members will be requested from the Student Government Association, any established technology advisory group, a member of the STFAC and the President. Nominations for membership may either come from the process listed above or may be nominated through an open call for nominations. Nominated student members will be submitted to the SGA, who will select four student members from those students who have obtained a recommendation. A single member may represent more than one constituency as long as the student representation does not fall below 50%.

3.1.3 FACULTY MEMBERS

Nominations for three faculty members will be requested from the Faculty Senate. The faculty members of the STFAC shall be the current faculty members at KSU. Nominations for one Chair or Director representative will be requested from the Chairs and Directors Assembly.

COMMITTEE MEMBER REMOVAL

Any committee member, with the exception of ex-officio members, may be removed from this committee for violation of these policies, Kennesaw State University (KSU) Student Code of Conduct, University Honor Code, Board of Regent's Policy or failure to attend two consecutive meetings without prior written notice. Any member of the Student Technology Fee Advisory Committee may initiate the removal process. To present the case of removal, the Advisory Committee shall move into a Special Session under Robert's Rules of Order with the committee chair to preside over the Special Session. If the chair is under review for removal, the advisory committee will elect a temporary chair to preside over the meeting. The CIO will present the case for removal to the committee. A two thirds (2/3) vote shall remove the member of the Student Technology Fee Advisory Committee.

Any member of the Student Technology Fee Advisory Committee placed under review for removal shall have the following rights:

- A letter containing the Case of Removal and Special Session date of the removal hearings one week prior to the hearings.
- The right to resign before the removal trial begins.
- The right to witnesses on his/her behalf and cross-examine witnesses.
- The right to counsel who must be a member in good standing of the Student Technology Fee Advisory Committee.
- The right to remain silent with no guilt implied by said silence.

3.1.4 COMMITTEE CHAIR

Every other year, committee members will elect a committee chair at the last meeting of the academic year. The chair will serve a two-year term. In the event that the chair resigns before the end of their term, the committee will elect a replacement from the membership to complete the term. The chair is responsible for establishing the meeting agenda. The chair has the authority to establish subcommittees or working groups to complete projects. The chair may serve additional terms.

3.1.5 CHIEF INFORMATION OFFICER (CIO)

The committee shall make recommendations to the Chief Information Officer for review and implementation. The CIO shall facilitate the meetings of the committee and arrange for administrative support for all committee activities. The CIO shall be an ex-officio member of the committee.

3.1.6 STUDENT GOVERNMENT ASSOCIATION (SGA) PRESIDENT

The STFAC should work closely with the Student Government Association (SGA) to establish policy recommendations. The SGA President shall be an ex-officio member of the committee. The CIO will provide periodic updates to the SGA and will seek input from the SGA President on matters that pertain to the student body.

3.2 STUDENT TECHNOLOGY FEE STRUCTURE

3.2.1 OVERVIEW

The Student Technology Fee shall be a mandatory fee and charged each semester to all KSU students. The Student Technology Fee is a component of the overall KSU Budget Request.

3.2.2 ANNUAL FEE REQUEST

During the Fall semester, the CIO will bring a fee request to STFAC. After evaluation of the proposal, the STFAC may recommend the fee request. The CIO will present the STF request to the Budget Office for the KSU Mandatory Fee Committee. The CIO attends the Mandatory Fee Committee meetings. If approved, the fee will be submitted in the KSU Budget Request to the University System of Georgia. If an increase is approved by the USG, the fee will go into effect fall semester of the next fiscal year.

Budget & Expenditures

3.2.3 BUDGETING PROCEDURES

During the spring semester, the CIO shall determine, in consultation with the Budget Office, the estimated revenue to be generated by the technology fee in the next fiscal year. A budget equal to 95% of the amount shall be allocated for purchases and activities from the proposed initiative for the following year. Expenditures shall begin after July 1 in anticipation of the fall semester. After final enrollment statistics for the spring semester are available, the revised budget figure shall be used for purchasing. The Student Technology Fee is exempt from Fiscal Year restrictions. Any funds remaining at the end of the fiscal year shall be rolled to the following year. When funds are carried over, the committee will recommend the funds for a major initiative or proposed project.

Meeting Term	Tasks
Fall	Welcome New Members Review previous fiscal year budget Review current fiscal year budget and three year projection Review request process Establish goals and meeting calendar Discuss Fee Request (in consultation with CIO)
Early Spring	Send out call for committee member nominations Proposal review
Late Spring	Review next fiscal year budget (prepared by CIO) and make recommendations Finalize committee membership for following year
	Additional meetings can be called on an as needed basis

3.2.4 BUDGET REPORTS

The CIO shall present a budget report detailing expenditures and progress on budget goals in all scheduled meetings.

3.2.5 PURCHASING AND EXPENDITURE PROCEDURES

All expenditures shall follow current KSU, USG and State of Georgia purchasing policies and guidelines.

3.2.6 ALLOCATION PRIORITIES

Technology fee proposals and funded projects should plan for long-term maintenance of hardware and software acquisitions. That is, any proposal that provides for purchase of hardware or software should include consideration of or provisions for ongoing support in the form of staff, ongoing maintenance contracts and/or supplies.

3.2.6.1 Line Item Budgeting

Some budgetary items are placed on the annual budget as a line item. This means that every year an allocated portion of the budget is set aside for that item. An item can be added to the line item budget through a proposal process. Procedures for soliciting proposals shall be established by the committee.

3.2.6.2 Special Funding Request

The committee may consider special requests for funding and recommend such requests to the CIO. Requests should follow the Board of Regents Technology Fee Guidelines.

Priority will be given to requests that:

- Directly benefit students
- Assist students in meeting their educational objectives
- Benefit broad groups of students or the entire student population instead of specific students or groups of students
- Combine funding with funding from other sources

The Special Funding Request form and instructions may be found on the website: stf.kennesaw.edu. Requests must be submitted to the Chair and CIO prior to committee review.

3.2.7 ELECTRONIC VOTING

In circumstances when student membership falls below 50% or if the committee feels they need additional student input on a motion, the motion may be amended to allow for an electronic vote of the full committee. The process of an electronic vote requires an email to be sent to all members of the committee. The email must contain the full motion, any documentation, recap of committee discussion and a deadline to cast their vote. After the deadline, all votes are tallied and presented to the chairs. Documentation of the votes is maintained in the archives.

3.2.8 AUDIT

Technology fees and their uses must be accounted for separately from other technology revenues and expenditures. Documentation of technology fee revenues, allocation decisions made by the committee, purchasing documents, and documents showing the transfer of equipment in those cases where equipment has been reallocated must be maintained to provide a clear history of technology fee expenditures and allocations. The Office of the CIO will be responsible for providing the required documentation and archives.

Advisory Function

The STFAC shall act in an advisory role to the CIO for technology concerns relevant to students. Any member of the committee or the SGA may submit a request to the CIO or committee chair to present items for consideration by the committee. Any recommendations for campus policy will be submitted to either the SGA or the Chief Information Officer for consideration. Recommendations endorsed by the CIO will be reviewed with the STFAC and SGA. Approved policy recommendations will be forwarded by the CIO to the appropriate University Senate committee for consideration.

4 Amendment to Procedures

An amendment to these procedures may be proposed by any STFAC member. Proposed amendments from non-committee members should be submitted to the chair or CIO.

The proposed amendment must be distributed to all members two weeks before a regularly scheduled meeting. After this time, a vote of the STFAC will determine to pass or not pass the proposed amendment. The proposed amendment must be approved by a two-thirds (2/3) vote of the STFAC in order to have the amendment enacted.

Draft 2018-2019 KSU Faculty Handbook

Revisions to Clarify Workload Policy (05Feb19, ver 4) + Fac Sen amendments 11Feb19)

Legend

Current language 2018-2019 Handbook

Academic Affairs proposed changes, CDA revisions

Senate ad-hoc committee initial revisions

Senate ad-hoc committee revisions March 21

Faculty Senate amendments passed on Feb. 11

2.2. Workload Model for Teaching Faculty

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

The Workload Model and Shared Governance:

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

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

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

The Workload Model and Faculty Performance Agreement (See also KSU Faculty Handbook [Section](#)

[3.2](#) - Overview of Faculty Responsibilities.)

Each individual faculty member shall divide his/her professional efforts among the three faculty performance areas noted. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see KSU Faculty Handbook [Section 3.12](#)). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives.

FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean.

~~Faculty who are not meeting expectations on one workload model will be placed on a different model better utilizing their capabilities and fitting department/college needs.~~ 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 five years' annual reviews, will serve as the primary guide to the selection of the model. **Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model.**

If the faculty member and the chair cannot reach agreement on the FPA, the dean will make the final determination. ~~To ensure equitable and fair decision making, Colleges will develop processes for faculty to appeal decisions of the Chair and Dean.~~

Instructional Responsibilities

Illustrative Example of the Workload Model

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

Some Illustrative Workload Examples*

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

Teaching Emphasis Workload

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

Teaching – Scholarship/Creative Activity Balance*

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

S/CA	30
Service.....	10
Total.....	100

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

Teaching – Service Balance

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

Teaching – Scholarship - Service Balance

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

Scholarship/Creativity Activity Emphasis

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

Administration Emphasis

Service..... 70

S/CA 10

Teaching..... 20

Total..... 100

3.3. Basic Categories of Faculty Performance

The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases, evaluation of faculty performance will be based on evidence of the quality and significance (see KSU Faculty Handbook [Section 3.4](#)) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis. **Faculty who are not meeting expectations on one workload model will be placed on a different model.** 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 **five three** years' annual reviews, will serve as the primary guide to the selection of the model. **Faculty meeting or exceeding expectations on their existing workload model will not be required to change to a different workload model.**

A. Teaching

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. **The norm for workload effort expected in the area of teaching for the typical tenure-track/tenured teaching faculty is 60%.** By definition, scholarly teachers (see KSU Faculty Handbook [Section 3.4](#)) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning.

Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities.

Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

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

B. Scholarship and Creative Activity

Scholarship and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. **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 creations should receive consideration equivalent to that accorded to distinction attained in more traditional areas of research. In evaluating artistic creativity, an attempt should be made to determine the quality and significance of the faculty member's accomplishments. Criteria such as originality, scope, richness, depth of creative expression, and recognition by peers may be used to evaluate quality and significance. In disciplines such as music or drama performance, conducting, directing, design, choreography, etc., are evidence of a candidate's creativity.

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

C. Professional Service

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession.

Professional service includes service to the department, school, college, university, profession and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or university.

Service is a vital part of faculty governance and to the operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, that are essential to the life of the institution (See KSU Faculty Handbook [Section 2.2](#)). **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 his or her accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

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

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

Those in administrative roles should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal,

intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass university, college, and departmental goals in teaching, scholarship and creative activity, and professional service.

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

A. Definitions of Scholarly Activity and Scholarship

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

While the professional activities of faculty vary, every faculty member is expected to demonstrate scholarly activity in all performance areas, as described below. Furthermore, tenure-track faculty members must produce scholarship in at least one of their performance area(s) of emphasis. **The 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 [8.3.15](#)), Enhancing Teaching and Learning in K-12 Schools and USG Institutions.

Examples of Scholarly Accomplishments in Teaching

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

Examples of Scholarly Accomplishments in Scholarship and Creative Activity

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

Such faculty engage in programmatic scholarship and creativity as opposed to random, haphazard scholarship and creative activities that have less chance of building a substantial body of work.

Researchers and creative artists transform their work into scholarship when the work is formally shared with others, exhibits the use of appropriate and rigorous methods, and is subject to informed critique and review, including the usual process of peer review and publication, showcasing, or presentations.

Professional development activities such as attending workshops and conferences related to scholarship and creative activity would be an example of scholarly accomplishments, but not necessarily scholarship, in this area.

Examples of Scholarly Accomplishments in Professional Service

Faculty members who perform scholarly professional service use their knowledge and expertise in a service opportunity to the University, the community, or their profession. Appropriate documentation of scholarly service describes the role of the faculty member in each service activity, how he or she uses their expertise in the role, and clearly demonstrates the outcome or impact of the service activity.

Reports of service lack a scholarly dimension when they merely list committee assignments, provide no evidence of the nature of activities or results, provide evidence of outcomes but no evidence of the individual's role, have no review by others, or provide no evidence of how the service work is consistent with professional development or goals. Although all professional service may not be scholarly, faculty should document the quality and significance of all service activities. Scholarly service can move toward scholarship as it meets some or all of the following criteria:

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

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

B. Quality and Significance

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

Clarity and Relevance of Goals

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

Mastery of Existing Knowledge

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

Effectiveness of Communication

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

Significance of Results

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

Consistently Ethical Behavior

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

Guide for Non-Credit Activities

Non-credit activities should focus on offering innovative programs that educate participants, create interesting assignments for faculty and staff, and generate financial resources for our academic units. The hope is to build programs that both utilize and enhance KSU's reputation as a forward-thinking educational innovator and a great partner to Georgia's people, institutions, and companies.

Faculty

- Non-credit activities follow the policies governing outside consulting. Be aware you will not receive credit on your annual review for time spent on these assignments. Only accept non-credit assignments if your recent annual reviews qualify your performance relative to in-load teaching, research, and service assignments as meeting, and preferably exceeding, expectations, and your faculty performance agreement clearly articulates satisfactory contributions to your department in the current year. Further, engaging in any outside work, such as teaching in non-credit programs, may divert your attention from the research, teaching, and service that is the foundation of a successful academic career, so carefully consider the long-term ramifications of allocating time to these activities.
- Prior approval using Notice of Intent form is absolutely required. You will not get paid if the form is not signed by your chair and your dean before your non-credit teaching assignment. The Notice of Intent form must be submitted along with every program assignment, and at least the beginning of every term for ongoing programs.

Program Directors

For purposes of this document, we define program directors as any person who has compensated administrative responsibilities for a program, center, or institute. Compensation, in this case, may come in the form of either money, such as stipends or summer support, or releases from teaching, research, or service responsibilities.

- **Projections:** At the beginning of each fall, spring, and summer term, program directors should make their dean aware of prospective non-credit activities. The notices should include short program descriptions, high-level projections of enrollments, revenues, expenses, and hoped-for residuals, and lists of faculty and staff members who are likely to teach in the programs.
- **Budgets.** Program directors are responsible for the financial performance of their programs. As such, they must construct a projected budget prior to running a non-credit program and provide a financial report after the program is complete, both subject to review and approval by their deans and department chairs.
- **Conflict of Interest & Compensation.** With respect non-credit activities, program directors might face competing financial demands among their units, their colleges, and their own compensation. To eliminate any indication of self-dealing, program directors should abide by the following policies:

- Program directors should consider all curricular, marketing, and management tasks associated with non-credit activities to be subsumed within their administrative appointment. No additional compensation can come from program development efforts.
- Program directors should make every effort to distribute non-credit teaching assignments to other faculty members.
- **Administrative Assistance.** Administrative assistants, student workers, paid interns, and other staff may be utilized to help with program management within their normal working hours. However, approximations of the cost of their time must be included in the program's budget.

Deans/Chairs

- **Faculty Assignments.** Please treat the Notice of Intent form for non-credit teaching assignments seriously. Sign the form only after ensuring 1) the requester's Faculty Performance Agreement for the current year meets the department's needs, and 2) the requestor has satisfactorily met expectations in the recent annual reviews, and 3) the requestor's overall academic career development allows for diverting attentions to non-credit activities. Approving non-credit teaching activities for faculty who are not appropriately delivering on their teaching, research, and service commitments may impact the credibility of your future requests for additional faculty lines or increased operating budgets.
- **Budgets.** One purpose of non-credit activities is to generate financial resources for academic units. Please review the budgets for non-credit programs with their directors to ensure a proper balance between revenues, expenditures, and projected contributions back to the college, department, and program/center/institute. A sample budget is attached.
- **Compensation.** Please carefully review compensation schedules for each non-credit program. You should scrutinize the total percentage of the budget allocated to compensation, the per-contact hour rate for faculty members, and, in particular, any compensation for the director and other administrators of a program. Compensation levels should be justifiable both in terms of the program's revenues as well as to external, subjective assessments of reasonableness.
- **Outside Work Restrictions.** Compensated non-credit teaching assignments are considered akin to consulting activities. As such, they are subject to restrictions on outside work. Please ensure the cumulative hours of all outside work spent by faculty teaching in non-credit programs do not exceed USG limits (currently eight hours per week) when they are under contract, and that the assignments do not violate KSU's Conflict of Commitment or Conflict of Interest policies.
- **Summer Limits.** Paid non-credit activities do count towards the limit of 33.3% of the nine-month contracted salary.
- **Reporting:** At the end of each term, deans should submit a report to the Provost's Office describing the college's non-credit programs, financial results, and faculty participation.

Budget Template for Non-Credit Activities

Non-credit activities have the intention of delivering innovative professional education to students and community participants, allowing faculty to offer novel programs based on their professional interests, as well as generating financial resources for Kennesaw State and its academic units. This budget template encourages a market-focused attitude toward program development and business-focused attention to allocation of dollars.

This template is for illustration purposes only. The results of any individual program may vary based on its maturity, industry, or strategic purpose.

Revenues

Anticipated Enrollment

Base your budget on the at about the first quartile in the range between the minimum number of enrollees required to make the program run and the maximum number that can effectively fit into the program. (Ex: if 10 min and 30 max, use 15 for budgeting)

Program Fee

The program fee should be based on market rates for similar programs in Atlanta.

Available Funds

Expenses

Consumables (Target: 0%-10%)

Allocations for copies, reading materials, giveaways, space, catering, parking, and other items utilized concurrently with the program. These expenses vary with the number of enrollees.

Faculty Compensation (Target: 5%-35%)

Per-hour compensation based on market rates for faculty who deliver the programs. *These expenses vary with the duration of the program.*

Program Administration (Target: 15%-35%)

Allocations for financial management, registration, diplomas and transcripts, CEU processing, credit card fees, scheduling, customer inquiries, administrative support, payroll processing and other items

EXAMPLE

20 People

\$500

\$10,000

\$500

\$2,000

\$2,000

required to manage and promote the program. *These expenses vary with the complexity of the program.*

Marketing (Target: 5%-30%) \$2,000

Web sites, designing/printing/mailing brochures or flyers, social media. *These expenses vary with the maturity of the program.*

Other (Target: 0%-10%) \$500

Allocations for any other expenses.

Total Expenses (Target: less than 80% of Available Funds) \$7,000

Residuals \$3,000

All residuals should be distributed back to the college, department, and program (allocated at the discretion of the dean) in support of the unit's academic mission.

Administration of Non-Credit Activities

Center Directors & Program Managers

Broadly, there are two types of programs:

- Periodic: These programs have specific start and end dates, even if the program is repeated.
- Ongoing: These programs are available to participants on an ongoing basis, allowing them to start and complete the program on flexible schedules. (Some of these programs may be based on intellectual property, such as MOOCs, which means their finances will be managed through KSURSF.)

Periodic Programs

Note: These instructions apply to each iteration of a program.

Prior to launching the program, or at the beginning of an annual cycle:

1. Create a general program description, to be submitted to the dean, including a (template is provided below):
 - a. Brief description of the program.
 - b. Projected budget.
 - c. Projected marketing plan.
 - d. Projected teaching assignments (especially faculty and staff).
2. Submit "Notice of Intent" forms for every faculty and staff member who will be paid to teach in the program. Copies of each signed Notice of Intent form should be sent to and retained by the faculty member, the program manager, and the CPE Dean's Office.
3. Contact your CCPE representative to arrange registration, financial management, and marketing initiatives.
4. Arrange logistics, such as classroom space, catering, and document/supply distribution.

During the program:

1. Keep a record of all expenditures.
2. Build a database of participants.
3. Update records upon changes in faculty assignments.
4. As a faculty member completes his/her teaching assignments, submit a Request for Compensation. Attach a copy of the signed Notice of Intent form to these requests.

After the program, or at the end of the annual cycle:

1. Create a record of participants and any earned CEUs.
2. Close out the program, to be submitted to the dean (at least annually), including:

- a. Reflections on the performance of the program.
- b. A financial report, in a form similar to that of the budget. Provide insights into any significant variances between initial budgets and realized results.
- c. Projected changes in future iterations of the program.

[This template can be used as a starting point for both the pre-term description of proposed programs and post-term review of completed programs.]

Center Director/Program Manager Report on Non-Credit Activities

[Spring/Summer/Fall, 201X]

We will offer the following non-credit programs this term:

- Program 1: (description, duration, leader, CEUs)
- Program 2: (same)
- Program 3: (same)
- Programn : (same)

The following faculty members will teach in these programs. Each of these faculty members have: 1) completed the “Notice of Intent” form for non-credit activities, 2) met or exceeded expectations on their recent annual reviews, and 3) either do not face any conflicts of commitment, based on KSU and BOR policies, or have disclosed and resolved them to our satisfaction.

- Faculty Member 1: (program(s), role, hours, total compensation)
- Faculty Member 2: (same)
- Faculty Member 3: (same)
- Faculty Member....n: (same)

(If the person leading the non-credit activity is also teaching it in, please ensure that no conflicts of (financial or professional) interest exist.)

We expect the following financial results:

- Total participants:
- Total revenues:
- Total expenses, including compensation to faculty:
- Total residuals:

Administration of Non-Credit Activities

Deans and Chairs

Prior to the Fall, Spring, and Summer Terms:

1. Request general program descriptions from directors and managers who will run non-credit programs in the relevant term. (You may make these requests once per year for ongoing programs.)
 - a. Review the budget, especially ensuring that program revenues at least will cover all program expenses.
 - b. Check the program schedules across all programs for potential conflicts or synergies.
2. Process for “Notice of Intent” forms for every faculty and staff member who will be paid to teach in the program. Sign the forms only if the employees:
 - a. Met or exceeded expectations in most recent annual review, unless there are justifiable reasons for the below average review and the faculty or staff member has outstanding knowledge and ability in the particular area that is a part of the program.
 - b. Are highly likely to pass career milestones, such as tenure and promotion decisions and post-tenure reviews.
 - c. Will not conflict with USG and KSU policies regarding Compensated Outside Activities, Conflicts of Interest and Conflicts of Commitment.
 - d. Do not have conflicts of commitment with FPA-based work assignments.

During the annual cycle:

1. Check in with directors/managers.

At the end of the Fall, Spring, and Summer Terms:

1. Review non-credit program performance, including (a template is provided below):
 - a. Records of CEUs earned.
 - b. The financial results of each program, including examination of variances between budgeted and actual numbers.
 - c. Total compensation paid to faculty members.
2. Discuss projected changes in future iterations of each program with directors and managers.
3. Submit a brief review of your unit’s non-credit activities, including their financial performance, to the Provost’s Office.

[Template]

Dean's Report on Non-Credit Activities

[Spring/Summer/Fall, 20XX]

The College of _____ offered the following non-credit programs this past term:

- Program 1: (description, duration, CEUs)
- Program 2: (same)
- Program 3: (same)
- Programn : (same)

The following faculty members taught in these programs. Each of these faculty members have: 1) completed the "Notice of Intent" form for non-credit activities, 2) met or exceeded expectations on their recent annual reviews, unless there are justifiable reasons for the below average review and the faculty or staff member has outstanding knowledge and ability in the particular area that is a part of the program, and 3) either do not face any conflicts of interest or commitment, based on KSU and BOR policies, or have disclosed and resolved them to our satisfaction:

- Faculty Member 1: (program(s), role, hours, total compensation)
- Faculty Member 2: (same)
- Faculty Member 3: (same)
- Faculty Member....n: (same)

We realized the following financial results:

- Total revenues:
- Total expenses, including compensation to faculty:
- Total residuals:

Faculty Senate Statement on Diversity and Inclusion

Previous Draft Language

In light of the recent social media attacks directed at students of color and non-Christian students at Kennesaw State University, the Faculty Senate has heard from concerned faculty, staff, and students. We will discuss the University's response and consider options for a response from Faculty Senate. FSEC members are working to develop a resolution for presentation and welcome input from Senators and their constituents on statements and proposed actions in response to these events.

Current Draft Language

The Kennesaw State University bylaws state that:

The primary functions of the Faculty Senate are to facilitate faculty participation in the establishment of university policies for the benefit and welfare of the institution, to inquire into any matters that have implications for the academic development and functioning of the university and to make recommendations concerning such matters, and to be a channel of communications between and among the faculty and the University President, Provost and Vice President of Academic Affairs, and other persons and bodies.

Therefore, we the members of the Faculty Senate offer the following statement:

In light of the recent social media attacks directed at students of color and non-Christian students at Kennesaw State University, the Faculty Senate has heard from concerned faculty, staff, and students. The purpose of this resolution is to make a formal statement about these attacks, to stand in solidarity with historically marginalized faculty, students, and staff, and to propose actions to be taken as a result of the deteriorating climate on campus. We believe that our campus is a better place when students from diverse walks of life choose to make KSU their home. And while we recognize that the first amendment protects free speech, we condemn any speech or behaviors that threaten the existence of any members of the KSU family.

While we recognize that the Office of Diversity and Inclusion will play a role in rebuilding our campus culture, we acknowledge that the President and the Provost must take the lead in setting the expectations for the ways in which we respect and value diversity. We also acknowledge that the President and the Provost must name and denounce any behavior that serves to denigrate members of our KSU family due to their race, ethnicity, language, religion, gender identity, sexual orientation, ability status, etc.

Therefore, we recommend the following:

1. That the President and Provost issue an official statement condemning the social media attacks.
2. That the President and Provost articulate that the mantra of “Students First” and “Students being at the center of our universe” includes students from marginalized groups and that the university is committed to ensuring that these students feel that they too are the heart of KSU.
3. That the President and Provost meet with members of KSUUnited to hear their concerns and develop action items to meet the following demands outlined by KSUUnited:

- a. Strict sanctions and repercussions added to school policy for offenders of discriminatory actions and language
 - b. The development of an anti-racist education center
 - c. The development of anti-racist and diversity training (for students, faculty, and staff)
 - d. The recruitment and retention of a diverse faculty and staff population
4. That the President, Provost, and current director of the Office of Diversity and Inclusion seek external support for how to study the current campus climate in relation to discrimination, examine the results of this study, create a plan to address the findings, and provide support for systemic changes to be made to funding policies, campus offices, and other needs. A part of this work should be the articulation of specific goals and action items that will help us understand how the current campus climate is in direct conflict with many of the stated goals of our mission statement.