

Section Three

Workload and Institutional Expectations

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I. Academic Freedom and Responsibility

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

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

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

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

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

Instructional Responsibilities

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

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

II. Workload 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 5% of their time to professional service activities. 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.

II.A The Workload Model and Shared Governance:

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

1. Teaching, Supervising, and Mentoring;
2. Research and Creative Activity;
3. Professional Service;
4. Administration and Leadership.

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 Faculty Handbook under "Governance in the Colleges." Given that department T&P guidelines are most discipline-specific and are approved by deans and the Provost as consistent with college and University standards, department guidelines are understood to be the primary basis for T&P decisions. As with other faculty-focused KSU policy documents, amendments to the University's Workload Model are made by administrators and Faculty Senate working consultatively through the shared governance processes outlined in this Handbook.

II. B The Workload Model and Faculty Performance Agreement:

Each individual faculty member shall divide his/her professional efforts among the four faculty performance areas noted above. That division of effort will be reflected in a Faculty Performance Agreement (FPA) between the individual faculty member and the University (see Faculty Handbook Section 5, p. 5.66). Negotiation of individual FPAs allows for diversity across colleges and departments and, within departments, among individual faculty members. Colleges and departments, in consultation with faculty stakeholders, determine which FPA combinations best suit their college and departmental objectives. FPAs may change from year to year and even from semester to semester as needs and opportunities change. Consistent with the University's culture of shared governance, the details of an individual FPA are worked out in consultation between the chair and the faculty member and are subject to final approval by the dean. If the faculty member and the Chair cannot reach agreement on the FPA, the dean will make the final determination.

Instructional Responsibilities

II. C. Illustrative Examples of the Workload Model:

Some examples of possible FPA workload combinations appear below. The examples reflect various percentages of effort in the four 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		% of Effort
4-4 course load	Teaching.....	80
	Scholarship of Teaching or Service	10
	Service	10
	Total	100

Teaching – Research/Creative Activity balance		
3-3 course load	Teaching.....	60
	R/CA.....	30
	Service	10
	Total	100

Teaching – Service balance		
3-3 course load	Teaching.....	6
	Scholarship of Teaching or Service	10
	Service	30
	Total	100

Research/Creativity Activity emphasis		
2-2 course load	Teaching.....	40
	R/CA.....	55
	Service	5
	Total	100

Administration/Leadership emphasis		
	Chair or Director Admin/Ldshp.....	70
	Scholarship (of Admin/Ldshp.).....	10
	Teaching.....	20
	Total	100

III. Teaching Overloads

Because the workload by KSU teaching faculty is rigorous, the university does not typically employ its full-time faculty to teach credit courses on an overload basis. However, if a special need arises a faculty member may be requested to teach an overload resulting in an FPA which exceeds the 100% workload in an academic year. Overload pay for faculty with nine-month contracts will not exceed 20% of a faculty member's nine-month salary during the academic year (fall and spring semesters) and no more than 36% of a faculty member's academic year salary during the summer (which may include responsibilities beyond the summer term).

IV. Faculty Performance and Assessment

A. Teaching, Supervising, and Mentoring Effectiveness

The faculty and administration of Kennesaw State University are committed to quality instruction. The primary purpose of university faculty is to engage students, colleagues, and others in activities that facilitate learning and contribute to learner development and educational advancement. Instruction is a complex process that is not always easy to describe or capture. Nor is its impact immediately obvious even to the participants-instructor and learners. As faculty try to identify their instructional activities and their contributions to learner development, they struggle with the elusive nature of their work. In order to help faculty capture and document their work, KSU provides the following descriptions of instructional activities and basic expectations of faculty effort.

B. Institutional Objectives for Teaching, Supervising, and Mentoring

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

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

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

Instructional Responsibilities

C. Primary Instructional Activities

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

Teaching

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

Supervising

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

Mentoring

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

Institutional Resources for Faculty

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

Workload and Institutional Expectations

Basic Expectations and Responsibilities

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

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

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

Faculty Availability to Students & Colleagues

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

Course Syllabi

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

Instructional Responsibilities

V. Assessment of Teaching, Supervising, and Mentoring Effectiveness

All faculty are required to conduct formal student evaluations for every class during the last two weeks of the semester. Chairs who receive written unsolicited feedback about a faculty member's teaching, supervising, and mentoring effectiveness must share the information with the faculty member within one week.

A. Philosophy and Goals of Teaching, Supervising, and Mentoring

All faculty should articulate their individual philosophy of teaching, supervising, and mentoring and their goals for teaching and student learning should be developed and included as a part of tenure and promotion materials. A faculty member's philosophy of teaching should concentrate on large-scale goals for fostering student learning and development in the context of one's discipline and the courses that one teaches. However, rather than reiterating learning outcomes for individual courses, faculty should focus on their general aims and interests with respect to teaching and student learning. A clearly articulated philosophy of teaching will also communicate the personal values, beliefs, and goals that underlie a faculty member's approaches to teaching, supervising, and mentoring. It should also address how one's philosophy embodies expectations for teaching, supervising, and mentoring related to a departmental mission, institutional initiatives (e.g., PTEU or General Education), or accreditation requirements. Finally, a faculty member's philosophy can help guide one in selecting aspects of teaching, mentoring, and supervising to be assessed and evaluated and in documenting examples of activities and practices that embody and exemplify one's philosophy.

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

Instructional Responsibilities

VI. Course Scheduling Expectations

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

VII. Course Instructional Materials

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

VIII. Class Rolls

A. Types of Rolls

Up to the minute class rolls are available at: www.kennesaw.edu/
then click OWL Express
secured passwords required

B. Checking Class Rolls

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

IX. Grading

A. General Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. Faculty must provide feedback to students about their progress prior to the last published day to withdrawal without academic penalty. Grades are expected to conform to those listed below.

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

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

B. Special Purpose Grading Symbol

I - The grade of "I" denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course.

A grade of "I" must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the "I" was originally assigned. In addition, should the student enroll in classes at KSU during the calendar year, the grade of "I" must be removed by the end of the first semester of enrollment during that calendar year.

Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student's total performance. If the course requirements are not completed within the specified time limits, then the "I" will be changed to an "F" (for a course which awards letter grades of "A", "B", "C", "D", or "F") and the cumulative and adjusted grade point average will be recalculated accordingly or the "I" will be changed to a "U" (for a pass/fail course which awards a grade of "S" or "U"). An "I" cannot be removed by reenrolling in the course.

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

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

Instructional Responsibilities

- S -** This symbol indicates satisfactory completion of a non-degree credit course and is not included in the calculation of the scholastic average. It also indicates satisfactory completion of certain credit laboratory-type courses specifically designated by overall faculty action.
- U -** This symbol indicates unsatisfactory completion of a non-degree credit course and is not included in the calculation of the scholastic average. It also indicates unsatisfactory completion of certain credit laboratory-type courses specifically designated by overall faculty action.
- IP -** This symbol indicates progress in a non-degree credit course, but not sufficient to meet the prerequisite requirements for the succeeding course and are not included in the calculation of the scholastic average. Used for developmental studies courses in Learning Support Program only.
- V -** This symbol indicates that the student was given permission to audit the course and is not included in the calculation of the scholastic average. Students may not transfer from audit to credit status or vice versa.

Course Withdrawal and Required Form

Students may withdraw from one or more courses any time before the last three weeks of the semester. However, as of fall 2004, students will be allowed a maximum of eight total withdrawals if they enter KSU as a freshman. Transfer students will be allowed one withdrawal per fifteen credit hours attempted, for a maximum of eight. Students who choose to pursue a second degree at KSU will be allowed two additional withdrawals. Students who entered KSU before fall 2004 will be allowed one withdrawal per fifteen credit hours attempted. To withdraw they should complete an official withdrawal form in the Office of the Registrar. Students who officially withdraw from courses before mid-semester will receive a "W" in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a "WF" which will be counted as an "F" in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing are assigned failing grades. Students may appeal to the academic standing committee for consideration of unusual circumstances.

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

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

Reporting of Grades

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

Workload and Institutional Expectations

Scholastic Grade Point Average Cumulative

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

Errors in Grades

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

Changing Grades and Using the Official Grade Change Form

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

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

Grade Appeal Procedure

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

Note that failure to publish the grading policy would mean that a faculty member would have great difficulty in sustaining his/her assigned grade if a student appealed with anything but a frivolous or irresponsible basis for his/her charge. The grading policy should be quite specific and should be distributed to each class in written form. Some departments may also require faculty members to file grading policy statements in the departmental office. Because the student has 60 days to appeal a grade, it is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved.

Instructional Responsibilities

X. Attendance Policy

Insofar as attendance is a component of a grading policy, a statement of attendance requirement might also be distributed in written form. If attendance is part of grading policy, careful records should be kept. In any case, all instructors shall, at the beginning of each semester, make a clear statement to all of their classes regarding their policies in handling absences. Students who are absent because of their participation in University-approved activities such as field trips and extracurricular events will be permitted to make up the work missed during their absences. An itinerary for all field trips must be on file with the appropriate department chair or dean in advance of the scheduled event.

XI. Faculty Absences

Planned Brief Absences from Teaching Responsibilities

If a faculty member plans to be absent for professional (e.g., conference participation etc.) or health (e.g., minor surgery) reasons, it is the faculty member's responsibility to make arrangements for his/her classes. (For other health issues, refer to sick leave policy in Section Seven-Personnel, Fiscal, and Institutional Policies.)

Extended Absences from Teaching Responsibilities

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

A faculty member may not take vacation causing them to miss classes even if coverage has been arranged. In addition, faculty should not cancel scheduled classes or meetings to take personal time.

XII. Policy Concerning Research with Human Participants

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

Research proposals must be submitted to the IRB Chairperson using the research proposal form that is available at www.kennesaw.edu/irb. Allow at least two weeks for processing. Proposals that require review of the full committee generally require more time for review. See the website for a comprehensive discussion of IRB policies and procedures (www.kennesaw.edu/irb).

Workload and Institutional Expectations

Appendix A

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

Course Information

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

Instructor Information and Policies

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

Departmental and University Policies

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

Additional Syllabus Considerations

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

Instructional Responsibilities

Appendix B **FACULTY POLICIES AND PROCEDURES WITH LEGAL IMPLICATIONS**

Syllabus Requirements

University Policies or Statements to be Included in Syllabi

Academic Integrity Statement (Required)

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Disruption of Campus Life Statement (Optional)

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

Additional Legal Considerations

Protecting Students' Privacy

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

Field Trips

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

Workload and Institutional Expectations

Faculty Liability

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

Copyright Law

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

