



Faculty Senate Executive Committee Meeting: August 24<sup>th</sup>, 2020 (12:30 PM – 1:45 PM)

Faculty Senate Meeting: August 31<sup>st</sup>, 2020 (12:30 PM – 1:45 PM)

## **Agenda**

### **Opening Remarks**

1. Welcome – Humayun Zafar
  - a. **Online Faculty Senate Meeting Expectations**
    - i. Please complete the attendance survey (link in the chat window) if you are a senator or a guest.
    - ii. Voting will be carried out electronically (link will be available in the chat window) and will be tracked. **Please only vote if you are a senator.** A non-senator voting will result in an immediate permanent ban from the faculty senate.
    - iii. Use the “Raise your hand” feature in order to be recognized.
2. Message from Dr. Whitten
3. Message from Dr. Schwaig

### **New Business**

4. Approval of minutes (April 27, 2020 meeting)
5. Bylaws Revision: Senator requirement for all members – Randy Stuart
  - a. Call for volunteers – sub-committee to look at by laws
6. Anti-racism resolution – Heather Pincock and Monique Logan
7. Course caps resolution – Todd Harper
8. Centers and Institutes Taskforce – Ron Matson
9. GEC Curriculum Committee – Anissa Vega, Brendan Callahan, and Trina Queen
10. Short-term Military Absence Policy – Anissa Vega and Richard Sisk
11. Provost’s Taskforce on Inversion/Compression – Albert Jimenez and Darina Lepadatu
12. Covid Counter Request – Stephen Collins
13. Plus/Minus Grading System – Cristen Dutcher
14. UITS updates – Veronica Trammell and Jaime Fulsang

## Anti-racism resolution, August 2020

The KSU Faculty Senate joins with the chorus of voices from around our nation and the world, sparked by the most recent example of racism and injustice displayed in the senseless and horrific murders this year of George Floyd, Breonna Taylor, Ahmaud Arbery and others before them. We are outraged. We are revulsed, and we are heartbroken. Our expressions of grief speak to the systemic racism and injustice often exhibited by institutions in our country and state, including here at KSU.

We recognize the history and presence of racial oppression at KSU and in our surrounding cities of Kennesaw and Marietta. As many have noted before, KSU's Kennesaw campus is located less than 5 miles away from "Wild Man's Civil War Surplus" (a store that openly sells confederate and KKK merchandise) and the university cannot separate itself from this context where students live, commute, work, and recreate.

Further, reports of racist aggression, macro and micro are continually reported by Black and Brown students, faculty, and staff at KSU without adequate response. For example, [after a Black student was threatened with lynching on campus last year](#), the investigation concluded that the incident did not constitute creation of a hostile environment because the victim continued attending class. In recent months several student organizations have been targeted with graphic and violent racist images demonstrating the deeply embedded culture of white supremacy at KSU and creating a hostile environment for Black students. Their reports of these incidents (with accompanying evidence) to the Office of Institutional Equity have resulted in no action. Calls for an anti-racism center that would educate the campus community on the history and legacy of racism and anti-racism strategies (pledged by KSU in 2010) have gone unanswered.

Not only is racism a fundamental cause of social injustice and unrest, but it is often manifested across a wide spectrum of institutions, including finance, housing, academia, criminal justice and employment. It is one of the major drivers that lead to chronic stress, mental instability, and even suicide. According to a [2017 writing](#) by Nancy Krieger, professor of social epidemiology at Harvard T.H. Chan School of Public Health, "structural racism – discriminatory practices embedded in systems such as housing, education, and criminal justice – is a key determinant of health and a root cause of health inequities." Because we care, we choose to establish healthy atmospheres for students, staff and faculty in an effort to help alleviate root causes to inequitable health issues, making acquiring an education and going to work less stressful and more attainable.

As a University that prides itself on "[uniting](#) a diverse spectrum of backgrounds and talents" and one that claims to be "authentically diverse," we compel our administrators and the entire University community to take a stand that leans in more conspicuously to our stated [values](#) of

being “open and impact-generating” by acknowledging the racism that has been directed at Black and brown students, staff, and faculty. Universities are called to be places that provide both intellectual and social development to all students and to prepare them to work, function and thrive in a world that is intercultural and diverse. We are called to not simply produce intellectual stars but to produce individuals who are able to communicate with and relate to people from opposite and diverse backgrounds.

Therefore, we affirm and support the voices both globally and here at KSU that have unrelentingly cried out for justice in response to racist and hate filled acts directed at them. We affirm that racism is real, that it is alive, and that it has found safe harbor here at KSU but that we are committed to acknowledging it, identifying it, and shining a light on it whenever and wherever it raises its ugly head. Needless to say, these killings of unarmed black men, women, and children are draining on the soul, and we are tired of hearing and reading about it; yet, we remain hopeful that we can bring about the change we need to see. It goes without saying, then, that we believe Black Lives Matter.

In the coming days and months, we must do more than simply offer statements. We must begin our transition of becoming a campus community that welcomes all students and faculty regardless of ethnic origin or racial background by heeding the [recommendations put forward by the President’s Commission on Racial and Ethnic Diversity \(CORED\) in October 2018](#). The Faculty Senate calls on KSU administration to implement these recommendations without delay, and we stand ready to assist and participate actively in their implementation.

In addition, this body encourages the administration to review and consider the following:

- The [demands of KSU sent on June 9, 2020](#), beginning with the creation and appropriate funding of an anti-racism education center (pledged by KSU in 2010)
- [Recommendations to Provost Schwaig sent by concerned faculty](#) on June 29, 2020

Although these are just a beginning, we anticipate our collaborative efforts will yield more ways to respond, intervene and provide a voice to the changes we need so that we actually become the University we [boast of](#) whose diverse spectrum of backgrounds and talents are truly united.

We call on faculty and administrators alike to position ourselves to be committed to preparing our students to enter a world where they are interculturally competent. We must do our part in taking a stand against racism and inequity. We must *DO* what we say we *ARE*. Our students, society, and the world will be all the better for it.

## Course Caps Resolution

Within the last several years, Kennesaw State University has experienced an unprecedented rise in enrollment. This rise along with the general unpredictable nature of enrollment has increasingly led chairs and deans to increase course caps temporarily, especially in General Education classes, whose numbers often already exceed national standards.

In order to provide chairs and deans the flexibility of temporarily raising course caps in an emergency, while also acknowledging the added burden to faculty, we propose the two following measures:

1. Chairs and deans compensate faculty whose total number of exceeded students a semester equals an additional course in the following ways:
  - a. Course release the following semester;
  - b. Overload compensation;
  - c. Readjust FDA;
  - d. Assign GTAs
2. Reexamine existing course caps in light of national standards established for those classes in order to lower them where necessary. (For example, the national recommendation for First-Year Composition Classes is no more than 20 students per class; no more than three writing classes per faculty per semester; and no more than a total of 60 composition students per faculty member per semester. Currently, KSU course caps for those classes are 26 on the Kennesaw campus and 24 on the Marietta campus with several lecturers teaching four or five writing courses.)

## 2019-2020 Centers & Institutes Taskforce

Charge: To codify and simplify the process for creating, evaluating, and discontinuing Centers & Institutes.

Members: Ed Akins (Faculty, past committee member), Joe Bock (CDA); Phaedra Corso (VPR); Mike Dishman (Deans' Council); Mark Geil (CDA); Luc Guglielmi (Senate); Brian Lawler (Senate); Catherine Lewis (Past committee member); Ron Matson (Chair); Jon Preston (Deans' Council); Humayun Zafar (Senate).

Status: **Completed**

Summary: Taskforce has submitted its recommendations to the Provost. We clearly distinguish between research institutes and other types of academic centers (e.g., CETL, Writing Center). And most importantly the standards required of the academic centers is not the same as the research centers.

- 1) The approval and/oversight process is simpler than before.
- 2) There is a yearly accountability that is handled by the appropriate administrator (chair, dean, VP) depending on where the C&I is located and what type of center or institute is involved.
- 3) There is a larger review committee that examines the success of the centers or institutes and makes recommendations about their continuation. Reviews are on a 5-year schedule.
- 4) There are two appendices outlining the information that will be required to create, modify, or report about C&Is.
- 5) The policy is in the format used on the KSU Policy Portal.

Our next step will be to have Deans look at a spreadsheet the committee developed showing the current list of Centers and Institutes to make sure we have them all. Once everything is confirmed, this document will be brought to the Faculty Senate as it does have a new committee structure that will replace the current verbiage in Section 3.1.2 of the KSU University Handbook replacing what is currently there.



Policy Title	Centers and Institutes Policy
Issue Date	[Date Policy Signed By President]
Effective Date	[Date Policy Posted On Policy Portal]
Last Updated	[Effective Date Or Date Of Most Recent Update]
Responsible Office	Office of the Provost
Contact Information	[Contact Office or Position Title] Phone: [Contact KSU Phone Number] Email: [Contact KSU Email Address]

### 1. Policy Purpose Statement

This policy governs the establishment, classification, operation, support, and review of University-authorized academic centers and institutes.

### 2. Background

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University System of Georgia Board of Regents Policies 2.6.1 and 2.7 require USG presidents to ensure the efficient operation of their institutions, granting authority to develop the organizational structure required to effectively manage their institutions. This includes the establishment and elimination of academic centers and institutes. Should a president authorize the creation of university-authorized centers and/or institutes, the institution must annually report its centers and institutes to the Chancellor, highlighting any additions or deletions occurring since the previous report. Unless excepted in USG policy or procedure, university-authorized centers and institutes are units of USG and must comply with operational requirements of USG institutions. Centers and institutes may have operational scopes requiring prior notice and/or authorization by accreditors, including the Southern Association of Colleges and Schools Commission on Colleges. Consequently, to ensure efficient operation of the university, for organizational transparency, and to comply with USG policy and other requirements, KSU adopts this policy, governing the establishment, classification, operation, support, and review of KSU-authorized academic centers and institutes.

### 3. Scope (Who is Affected)

This policy applies to all KSU employees, students, alumni, and other stakeholders wanting to establish, operating, or modifying a KSU-authorized academic center or institute.

### 4. Exclusions or Exceptions

None.

### 5. Definitions and Acronyms

[A list and definitions for applicable terms and acronyms (i.e., **Policy Portal**: The official public website used to disseminate all approved KSU policies)]

### 6. Policy

The University System of Georgia defines academic centers and institutes as follows:

**Research Centers.** A Research Center provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. A center may be involved in offering continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic community and the professional community in the area(s) of focus. A center, however, is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of credit course or degree programs.

**Institutes.** An Institute shares a center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. An institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. Unlike a center, an institute may offer credit courses and degree programs.

*University System of Georgia Academic and Student Affairs Handbook § 2.14.*

In addition to Research Centers and Institutes identified specifically by USG, USG member institution presidents may authorize and utilize centers having a primary purpose other than conducting academic research and/or obtaining extramural funding (such as service-oriented centers).

In order to meet the interests and requirements identified in this policy, advance the efficient operation of the University, and assist the President in making determinations regarding University-authorized centers and institutes, the President may authorize the creation of a task force or committee to recommend procedures and guidance for the creation, classification, operation, modification, and elimination of University-authorized centers and institutes. This will include recordkeeping and reporting requirements of USG, KSU, and other external and internal requirements. These recommended procedures and guidance shall become effective as and if adopted by the President. After adoption, they will be appropriately disseminated to the University community.

## **7. Associated Policies/Regulations**

- a. University System of Georgia Board of Regents Policy § 2.6.1
- b. University System of Georgia Board of Regents Policy § 2.7  
(<https://www.usg.edu/policymanual/>)

**8. Procedures associated with this policy**

- a. University System of Georgia Academic and Student Affairs Handbook § 2.14 ([https://www.usg.edu/academic\\_affairs\\_handbook/section2/C777/](https://www.usg.edu/academic_affairs_handbook/section2/C777/))
- b. Kennesaw State University Centers and Institutes Procedures and Guidelines

**9. Forms associated with this policy**

- a. None at present

**10. Violations**

No academic research center or institute may represent itself as authorized by Kennesaw State University or one of its constituent units or otherwise associated with Kennesaw State University except as permitted by this and other appropriate University policies and/or procedures.

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**11. Review Schedule**

[Office or Position Title] will review the [Title] Policy [Timeframe (e.g., semiannually, annually, biannually)].

# KSU Centers and Institutes

## Procedures and Guidelines

**a) Policy.** These procedures and guidelines implement Kennesaw State University's Policy [number] regarding Research Centers and Institutes.

**b) History.** These are Kennesaw State University's procedures for the formation, reporting, review, and continuation of research centers and/or institutes. These procedures synthesize and incorporate the work of faculty committees in 2008-09, 2014-16, 2016-17, and 2019-20. In 2009, KSU created procedures and guidelines for centers and institutes. In 2014-15, in connection with the consolidation of KSU and Southern Polytechnic State University, a working group formed to examine centers and institutes across both institutions. This became a standing task force in 2015 following the University administration determining guidance for centers & institutes for the new university was needed. This task force found the University had a relatively large number of centers and institutes, many of which did not appear to meet the definitions provided in USG policy (or any other cohesive definition) and often consisted of a single individual. The task force also found few of the centers and institutes were financially self-supporting or provided a recognizable strategic return on University resources invested. The task force promulgated requirements for centers and institutes. The task force then conducted a comprehensive analysis of existing University centers and institutes, recommending a number move to a designation other than center or institute and authorizing others for a term of up to three (3) years. In task force concluded its work in 2017; however, its recommendations were not fully implemented. In 2019, in connection with a discussion of structures and processes to support the University's "R2 Roadmap," the task force was re-formed, asked to look at the work of earlier task forces, and determine a procedure (1) aligned with USG definitions and requirements for research centers and institutes; (2) supporting the strategic research goals of the University; (3) ensuring University resources supporting centers and institutes were appropriate and aligned to achieving institutional goals; (4) the process was decentralized and a majority of decisions relating to it occurred at or within the college level; and (5) the process contained reporting and accountability requirements.

**c) Purpose of Procedure.** Research Centers and Institutes ("RCI") serve as a valuable resource for establishing collaborative, integrative and interdisciplinary educational and research programs, building support structures and enabling synergies across distinct and emerging disciplines and areas of expertise. Research centers and institutes are generally established with a specific aim, mission, or function requiring an organizational and/or support structure outside existing university structures. As a result, they may have reporting and resourcing lines falling outside or between traditional academic units, such as departments, schools, or colleges. While granted organizational latitude to innovate, as component units of the university, they are required to meet institutional expectations for financial and organizational efficiency and support institutional goals, as well as the purposes for which they are expressly requested and authorized.

This procedure is primarily intended to address “research centers” and institutes. As noted below, it may not fully apply to non-research organizational units the university designates as “centers.” For example, daycare centers, advising and learning centers, computer centers, or buildings designated as performing arts centers. The term “center” may be used by non-research centers with authorization from the appropriate dean or non-academic administrator and the Provost following a different process (Appendix A). However, should an entity established under that process wish to “convert” to a research center, it would then need to follow this procedure. The final determination whether an entity falls within this policy rests with the Provost.

The term “Institute” may only be applied as permitted by the Research Centers and Institutes policy, this procedure, or Presidential exception. The Provost may, at her or his discretion, permit “institute” to be used in connection with an event.

The RCI policy and these procedures do not relate to the creation of a school, department, or other traditional academic unit.

While this procedure will detail the steps needed to propose a Research Center or Institute, the core considerations of a unit proposing any type of center or institute should be:

Are the central goals of the unit clearly tied to advancing an institutional strategic priority (such as research in an area of institutional strategic emphasis);

Does the achievement of these goals require ongoing and meaningful involvement from faculty, staff, and/or students from multiple academic colleges or university divisions;

Is the achievement of these goals unlikely to occur within existing organizational structures (i.e., departments, schools, and/or colleges);

Are the goals sufficiently strategically important to the university to merit the creation and oversight of a unit outside of standard University reporting organizational and administrative structures; and,

Will the resulting structure will be financially self-supporting and is capable of and likely to meet its goals and external report requirements (such as reporting obligations)?

**d) Definitions.** Within the University System of Georgia Academic and Student Affairs Handbook, [Section 2.14](#), “Research Centers and Institutes” are defined as follow:

Research Centers. A research “center” provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. A center may be involved in offering continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link

between the academic community and the professional community in the area(s) of focus. A center, however, is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of credit course or degree programs.

Institutes. An “institute” shares a center’s focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. An institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. Unlike a center, an institute may offer credit courses and degree programs.

Within KSU, institutes offering for-credit courses, certificates, diplomas, and degree programs must be housed within Academic Affairs (i.e., an academic college, colleges, or similar academic administrative unit).

In 2017-19, KSU’s Centers and Institutes Task Force recognized the University may elect to have non-research centers, which are not defined by USG. Their research and recommendations included the following classifications of non-research centers, which are illustrative and not exhaustive. Like RCI, non-research centers should be created if they meet the requirements set forth in section (b) above, particularly the inability to achieve the compelling goals within an existing University structure and serving a strategically important goal of the University.

The University should act judiciously when allowing the creation and maintain of non-research centers, recommending alternatively utilizing an appropriate organizational designation other than “center” (e.g., “Office,” “Laboratory,” “Group,” “Team,” “Hub”). This makes oversight more efficient, minimizes potential waste, and prevents potential misunderstandings regarding the applicability of RCI performance and reporting expectations to non-research centers (such as faculty directors, reporting, sustaining, financial, and other obligations non-research centers were unlikely to meet). To avoid misunderstandings, if the term “center” must be used in the unit’s name, the authorizing entity or individual should ensure the name of the center incorporates an appropriate modifier describing the center’s primary purpose (e.g., “Education Student Academic and Candidacy Support Center,” “Student Writing Support Center”). However, no organization with a primary focus or function of a Research Center or Institute may avoid institutional expectations of RCI by eliminating the use of “center” in its title.

It may be expected that non-research centers may originate or otherwise participate in a limited amount of research incidental to their other service to the University. This should be monitored to ensure the non-research center is not constructively becoming a research center without requesting a reclassification through this process and meeting annual reporting requirements.

Examples of Non-Research Centers include:

Academic Teaching, Support, or Service Center – An academic teaching center has a primary responsibility of instruction. An academic teaching center might be created to increase efficiency, minimize potential market confusion, minimize reliance on part-time instructors, and/or build synergies through facilitating instruction in an area of common disciplinary expertise by faculty members in different colleges (e.g., “administration,” “data analysis,” “information security,” “qualitative research”). Similarly, an academic teaching center might serve an emerging discipline or area of specialization requiring instruction by faculty in different colleges with differing expertise (e.g., “conflict management in nursing,” “STEM education,” “history of technology”).

A student, faculty, and/or staff support or service center has a primary responsibility providing a service directly related to the University’s core functions within or across units. This may occur at the university-level (e.g., “Center for Excellence in Teaching and Learning”) or within a college (e.g., “Education Student Support Center”), which may be incorporated into the center’s name (e.g., “CHSS Undergraduate Advising Center”). An essential distinction between a support or service center and other types of internal-facing units is the center’s primary purpose or function generally being (1) directly related to fulfilling or advancing a core University mission requirement (and likely one externally mandated, such as academic advising) and (2) is endemic within comparator and aspirant institutions (e.g., many universities house support centers to improve instruction and providing academic advising).

Administrative Support or Service Center – An administrative support or service center is a unit fulfilling a non-academic administrative university or college function. As with other centers, the unit’s function should generally span multiple units and/or not be capable of being readily filled by an existing unit (e.g., “Employee Fitness Center”).

External Outreach/Service/Extension Centers – An external outreach/service/extension center is one focused on providing service to the community or organizations beyond the University.

“Hybrid” Centers – While many centers will engage in tasks related or incidental to their primary purpose (e.g., an academic teaching or service center performing research related to teaching and learning), the center will generally spend a majority of the time of its faculty/staff engaged in its primary purpose. However, it is possible a center may be a true “hybrid” center performing multiple types of work, but no one area represents a majority of its time or resources.

**e) Administration.** A research center or institute will generally operate or function under the responsibility of a director, who will generally administer the RCI’s day-to-day activities. The RCI director will administer the RCI’s day-to-day activities. Based on the scope of the RCI’s activities, the directorship may vary from a part-time position to a full-time director. The compensation of the director will be determined by the responsible administrator, in consultation with the Provost and her or his designee(s).

The director will generally report to the administrator responsible for the unit in which the RCI is housed (dean, school director, or department chair). If a research center or institute's activities transcend two or more departments, schools, or colleges, the relevant department chairs, school directors, and deans, in consultation with the Provost, shall agree who will act as the responsible administrator coordinating oversight of the RCI and how other academic administrators will be involved.

**f) Application process.** Requests to establish, alter, or deactivate centers (regardless of their nature) shall be made to the Provost by the supervising administrator of the units(s) in which the center or institute is proposed or located (e.g., dean, vice president, associate vice president, executive director). All proposals requesting the creation or renewal of a center or institute will be discussed at a Deans' Council, allowing the deans to provide input to the Provost on the proposal. The Provost may also solicit other input she or he deems relevant appropriate or useful (for example, the Vice President for Research for a research center or research institute). The Provost shall then make a recommendation to the President.

Requests to establish a center or institute should demonstrate how the proposed unit will meet the requirements of University policy and this procedure. At a minimum, the proposal must include rationale for the proposal, a description of how the proposal advances the University's strategic plan, and the budgetary implications of the change.

Requests to convert a center (for example, from a research center to non-research center) should proceed through the process as a proposal to create the desired center type.

Requests to deactivate centers/institutes shall include a rationale for the deactivation of the unit, a detailed statement of the financial condition of the center/institute, a prospectus for fulfilling any contractual obligations of the center/institute, and a plan for phasing out the activities of the center/institute, including any recommendations for continuing activities of the deactivated center/institute through other organizational units of the University. If the center or institute offers or contributes to the offering of a credit-bearing program, the proposal shall address the continuation of the credit-bearing program or an appropriate "teach out" plan.

Requests to modify a research center or institute housing active external grants must include a consultation with the Office of Research to ensure the modification will not unintentionally adversely affect the terms and obligations of active research contracts or grants.

**g) Reporting and Continuation.** All centers and institutes are subject to two types of reviews: (i) an Annual Review of its operations; (ii) a comprehensive review undertaken every five years (or upon request of the Provost). Annual reviews are conducted by the supervising administrator and reported to the Provost. Continuing reviews are also reviewed by the RCI Review Committee.

1) Annual Review. By October 1 of each year, each center or institute director shall submit a report summarizing the activities and financial condition of the center or institute during the past Fiscal Year (Annual Report). The Annual Report must include the information set forth in Appendix A or B (as appropriate), include any mandatory USG and KSU reporting, as well as any other information requested by the Provost and/or Vice President for Research (if applicable). This report will be initially made to and reviewed by the administrator responsible for the unit (e.g., dean, associate vice president, or vice president), and forwarded to the Office of the Provost and/or Office of the Vice President for Research (if a research center or research institute). The Provost may alter or obviate reporting requirement for non-research centers, and the Provost and Vice President for Research may agree to alter or obviate the requirement for research centers or institutes. Upon completion, a copy of the annual report shall be sent to the following depending upon the nature of the center or institute.

Research Center or Institute – Responsible academic administrator, other academic administrators participating in oversight of the C&I, C&I director, C&I advisory board, Vice President for Research, Provost;

Non-research Center or Institute – Responsible administrator, other academic and non-academic administrators participating in oversight of the C&I, C&I director, C&I advisory board, Provost.

The Provost's Office shall maintain a copy of all C&I annual reports. The Office of the Vice President for Research shall be responsible for maintaining the annual list of RCI required by USG and annually transmitting the list of active RCIs to the President and/or Provost for reporting to USG.

2) Continuing Review. Every five years, all centers and institutes will undergo a Continuing Review to determine if the center or institute is meeting its goals, continues to support the University's strategic vision and mission, and represents an appropriate use of University resources. Prior to Continuing Reviews occurring for RCI, the format of the Continuing Review will be recommended by the C&I Review Committee and forwarded for approval by the President and/or Provost. The President and/or Provost will determine the appropriate requirements for Continuing Reviews of non-research centers.

2.1 Continuing Review Committee. Each C&I subject to a Continuation Review in a given Fiscal Year shall be reviewed by the University's C&I Review Committee. The Provost (or designee) will coordinate the effort to form the required committees and to schedule the convening committee meetings.

2.2 The following persons shall serve on the RCI Review Committee:

2.2.1 Two faculty members selected by the Executive Committee of the Faculty Senate.

2.2.2 One academic dean or other University administrator selected by the Provost.

2.2.3 One member of the University faculty (instructional, research, or administrative) or professional staff member selected by the VP for Research.

2.2.4 The VP for Research will serve as a non-voting ex-officio member of each RCI Review Committee.

As the Committee's recommendations are ultimately to the President, the President may modify the composition of this committee at any time.

2.3 RCIs shall submit any documentation requested by the Committee by October 1 of the academic year in which review is occurring. Representative information for which the Committee may ask, but is not limited to, is set forth in Appendix D. In addition, the President, Provost, and/or Vice President for Research (if applicable) may request the committee consider additional information. In the absence of any action to extend its term or other action by the President, the RCI will expire at the end of its approved term.

2.4 In addition to reviewing the information submitted, the C&I Review Committee may interview the C&I Director, advisory board members, associated faculty and staff, and responsible administrator(s). It may also tour the C&I's physical facilities.

2.5 In preparing its final report and recommendations, the C&I Review Committee should consider the following criteria:

2.5.1 The financial stability of the C&I.

2.5.2 The progress on C&I goals and multiple objectives.

2.5.3 The contribution of the C&I to the University's mission.

2.5.4 The loss to the University should the C&I discontinue its operations.

2.6 The C&I Review Committee shall complete its five-year review by the end of the February. The Committee shall reporting its recommendations for continuation, modification, or discontinuation to the overseeing administrator (e.g., dean or associate vice president), copying the Provost and/or Vice President for Research (if a research center or research institute), the RCI Director, and the chair of the department housing the RCI (if applicable).

2.7 Upon review of the committee's report, the overseeing administrator shall recommend continuation, modification, or discontinuation of the C&I to the Provost

and/or Vice President for Research (if applicable). The C&I Director and, if applicable, the Responsible Department Chair/ School Director, may also receive a copy of the overseeing administrator's recommendations.

2.8 The Provost and/or Vice President for Research submit her or his recommendation(s) for continuation, modification, or discontinuation to the President.

2.9 The President will provide written authorization for continuation, modification, for discontinuation. The President may attach conditions on his/her decision. All review materials shall be centrally archived in Academic Affairs.

2.10 The President may extend the continuation term of an RCI up to five (5) years.

2.11 If, at any time, an overseeing administrator is concerned about an RCI's operations, the administrator, in consultation with the Provost and Vice President for Research (if applicable) may request the University C&I committee conduct a review of the RCI's operations, which may include an "early" Continuing Review.

**(h) Advisory Nature of Procedures and Waiver.** These procedures are intended to provide the President with information and recommendations to assist in making determinations regarding the creation and modification of centers and institutes. Nothing in these procedures will be viewed as modifying the President's authority and responsibility under USG policy.

## Appendix A

### INFORMATION REQUIRED IN A REQUEST TO CREATE OR MODIFY

#### A NON-RESEARCH CENTER OR INSTITUTE AND AND REPORTING REQUIREMENTS

*A proposal to create or modify a non-research center should provide the following:*

Whether the request involves renaming an existing unit or creating a new unit;

The proposed name of the center;

Location of the center (e.g., college, department, physical location);

Type of center (e.g., academic teaching, academic support, external outreach);

The purpose of and activities that will be conducted by the entity. If the center performs multiple activities (teaching support, academic support, service, research), the approximate amount of time and resources spent on each activity annually should be estimated. Additionally, this should specifically align to the University's strategic plan and/or any participating department, college, or other unit's strategic plan;

The administrative structure of the entity, including the person who will direct the activities of the entity and to whom the entity reports;

The process and frequency for reviewing the operations of the entity and its compliance with University policies and regulations;

The reason why the word "center" needs to be included in the name of the entity rather than a similar word (e.g., group, bureau, station, consortia).

If the center is created, approximately three (3) to seven (7) key performance indicators for the center annually suggesting whether the center is meeting its goals.

*In the absence of a reporting waiver or modification by the Provost, the annual report of a non-research centers shall include the following items:*

Brief summary of major activities during the past year.

Names, titles, and organizational affiliations of persons serving on the center's advisory board (if applicable).

Dates of meetings of the center's advisory board and physical location of minutes. A statement on how the recommendations or concerns of the advisory board are being implemented or met (or were implemented or met) should be included.

Names of faculty members, staff, and/or students

Names of undergraduate and graduate students and postdoctoral fellows directly contributing to the C&I who are on the C&I's payroll, participate through assistantships, fellowships, or traineeships, or are otherwise involved in the C&I's work

Extent of student and faculty participation from other universities.

Extent of participation by industry and non-governmental organizations.

List of scholarly achievements. This list should include: (i) publications developed by the faculty in the C&I, including books, journal articles, and reports and reprints issued under its own covers, showing author and title; (ii) patents; (iii) performances; (iv) presentations; (v) workshops; and (vi) other scholarly achievements consistent with the C&I's mission.

Statement outlining how the research activities of the C&I are consistent with generally accepted tenets of scholarship and standards of academic research (e.g., subject to peer review), and are in conformity with all applicable laws and regulations and with University policies.

Sources and amounts (on an annual basis) of income including grants, contracts, gifts, University support, service agreements, and income from sale of publications and other services.

Expenditures from all sources of support funds, distinguishing use of funds for administrative support, direct research, and other specified uses.

Description and amount of space currently occupied.

Acquisition of equipment or other tangible assets of a permanent or semi--permanent nature with a value in excess of \$5,000.

Any other information deemed relevant to documentation of a C&I's achievements.

*Continuing Reports.* The President may modify or waive extension requirements for non-research centers. In the absence of a Presidential waiver, a request to extend the term of any center or institute shall include the following and related supporting documentation:

Copies of all annual reports for the period of the Continuing Report.

A summary of activities of the center or institute demonstrating that the center or institute is making progress towards or is meeting its mission goals and mandate as stated in its authorizing proposal.

Any changes requested in the name, aim, mission, or scope of the center or institute.

The reasons why the center or institute should be continued and any changes permitted.

The number of years that the term of the center or institute should be extended (not to exceed 5 years).

Any other information deemed relevant to documentation of an center or institute achievements.

The center or institute Annual Reports since the last request to extend the term of the center or institute.

## **Appendix B**

### **INFORMATION REQUIRED IN A PROPOSAL TO ESTABLISH**

#### **A RESEARCH CENTER OR INSTITUTE AND REPORTING REQUIREMENTS**

In addition to any other requirements by the President, Provost, and Vice President for Research, proposals requesting the establishment of an RCI shall include the following items and related documentation:

1. Purpose, mission and goals.
2. Identification of the University strategic research themes to which the RCI's work will align.
3. By-laws.
4. Statements of the added value and capabilities to be brought by the new RCI.

5. Explanation of why the goals and operations of the RCI cannot be achieved within existing campus academic units.

6. Any potential impact on existing academic programs and units.

6. Nature and scope of activities to be performed, including a target timetable for meeting its goals.

7. Personnel resources (provide the source, status, and qualifications for the following):

a. RCI Director

b. RCI Co-directors, members, other affiliated department(s)/college(s)/division(s)/unit(s)

c. Advisory board (e.g., external and/or internal)

8. Proposed RCI organizational structure (i.e. whether the director will report to a department chair, dean).

9. Space requirements. Please list projected space requirements, including existing space, additional space, and any modifications needed.

10. Budget. Please provide a detailed annual operating budget for three years, including sources of funding and revenue. Please also list all costs, including personnel costs (line item), equipment, supplies and consumables, assistantships, travel, service contracts, or other costs. Please justify resource needs and anticipated sources of funding, including a timeline to achieve a level of self-support acceptable to the dean(s) of the housing college(s) or administrative unit director. If the proposal does not envision complete financial self-sufficiency, please indicate the non-financial benefits you believe justify subsidizing the cost. Please be as specific as possible.

*In the absence of a reporting waiver or modification by the Provost and Vice President for Research, the annual report of research centers and institutes shall include the following items:*

Brief summary of major activities during the past year.

Names, titles, and organizational affiliations of persons serving on the center's advisory board (if applicable).

Dates of meetings of the center's advisory board and physical location of minutes. A statement on how the recommendations or concerns of the advisory board are being implemented or met (or were implemented or met) should be included.

Names of faculty members, staff, and/or students

Names of undergraduate and graduate students and postdoctoral fellows directly contributing to the C&I who are on the C&I's payroll, participate through assistantships, fellowships, or traineeships, or are otherwise involved in the C&I's work

Extent of student and faculty participation from other universities.

Extent of participation by industry and non--governmental organizations.

List of scholarly achievements. This list should include: (i) publications developed by the faculty in the C&I, including books, journal articles, and reports and reprints issued under its own covers, showing author and title; (ii) patents; (iii) performances; (iv) presentations; (v) workshops; and (vi) other scholarly achievements consistent with the C&I's mission.

Statement outlining how the research activities of the RCI are consistent with generally accepted tenets of scholarship and standards of academic research (e.g., subject to peer review), and are in conformity with all applicable laws and regulations and with University policies.

Sources and amounts (on an annual basis) of income including grants, contracts, gifts, University support, service agreements, and income from sale of publications and other services.

Expenditures from all sources of support funds, distinguishing use of funds for administrative support, direct research, and other specified uses.

Description and amount of space currently occupied.

Acquisition of equipment or other tangible assets of a permanent or semi--permanent nature with a value in excess of \$5,000.

Any other information deemed relevant to documentation of the RCI's achievements.

# Military Short-Term Absence Policy

The University recognizes and appreciates the important contributions made in service of our country by Active Duty, Reserve, and National Guard members and their dependents. At times these students may be called to fulfill their duties for training or short-term deployment, which cause students to be absent from classes for a short period of time. These absences qualify as “excused absences” which means that the absence, with proper documentation provided, is not subject to penalty and coursework may be satisfied through agreement between individual instructors and students.

- A. For any emergency orders where the student will be absent approximately 3 weeks or less: Students are responsible for making arrangements with instructors to maintain and/or make up classwork as needed. Service members should provide instructors with maximum advance notice of absences, providing copies of directives from the Military, Reserve, or National Guard.
- B. A student who will be absent for up to three weeks will be allowed to make up any missed work within a reasonable time frame (generally up to 30 days) without a grade penalty. Instructors must accommodate absences of up to three weeks for 15-week semesters and a proportional duration for other sessions. It is the responsibility of the student to communicate in writing directly with each instructor, as far in advance as possible, so appropriate accommodations can be made.
- C. For time-sensitive state or federal emergencies/activations where written documentation may not be available until the end of the obligation, the student is responsible for securing the orders to provide to faculty members upon return to the University.

## 2020 KSU Compression and Inversion Taskforce (Final; 09 July 2020)

Charge: Investigate methods for addressing compression and inversion.

Members: Amy Donahue (Faculty); Vanessa Robinson-Dooley (Faculty); Albert Jimenez (Senate); Darina Lepadatu (Senate); Shawn Long (Dean); Ron Matson (Chair, Academic Affairs); Becky Rutherford (CDA).

### Findings and Recommendations:

After reviewing the “*Salary Compression Study for Kennesaw State University*” written by Robert K. Toutkoushian, receiving feedback from constituents, and discussing options among the members of the Compression and Inversion Taskforce, the Taskforce notes the following:

#### A) Principles:

- 1) Salary compression refers to a smaller than expected difference in the level of pay between more recently hired faculty and those faculty members who have been employed by the institution for longer periods of time. Salary inversion occurs when the recently hired faculty are making more than those faculty members who have been employed by the institution for longer periods of time.
- 2) Internal compression is a well-documented problem at KSU that needs to be systematically addressed every year.
- 3) While Deans and Chairs are in the best position to determine where compression and inversion problems exist, they would need input from the Provost Office, the CBO, and institutions of shared governance.
- 4) A transparent process must be used by all colleges and departments when addressing compression and inversion issues.
- 5) Internal compression and inversion must be addressed across the university in ways that are sensitive to salary differentials across colleges, departments and programs, as well as ranks and faculty merit.
- 6) Only faculty who have been evaluated as meeting and/ or exceeding expectations over the past 3 years are eligible for an inversion/ compression salary adjustment.

#### B) Mechanisms to identify and correct cases of compression and inversion:

Therefore, we recommend using the following model, which includes: a) a university-wide formula to identify cases of compression and inversion on an ongoing basis; b) annual mechanisms to prioritize and correct cases of compression and inversion. This university-wide formula was developed by Sean Ellermeyer and compares salaries of existing faculty members (who meet or exceed performance expectations) with benchmarks established by the most recently hired faculty members in a department or program. The Ellermeyer formula is based on the principles that: a) Salaries of existing faculty members should not be compared with salaries of other existing faculty members; and b) Salaries of existing faculty

members should be compared with benchmarks that are established using the salaries of the most recently hired faculty members (which are reflections of outside market values). The differential between the faculty's estimated current market value and current salary estimates compression/inversion.

1) More specifically, the Ellermeyer formula works as follows:

**a. Determining Minimum Salary by Rank**

- i. For Assistant Professors, Associate Professors and Professors; Clinical Assistant Professors, Clinical Associate Professors and Clinical Professors; Librarian Assistant Professors, Librarian Associate Professors, Librarian Professors, Research Assistant Professors, Research Associate Professors, Research Professors, Lecturers, Senior Lecturers

Suppose that  $S$  be the salary that has been offered to and has been accepted by the most recently hired Assistant Professor of any type, or the most recently hired Lecturer.

Then, to address inversion and compression, all existing Assistant Professors/Lecturers (who are consistently high performers) should have salary at least  $S$ .

All existing Associate Professors of any type/Senior Lecturers (who are consistently high performers) should have salary at least

$$S * A * r^y$$

where  $r$  is the average merit raise that has been given at KSU during the past 6 years,  $y$  is the number of years of service of the associate professor since time in rank as an assistant professor and  $A$  is the current standard raise given for promotion from Assistant Professor to Associate Professor at KSU.

All existing Professors of any type (who are consistently high performers) should have salary at least

$$S * A * P * r^y$$

where  $P$  is the current standard raise given for promotion from Associate Professor to Professor at KSU.

## b. Examples

### i. Example 1

Dr. X (recently minted Ph.D.) was hired by the KSU Department of A as a beginning Assistant Professor to begin in fall 2020 at a salary of  $S = \$68,000$ . Dr. Y began at KSU as an Assistant Professor in 2008 and has been promoted to Professor in 2020. Assuming that average raises at KSU in recent years have been  $r = 1.01$  (meaning 1%) and that the standard promotion raise for tenure track faculty who are promoted from assistant to associate professor is  $A = 1.06$  and that the standard promotion raise for tenure track faculty who are promoted from associate to full professor is  $P = 1.08$ , the minimum salary that Dr. Y should be earning is

$$S * A * P * r^y = 68000 * 1.06 * 1.08 * 1.01^{12} = \$87,719.$$

Dr. Y's actual fall 2020 salary will be \$68,361 so her salary is inverted by an amount of

$$\$87,719 - \$68,361 = \$19,358.$$

### ii. Example 2

Dr. Z (Ph.D. in discipline A) will begin at KSU as a Lecturer in August 2020 at a salary of  $S = \$54,000$ . Dr. W (Ph.D. in discipline A) began at KSU as a Lecturer in 2014. Dr. W has performed well as Lecturer but has not yet applied for Promotion to Senior Lecturer. The minimum salary that Dr. W should be earning is

$$S = \$54,000 * 1.01^6 = \$57,322.$$

Dr. W's actual fall 2020 salary will be \$43,920 so Dr. W's salary is inverted by an amount of

$$\$57,322 - \$43,920 = \$13,402.$$

- 2) **Note:** This method of addressing salary inversion arrives at *minimum* equitable salaries for existing KSU faculty members. It does so by using only the salaries of newly-hired faculty members without any comparison of the salaries of existing faculty to other existing faculty.

- 3) Money should be allocated yearly to address the current compression/inversion problem.
- 4) We recommend that the most egregious cases of compression/inversion should be addressed first. Identifying which cases are most egregious could be accomplished by developing a set of tiers. This would identify the pre-determined degrees of severity, and how many faculty are within each tier, which may help with determining how any money is annually allocated. For example:
  - Tier 1: Faculty whose current salaries are more than 10% below\* the faculty's current market value as estimated by the Ellermeyer formula. 2 people
  - Tier 2: Faculty whose current salaries are 7-10% below\* the faculty's current market value as estimated by the Ellermeyer formula. 7 people
  - Tier 3: Faculty whose current salaries are 4-6% below\* the faculty's current market value as estimated by the Ellermeyer formula. 13 people
  - Tier 4: Faculty whose current salaries are 1-3% below\* the faculty's current market value as estimated by the Ellermeyer formula. 22 people
- \* Actual tiers should be based on the range of percentage differences within the department/college being examined.
- 5) Chairs and deans are encouraged to use the attached spreadsheet template provided in order to gather data and monitor compression and inversion in their department/college.
- 6) At the beginning of each fiscal year, Deans and Chairs should submit to the Provost a report enumerating the frequency and severity of compression and inversion in their Colleges, the total funds required to rectify all instances of compression and inversion, and the total funds allocated to correct compression and inversion in the current year.
- 7) The Task Force recommends that the Provost's office prepare and circulate to Deans and Chairs, the CBO, and institutions of shared governance an annual report compiling the data received from Deans and Chairs and providing a systematic overview of the occurrence and severity of compression and inversion across KSU, and the progress of KSU's ongoing effort to correct the issue.

## Instructions - Faculty Compression and Inversion Spreadsheet - DRAFT

This spreadsheet was developed by Dr. Sean Ellermeyer and used to keep track of salary compression and in a faculty members years of service, average campus-wide merit raises, promotional raises, and the average

The Inversion & Compression Example tab provides an example of how this spreadsheet works.

You can go to the "Department Spreadsheet" tab to calculate the data for your unit. To do so Click on the "

- 1) Provide the Average KSU merit raise over past 6 years in line 2, format is 1.XX where XX is the percentage
- 2) Provide the Average KSU Promotion Raise for Associate Professor or Senior Lecturer in line 3, format is 1.
- 3) Provide the Average KSU Promotion Raise for Full Professor in line 4, format is 1.XX where XX is the perc
- 4) Line 5 is intentionally left blank
- 5) Provide the Salary of most recently hired faculty by rank in lines 7-10.
- 6) If you need to add additional rows to accommodate more faculty, highlight cells A26 through I26
- 7) Grab and drag the bottom right corner of cell I26 and expand to how ever many lines you need to accom
- 8) Beginning on line 15, complete the table for each faculty member in your unit.
- 9) For Columns C, E, and F (Rank, Promoted to, Promoted to), only use responses provided in the dropdow

version. It takes into account market-based salary of newly hired faculty.

'Department Spreadsheet" tab and then:

.XX where XX is the percentage  
centage

modate all of your faculty .

n box;

Average KSU merit raise over past 6 years (r =) 1.02  
Average KSU Promotion Raise for Associate Professor or Senior Lecturer (A =) 1.06  
Average KSU Promotion Raise for Full Professor (P =) 1.08

**9-month base Salary of most recently hired:**

M.S. degree Lecturer 50000  
Ph.D. degree Lecturer 56000  
Clinical Assistant Professor 66000  
Tenure Track Assistant Professor 68000

Last Name	First Name	Rank	Years in Permanent Faculty Member Rank	Promoted to Associate Professor of Senior Lecturer? (Enter Y for yes or N for no.)
A	Prof.	M.S. Lecturer	4	N
B	Prof.	M.S. Senior Lecturer	10	Y
C	Prof.	Ph.D. Lecturer	3	N
D	Prof.	Ph.D. Lecturer	4	N
E	Prof.	Ph.D. Senior Lecturer	13	Y
F	Prof.	Assistant Professor	4	N
G	Prof.	Associate Professor	14	Y
H	Prof.	Associate Professor	10	Y
I	Prof.	Professor	18	Y
J	Prof.	Clinical Assistant Professor	3	N
J	Prof.	Clinical Associate Professor	8	Y
J	Prof.	Clinical Professor	12	Y

**Total Needed**  
**Total Number of Faculty**  
**Avg. per faculty**

Promoted to Full Professor? (Enter Y for yes or N for no.)	Is Faculty Member Currently Meeting Expectations in All Performance Areas (Enter Y for yes or N for no.)	FY 2021 Salary	Minimum Equitable Salary
N	Y	43808	54,122
N	Y	47044	64,607
N	Y	43808	59,428
N	N	43920	60,616
N	Y	47384	76,788
N	Y	60272	73,605
N	Y	63942	95,108
N	Y	89000	87,865
Y	Y	78291	111,184
N	Y	60000	70,040
N	Y	72000	81,969
Y	Y	110000	95,824

<b>Amount Needed for Equity</b>	<b>Percent of Equity Pot Needed</b>
10,314	6.06%
17,563	10.31%
15,620	9.17%
0	0.00%
29,404	17.27%
13,333	7.83%
31,166	18.30%
0	0.00%
32,893	19.31%
10,040	5.90%
9,969	5.85%
0	0.00%

**\$170,302**  
**12**  
 \$14,191.81

100.00%

**Average KSU merit raise  
over past 6 years (r =)**

**Average KSU Promotion  
Raise for Associate  
Professor or Senior  
Lecturer (A =)**

**Average KSU Promotion  
Raise for Full Professor (P  
=)**

**9-month base Salary of  
most recently hired:**

M.S. degree Lecturer

Ph.D. degree Lecturer

Clinical Assistant

Professor

Tenure Track Assistant

Professor

Last Name	First Name	Rank (Drop down)	Years in Permanent Faculty Member Rank

**Total Needed**  
**Total Number of Faculty**  
**Avg. per faculty**



Minimum Equitable Salary	Amount Needed for Equity	Percent of Equity Pot Needed
#NUM!	0	#DIV/0!

\$0  
 12  
 \$0.00

#DIV/0!

M.S. Lecturer  
M.S. Senior Lecturer  
Ph.D. Lecturer  
Ph.D. Senior Lecturer  
Clinical Assistant Professor  
Clinical Associate Professor  
Clinical Professor  
Assistant Professor  
Associate Professor  
Professor

Y  
N

# Motion on Establishing a KSU Covid-19 Infections Website

Motion to be Presented at the August 31, 2020 Meeting of the KSU Faculty Senate

Whereas KSU faculty have found it difficult to obtain information about the Covid-19 infection situation at Kennesaw State University, the KSU Faculty Senate requests that the university implement an enhanced reporting system for Covid-19 infections on our campuses. We request that the university establish a Covid-19 infection website, displaying information on total infections, the number of new daily infections, the trend of infections, and the location of infections (campus location and college location) occurring among students, faculty, and staff. We urge that the website be updated daily. An enhanced communication system as suggested herein, will serve the principle of transparency and will uphold KSU stakeholders' right to be informed about the Covid-19 risk-environment on campus. It will also serve to alleviate fear and confusion, factors which are amplified by an absence of credible information.

Plus/Minus Grading System Motion:

The KSU Faculty Senate requests that our President and Provost petition the University System of Georgia for KSU to use the following Plus/Minus Grading System. All faculty will be required to use Plus/Minus Grading, but the assignment of grades will be at each instructor's discretion (i.e. in each course, instructors define what grades are in A+ range, A range, A- range, etc.). KSU will not use this system in the calculation of the HOPE Scholarship GPA.

KSU Grading System	
Grade	GPA
A+	4.30
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D	1.00
F	0.00



KENNESAW STATE  
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# IT CONNECT

## KSU Service Desk



The KSU Service Desk is always ready to assist the KSU community with their technology needs.

### KSU Service Desk:

(faculty/staff)

[service@kennesaw.edu](mailto:service@kennesaw.edu)

or

470-578-6999

(students)

[studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu)

470-578-3555



## MICROSOFT TEAMS CAN MEET YOUR NEEDS

Have you explored Microsoft Teams yet?

When you do, you'll find a place to connect with coworkers, hold meetings, share content, and so much more. This powerful tool can keep you productive while on the go as well. The Teams app allows for the same functionality as your laptop or desktop, on a mobile device. If you haven't explored all that Microsoft Teams can do, check it out today! This platform is rapidly changing to meet the needs of a remote worldwide workforce.

## TECHNOLOGY SUPPORT ON YOUR SCHEUDLE

You likely already know how incredibly helpful calling 470-578-6999 or emailing [service@kennesaw.edu](mailto:service@kennesaw.edu) can be when you have a technical issue.

*If your support needs happen after hours, when the KSU Service Desk is closed, did you know there are additional resources to help?*

**Explore the UITS Documentation Center** at

[uits.kennesaw.edu/cdoc](https://uits.kennesaw.edu/cdoc) for regularly updated resources on campus supported software.

You can also explore **OwlTrain** ([owltrain.kennesaw.edu](https://owltrain.kennesaw.edu)) for self-paced online courses on a variety of software platforms.



## EDUROAM IS HERE

Eduroam is a roaming wireless network available to any student, faculty, and staff participating at eduroam institutions. Eduroam allows our students, faculty, and staff to gain wifi access across institutions using KSU's credentials.

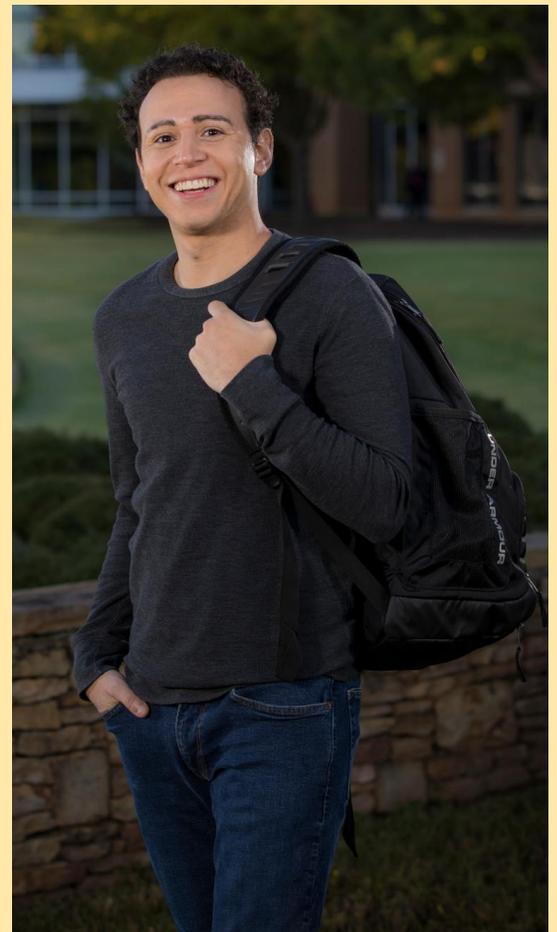
Explore more at [uits.kennesaw.edu/eduroam](https://uits.kennesaw.edu/eduroam).

## A SECURE WAY TO SEND

There's a brand new way to securely send confidential data! This secure solution allows you to share a link to an email recipient who may then securely download a file with sensitive information. *Please remember, this service only works while connected to the campus network or connected via the VPN to upload files.*

How to get started:

- Visit the Jirafeau site:  
<https://seureshare.kennesaw.edu>
- Upload the file you need to send.
- Select the time limit for the link's availability (at your discretion) and if you want that file to be accessed only once via that link.
- If you request/require a password for added security, call the recipient to share the password securely. *Note: This service does not require a password to work.*
- After you select the send button, the download link for the recipient will appear.
- Copy and paste it in an email to them.

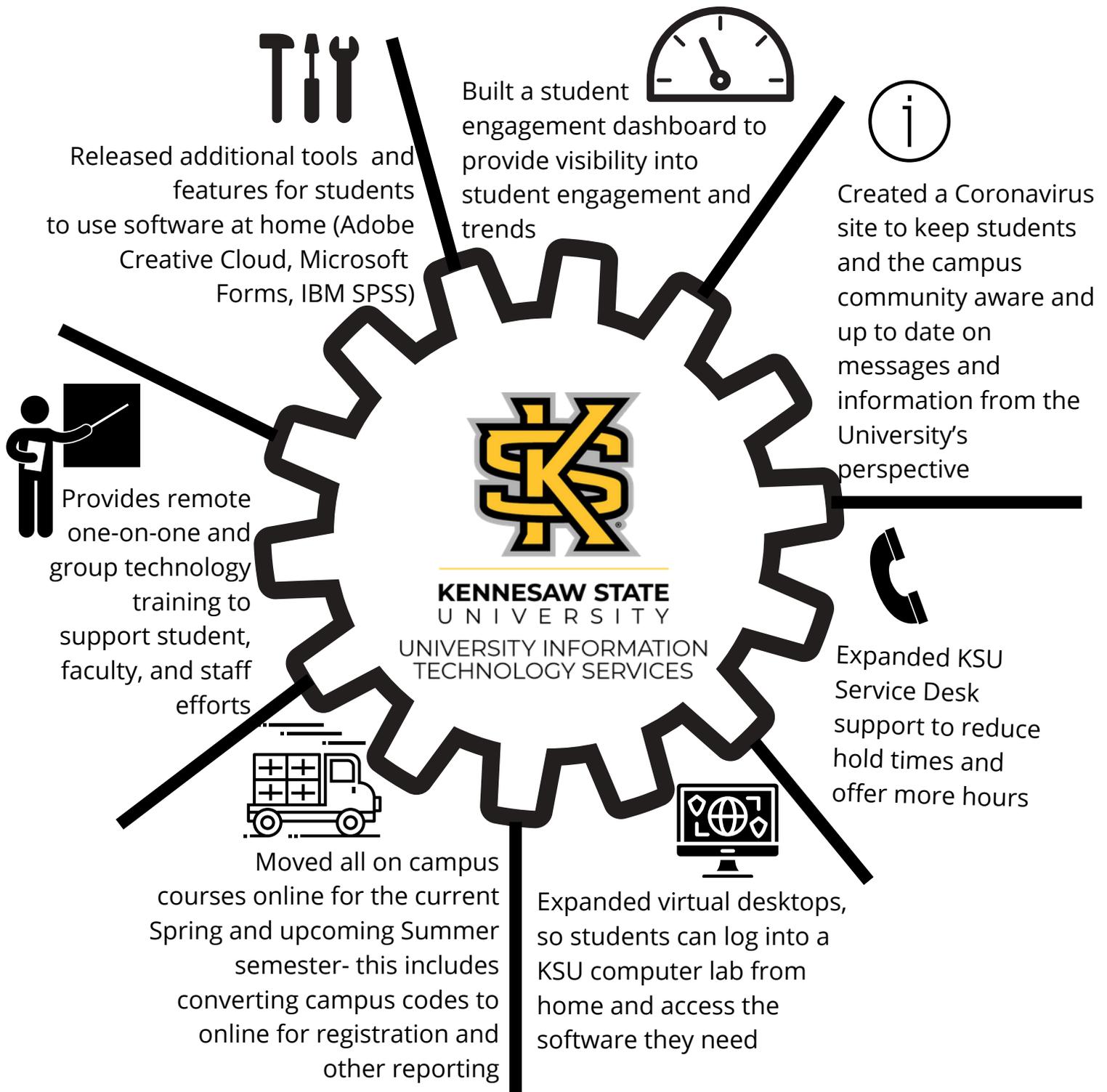


## UNIVERSITY DIRECTORY NOW BEHIND AUTHENTICATION

As part of Kennesaw State University's commitment to information security as well as protecting the privacy of KSU students, faculty, and staff, as of Wednesday, July 1, 2020, only basic information (name, department, and mail drop number) will be viewable without authentication via NetID and password. After logging in to the campus directory (<https://directory.kennesaw.edu>), authenticated users will have access to see the name, phone, title, department, location, email, and mail drop of faculty and staff.

*This change is effective as of Wednesday, July 1, 2020.*

# Did you know that UITS...



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Get your team or group of coworkers together to learn something new! A technology trainer can lead an online session especially for your group to help you all learn a new skill!

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Whether you want to learn Microsoft Excel, Microsoft Planner, iMovie, Adobe Photoshop, or one of the other helpful topics offered, you're sure to learn something new!

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# TOOLS YOU CAN USE

Explore this collection of tools to help you work more effectively and effectively.

## Kaltura Media Space:

*MediaSpace, users can securely create, upload, share, search, browse, and watch live and on demand videos, presentations, screencasts, and other rich media content, anytime, anywhere*

## SoftChalk:

*SoftChalk is a lesson creation tool that allows educators to transform existing course materials into interactive and engaging e-learning content with minimal time, effort and resources. Lessons can be exported as web pages for posting on the Internet or exported for use in D2L.*

## Microsoft Teams:

*Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage, and application integration.*

## Microsoft Planner **\*\*\*New!**

*Planner makes it easy for your team to create new plans, organize and assign tasks, share files, chat about what you're working on, and get updates on progress.*

## Microsoft Excel

*Microsoft Excel is a spreadsheet developed by Microsoft for Windows, macOS, Android and iOS. It features calculation, graphing tools, pivot tables, and a macro programming language called Visual Basic for Applications.*

## Microsoft Forms **\*\*\*New!**

*Microsoft Forms allows users to create surveys, quizzes, and polls, invite others to respond to it using almost any web browser or mobile device, see real-time results as they're submitted, use built-in analytics to evaluate responses, and export results to Excel for additional analysis or grading.*

## Adobe Creative Cloud (Photoshop, Illustrator, InDesign, etc.)

*Creative Cloud is a collection of 20+ desktop and mobile apps and services for photography, design, video, web, UX, and more.*

## Respondus LockDown Browser

*Respondus LockDown Browser is a customized browser that increases the security of test delivery in an LMS. When students use Respondus LockDown Browser to access an exam, they are unable to print, copy, go to another URL, or access other applications.*

## Blackboard Ally **\*\*\*New!**

*Blackboard Ally is a tool that seamlessly integrates with your Learning Management System (LMS) to provide insight into your D2L for universal design.*

## Gradescope **\*\*\*New!**

*Gradescope grading software allows students to receive faster and more detailed feedback on their work, and allows instructors to see detailed assignment and question analytics. It is an easy way to take submissions digitally in order to preserve the original work and allow for quick and easy viewing from anywhere.*

## PeerMark **\*\*\*New!**

*PeerMark is a peer review assignment tool. Instructors can create and manage PeerMark assignments that allow students to read, review, and evaluate one or many papers submitted by their classmates. For each assigned paper students write reviews by responding to the free response and scale questions.*

**Explore the UITS Documentation Center for more information on any of these helpful tools.**



# Need Technology Support?

## STUDENTS

Email:

[studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu)

Call:

470-578-3555



## FACULTY/STAFF

Email:

[service@kennesaw.edu](mailto:service@kennesaw.edu)

Call:

470-578-6999



## WALK-UP WINDOW

Kennesaw Campus:

TX 110

Marietta Campus:  
Lower Level H Building



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## NEW D2L INTEGRATIONS FOR INSTRUCTORS

There are exciting new integration tools available for use in D2L. Explore these helpful integrations especially for instructors!

- Kaltura Mediaspace's **Browse, Search, and Embed Interface** update for D2L Brightspace includes pre-configured players and player sizes for each media type.
- The SoftChalk **Link Selector** makes it easier to place your SoftChalk Cloud content into your LMS course.
- Microsoft Teams Meeting **Link Creator Widget** allows instructors of a D2L course to create and copy links for Microsoft Teams meetings into D2L.



## SERVICENOW IS HERE

UITS is excited to have made the transition from ChangeGear to our new Customer Service Application, ServiceNow. This update will not impact our customers contacting the KSU Service Desk. If you place a request for service, support, or access, the reply email will look different. This reply email will provide information to help you track the progress and status of your request. Additionally, we are releasing a customer portal which will provide you with some self-service options for quick answers.

## NEW EFFORTS TO KEEP DATA SECURE

Kennesaw State University is committed to data security. As part of this commitment, new Data Loss Prevention (DLP) security practices have been put into place.

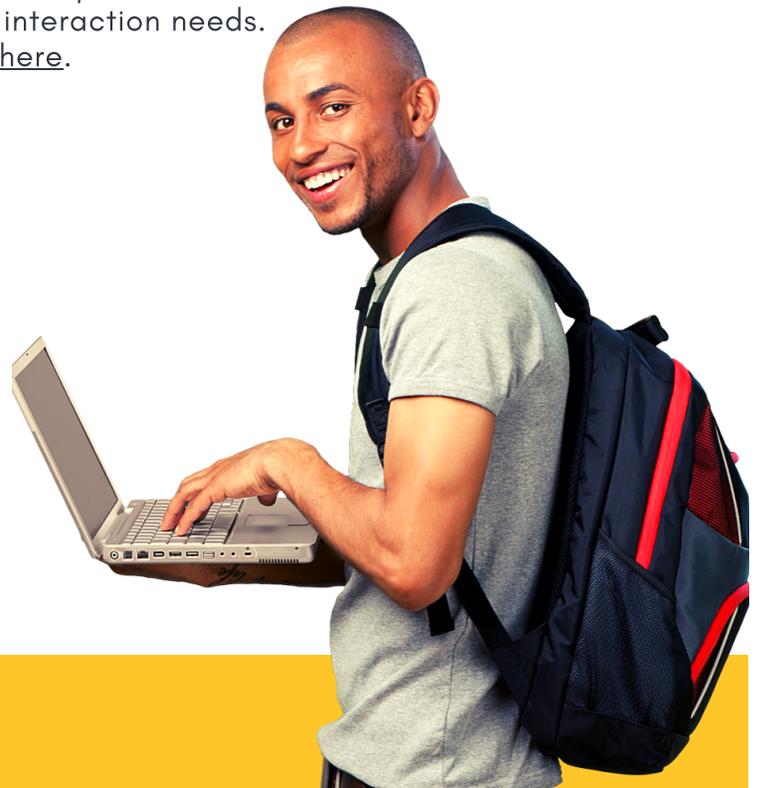
*What this means for users:*

- Emails from @kennesaw.edu, with more than one KSUID, to a non-KSU email address or @students.kennesaw.edu address will be blocked (unable to be sent).
- Outlook desktop application and web-based Outlook users (Outlook Web App) will be allowed to enter a justification to potentially override blocking.

## TECHNOLOGY-ASSISTED CONTACTLESS INTERACTIONS

Are you looking for innovative ideas to create technology-assisted contactless interactions? This guide has been created to help provide options for some of the most common contactless interaction needs.

Learn more [here](#).





KENNESAW STATE UNIVERSITY

UNIVERSITY INFORMATION TECHNOLOGY SERVICES

# GETTING THE MOST FROM ACCESSIBILITY TOOLS



## ALLY

Blackboard Ally is a tool that seamlessly integrates with Kennesaw State University's D2L platform to provide insight into your course's accessibility for all students-creating a universal design for all types of learners. Universal design ensures users can access the alternative formats tool to download course content as a tagged PDF, HTML, ePub, electronic braille, and audio.

### Ally will alert users to issues with:

- Image Descriptions
- Link Problems/Web Accessibility
- Document Accessibility
- Alternative Formats



## KALTURA MEDIASPACE

Kaltura MediaSpace allows users to securely create, upload, share, search, browse, and watch live and on demand videos, presentations, screencasts, and other rich media content, anytime, anywhere.

### MediaSpace allows users to:

- Add machine captioning to media
- Add professional (human) captioning to media\*
- Securely create, upload, share, search, browse, and watch live and on-demand videos



\*Available through KSU's Digital Learning Innovations (DLI) by request



KALTURA



## COLLABORATE ULTRA

Blackboard Collaborate is a web-conferencing tool built specifically for live, multimedia, one-to-many and many-to-many collaboration.

### Collaborate Ultra allows users to:

- Offer breakout rooms for small group discussion
- Use chat-style messaging
- Use interactive white boards
- Show presentations (PowerPoint, etc.) to up to 250 attendees
- Offer live, real-time session transcription\*\*



\*\*Coordinated and approved through KSU's Student Disability Services (SDS)

## MICROSOFT TEAMS

Microsoft Teams is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage, and application integration.

### Microsoft Teams allows users to:

- Offer live, machine-captioned meetings and presentations (enabled by the user in desktop and mobile app version only)
- Record sessions (can be uploaded to MediaSpace for captions and sharing)
- Share files and media
- Integrate Microsoft applications such as Word and Excel
- Meet with up to 250 participants



EXPLORE THE FACULTY FOUR

- 1 Alternative Text
- 2 Captioning and Transcripts
- 3 Document Formatting
- 4 Accessible Resources

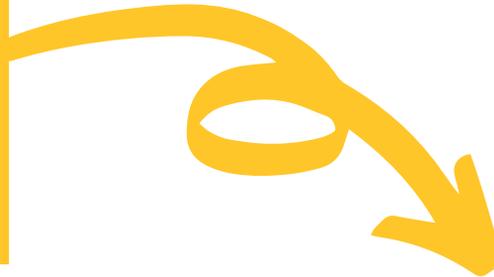


# STORE IT SECURELY

There are several ways to store or send data securely. The chart below will offer a variety of tools to both save, store, and send all types of data.

Whether your data is sensitive, unsecured, confidential, or public, there is an available tool to help you access what you need to stay productive and secure both on and off campus.

To explore more about this topic, visit:  
<https://uits.kennesaw.edu/document-management/>



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# Document Management Matrix

Data Categories →	FERPA <i>Data Examples:</i> • Grades • Class Rosters • KSU Student ID's • KSU Student NetId and Email Address	Confidential Information <i>Data Examples:</i> • Social Security Numbers • Driver's License Numbers • Banking Account Information • Credit/Debit Card Numbers • Passwords (unencrypted) • Identifiable Medical Info • Visa and Passport Info	Public Information <i>Data Examples:</i> • Publicly available published research • System configuration and log file • Emergency plan	Protected Research <i>Data Examples:</i> • Sensitive research data • Restricted intellectual property • Research with contractual security requirements	Unrestricted <i>Data Examples:</i> • Campus Maps • Class Schedules • Policies • University Press Releases • Employee KSU IDs
Available Services ↓					
OneDrive	✓	✗	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓
SharePoint	✓	✗	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓
SecureShare (Jirafeau)	✓	✓	✓	✓	✓
Teams	✓	✗	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓
DocuSign	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓
Shared Network Drives (I, M)	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓	⚠ <i>Restricted Access. Consult KSU Service Desk</i>	✓

✓ Information can be stored using this service.

✗ Information can NOT be stored using this service.

⚠ This service has restricted access. Consult the KSU Service Desk.

Additional Questions?  
 Contact the Service Desk at 470-578-6999 or [service@kennesaw.edu](mailto:service@kennesaw.edu)



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# ACCESS KSU VIRTUAL DESKTOPS

[virtualowl.kennesaw.edu](https://virtualowl.kennesaw.edu)

*A virtual desktop allows users access campus-based software from anywhere in the world just as if you were in person in a lab. Virtual lab permissions are based on departmentally-approved access.*

## How to Access:

Go to <https://virtualowl.kennesaw.edu> and follow the download, install, and setup instructions for your device.

Once the setup is complete follow these steps to connect into your authorized lab.

- Launch the VMware Horizon View client, Click on "New Server" and type in **ksuview.kennesaw.edu**, then click on **connect**.
- You will then be prompted to login. Use your NetID and password to login. Select the lab to which you'd like to connect to access the appropriate virtual desktop.

Additional videos and guides can be found on the VirtualOwl Resources page by visiting <https://virtualowl.kennesaw.edu/resources.php>.

## Best Practices:

- Save frequently to OneDrive. Connectivity issues could disconnect you and you could lose work since your last save.
- Don't save to the virtual desktop. You might connect to a different machine the next time you connect and not be able to access your files.
- Spaces are limited and available on a first come, first served basis. If you know you will need a virtual desktop, plan ahead and be patient.
- Be sure to sign out when you've completed your work. Staying signed in means another user isn't able to access that workstation until you're disconnected.

## Still having problems?

Contact the KSU Service Desk  
by email: [studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu)  
by phone: 470-578-3555



## What is Kaltura MediaSpace?

MediaSpace is an web-based media tool that provides users a space to securely create, upload, share, search, browse, and watch live and on-demand videos, presentations, screencasts, and other rich media content, anytime, anywhere.

# Kaltura MediaSpace *At a Glance*



## What makes Kaltura MediaSpace so great?

Kaltura MediaSpace allows for:

- Unlimited bandwidth AND storage of **your** media files
- Capturing and publishing media
- Powerful video creation, enrichment tools, and media editing
- Unlimited machine captioning (ASR generated captions – Automatic Speech Recognition)
- *Human captioning available by request to DLI (Digital Learning Innovations)*

## Who can use Kaltura MediaSpace?

Kaltura MediaSpace has both a stand-alone version (accessible through <https://mediaspace.kennesaw.edu/>) and a version integrated into D2L Brightspace.

**FACULTY/STAFF** have access to BOTH the stand-alone version and the version integrated into D2L Brightspace.

**STUDENTS** only have access to the version of Kaltura MediaSpace that is integrated into D2L Brightspace (NOT to the stand-alone site).

## What does the D2L Brightspace integration mean?

Kaltura MediaSpace has partnered with D2L Brightspace to make the robust media tool that MediaSpace is fully available to faculty, staff, and students within the D2L Brightspace environment.

**STUDENTS** can add media to Discussion posts, Assignments, and Quizzes with Written Responses.

**INSTRUCTORS** can add media anywhere a description box has an "Insert Stuff" button (Examples include Announcements, Content, Discussions, Quizzes, and Feedback). Instructors can also add media in the Content area from Existing Activities.



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# October is National Cybersecurity Awareness Month



Make plans to help KSU celebrate Cybersecurity Awareness Month in October by encouraging students and colleagues to attend one of the cybersecurity awareness day events held on both campuses!

### Cybersecurity Awareness Day - Kennesaw Campus

Room: Student Activity Room B

Date: October 6, 2020

Time: 9am-3pm

### Cybersecurity Awareness Day - Marietta Campus

Room: Student Center/Wilson Bldg (Ball Room)

Date: October 21, 2020

Time: 9am-3pm

*\*Note: Please be advised that these events may take place virtually as opposed to actually meeting on campus. Updates will be provided as we get closer to the date.*

# Ready to Learn New Software? UITS Workshops are here to help!

Check out the Tech Enhanced Learning site at <https://techenhancedlearning.kennesaw.edu/> to see the full line up of workshops that will help you get the most out of campus technology.

Visit the [Tech Enhanced Learning](#) website often to see regular additions to the lineup.



brightspace  
by D2L



KALTURA



Adobe® Creative Cloud™



**SUBSCRIBE**



**SUBSCRIBE TO THE STATUS PAGE**

Stay up-to-date on the status of campus technologies by subscribing to the UITS Status Page.

**[status.kennesaw.edu](https://status.kennesaw.edu)**

From: COMPANY <company@emails.company.edu>  
 Sent: Tuesday, March 24, 2020 11:31 AM  
 To: customer@kennesaw.edu  
 Subject: [EXTERNAL] Weekly Update | Teaching & Learning

Dear KSU, Figure 1

Weekly email content here. This is a test email.

**CAUTION:** This email originated from outside of KSU. Use caution replying or supplying information, clicking links or opening attachments. If you suspect the message is fraudulent, contact the UITS Service Desk at 470-578-6999 or [service@kennesaw.edu](mailto:service@kennesaw.edu).

↑  
Figure 2

# EXTERNAL EMAIL NOTIFICATIONS

Kennesaw State University has rolled out a new measure to help keep our campus community even more cyber secure. Emails from external sources (any address outside of KSU) are now marked with the word [EXTERNAL] before any text on the subject line (see Figure 1) and also have a bold yellow bar at the bottom (see Figure 2). Security tools such as this external email notification system are an essential part of ensuring data security. To learn more about campus efforts to keep data safe, visit the KSU Office of Cybersecurity's Phish Market for information on the latest security threats.



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## IT Connect Word Find

Y	S	U	N	Q	S	P	G	G	Y	M	P	A	S	I
C	T	Q	G	T	R	N	R	G	A	A	O	D	W	T
R	E	I	A	M	I	C	O	N	S	O	H	O	S	O
N	E	T	R	N	I	L	T	M	R	R	S	B	O	X
F	E	N	I	U	O	C	A	E	P	U	O	E	F	J
G	O	A	N	N	C	E	R	F	J	D	T	X	T	I
V	R	R	H	A	T	E	T	O	Y	E	O	Z	C	R
T	A	C	M	V	L	O	S	W	S	O	H	W	H	A
N	E	V	C	S	G	P	U	R	P	O	P	E	A	F
T	T	L	Z	J	I	S	L	K	E	S	F	S	L	E
H	S	V	J	O	K	S	L	G	O	B	U	T	K	A
U	N	I	V	E	R	S	I	T	Y	P	Y	T	V	U
S	U	D	N	O	P	S	E	R	W	T	E	C	I	I
P	E	V	I	N	D	E	S	I	G	N	Y	L	L	A
O	F	W	A	S	E	N	N	E	K	E	X	C	E	L

- |             |            |               |
|-------------|------------|---------------|
| ADOBE       | ALLY       | CYBERSECURITY |
| EDUROAM     | EXCEL      | FORMS         |
| ILLUSTRATOR | INDESIGN   | JIRAFEAU      |
| KENNESAW    | MICROSOFT  | PHOTOSHOP     |
| PLANNER     | RESPONDUS  | SOFTCHALK     |
| STATE       | TEAMS      | TECHNOLOGY    |
| TRAINING    | UNIVERSITY |               |

## April 227, 2020 - Faculty Senate Meeting Minutes

1. Meeting Convened. Meeting was convened April 27, 2020, at 12:30. Meeting was convened via Zoom with numerous guests in attendance. (Because of the number of the people and the platform in which the meeting was held, it was impossible to take attendance.)
2. Moment of Silence: A Moment of Silence was held for Dr. Louise Lawson, long-time KSU faculty member and senator.
3. Acceptance of the Minutes: The April 13 Minutes were approved.

### Reports

4. President's Report, Dr. Pamela Whitten
  - a. Dr. Whitten apologized for being unable to make the emergency April 13, 2020 Faculty Senate meeting. She and the Provost were in meetings regarding the pandemic.
  - b. Dr. Whitten thanked faculty who submitted questions in advance.
  - c. Dr. Whitten noted that she would try to answer as many as she could; however, she wanted to caution the Senate that it would be imprudent and unwise to speculate inappropriately during the Senate meeting.
  - d. Dr. Whitten walked the Senate through a timeline of the University's response to the pandemic.
  - e. In January, the pandemic began to spread through China. During this time, the University checked to see whether students or faculty were in China and needed to be returned home.
  - f. In February, the pandemic spread to South Korea, where the University had students. The University worked to encourage those students to return home. Moreover, the pandemic began to spread in Italy.
    - i. KSU's Office of Emergency Management began putting together protocols in case of a potential pandemic. During this time, Ron Matson began to do considerable "heavy lifting" to prepare the university in case it was affected by the pandemic.
    - ii. On February 4, Emergency Managers began to meet.
    - iii. The CIO began to examine what issues regarding technology might arise if the university were to go remote.
    - iv. Provost began reaching out to deans and department chairs for plans in case the university went remote.
  - g. March saw the university transition to fully online classes by the middle of the month.

- i. All summer and fall study abroad programs were cancelled (early March).
  - ii. March 7, deans and department chairs provided the Provost with plans for going remote.
  - iii. March 9, all other cabinet levels began planning. At this time, the University was in constant contact with the USG and the Governor's Office.
  - iv. March 11-12 (the tipping point): An emergency meeting of the senior leadership (Deans and Cabinet Members) was called in anticipation of the Governor instructing schools to go online. This eventually happened during the afternoon of March 12, when KSU and other USG institutions went remote.
  - v. USG wanted as little disruption to student learning as possible. Because KSU had a late Spring Break (March 28-April 3), faculty were only given a few days to prepare to go remote. (Had KSU given the two weeks to prepare at other institutions, this along with a late spring break would have disrupted student learning even more.) All students that could had to move out of their dorms. Plans to feed the few who could not move, such as international students, had to be made. Athletics had to be cancelled. The University had to issue refunds to students. (Important note: we were the most generous University in providing students with refunds.) Finally, summer and fall registration were underway, including recruitment for the upcoming academic year.
  - vi. The University created a Covid Site for students, faculty, staff, and parents. By April 27, the site had over 20,000 visits.
  - vii. President thanked the Provost for working as a team during this difficult time.
- h. The President noted that the KSU, USG, and State Budgets were in considerable flux. The KSU budget receives funding from several sources. This includes appropriations from the state, tuition, and student fees which help pay for auxiliary funding. (Importantly, the nature of auxiliary funding is such that staff associated with auxiliary services are paid through student fees dedicated to those services. Without those fees, staff in auxiliary services cannot be paid.) Finally, the university receives funding through Pell and Research Grants.
- i. At the time of the Senate meeting, the University had not fully determined how much it lost when classes went remote and students were reimbursed for various fees and lodging; however, some estimates suggested that it could have lost up to 52 million dollars. The University was working to recoup some of that money through the CARES Act, which provided students and universities with funding. The University was also hoping that a robust summer enrollment might help offset past and future losses. Finally, the University was given permission to move some expenses from Education to

General Expenses (designated E and G, respectively, in the budget) in order to help fund auxiliary funding. (With the exception of emergency situations, such as the pandemic, one set of designated expenses cannot be paid to fund the other. However, because KSU was able to secure such an arrangement, other projects, such as the renovation of student rooms, would likely be placed on hold.)

- j. As of the August 27 Senate Meeting, the General Assembly had not finalized a budget for the Fiscal Year 2021. However, there would likely be deep cuts because of the pandemic and because state revenue had been down even before the pandemic. (At the time of the writing, the General Assembly had taken a recess and was scheduled to reconvene in June.) Moreover, at this point in the state budget negotiations, there had been no discussion of layoffs or furloughs. The President cautioned the faculty that it was important to avoid speculation of what might happen because the situation was so fluid.
- k. The President noted that fall enrollment will be particularly important during this unpredictable year. As of late April, it was difficult to tell what enrollment would look like, as students were changing their plans statewide and nationwide. The President thanked Brenda Stopher, Vice President, Enrollment Services, for her hard work. Brenda has
  - i. Worked with Academic Affairs to transition students to online courses for the upcoming summer.
  - ii. Worked to contact students via phone and text as summer enrollment transitioned online.
  - iii. Converted summer orientations to be fully online.
  - iv. Continues to process admission applications for summer and fall.
  - v. Continues to hold live Facebook information sessions.
  - vi. Worked with the Financial Aid staff to address disruptions.
  - vii. Been conducting final audits of graduating seniors.
- l. Right now all USG institutions are collecting data to help each institution bring back students.
- m. The President has launched a task force to begin preparing for fall semester. There will be seven teams. Their first assignment will simply be to identify the broad array of issues that the University should expect to encounter as it goes into the fall.
- n. Financial aid is burning the midnight oil to distribute CARES money to students.
- o. The University has set up a “moving forward fund,” [kennesaw.edu/movingforward](https://kennesaw.edu/movingforward), to help students progress on time for their degrees.
- p. The President acknowledged the extreme anxiety and stress all were experiencing and thank all for putting in the hard work to help bring the spring semester to a close under such unpredictable and chaotic conditions.

- q. Noted that we are actually in a good place as a university because our faculty continues to look forward rather than backward.

5. Provost's Report, Dr. Kat Schwaig

- a. Provost Schwaig offered her sincere thanks for all who helped navigate the university in this unprecedented situation. She acknowledged that it has not been easy to adjust, but she noted that even during this chaotic time, the university stepped up. She especially thanked those faculty with years of online experience who were willing to help those with less experience, even as they (experienced faculty) often had to transition their own courses. She also thanked instructional designers who helped faculty transition.
- b. The Provost provided examples of several faculty, staff, and administrators who had stepped up to quickly transition important initiatives or to help faculty transition, such as Jeff Delaney, Amy Buddie, Dave Peeples. She noted that many had to transform large face-to-face events, and while the circumstances were not ideal, she was very grateful for their work.
- c. She noted that Tristan Denley, the Vice-Chancellor of the USG, has placed the General Education Curriculum Revisions on hold. Plans are to resume the process Fall 2020.
- d. The Provost indicated that she had received the Compression and Inversion report from our outside consultant. The report was divided into three categories: 1) a background that defines salary compression and indicates the best way to measure it; 2) an examination of whether average faculty salaries at KSU have compressed; 3) evidence that KSU salaries have been compress. She noted that faculty salaries are indeed compressed and sometimes inverted, though this varies across colleges and disciplines, as well as across ranks. She also noted that this is consistent with nationwide trends. In order to begin addressing this, the President has agreed to raise the salary increase for successful promotion from 5% to 6% for lecturers promoted to senior lecturers and assistants promoted to associates; 5% to 8% for associates promoted to full. The Provost will be working with the taskforce as well as sharing the document with the President of the Faculty Senate, who will then share with the Senate.
- e. Course Evaluations: A committee is looking to improve course evaluations, especially during this difficult time. The committee will be looking at improving response rates, especially looking at a model offered by GSU, and at ways of changing banner to improve evaluations. The Provost also noted that Spring course evaluations were suspended because of the pandemic's effect on classes.
- f. The Provost assured that the faculty awards would still take place with an acknowledgment on the part of the President. However, because of the pandemic, there would be no live ceremony.

- g. PTR: Dr. Matson led a taskforce to determine what other institutions do about PTR. He determined that only three institutions actually provide monetary or professional development for PTR. The Provost then contacted Vice-Chancellor Denley. At the time of the Senate meeting, she was waiting to hear back.
- h. There will be an extension of the tenure clock for those who wish. Faculty will indicate whether they want an extension, which will then be acknowledged by the dean. The rescind option was also extended.
- i. Revising FPAs: The Provost noted that faculty could revise their FPAs if they felt that the pandemic had dramatically changed their workload. She has indicated to the Deans and Chairs that they need to work with faculty who desire changes in their FPA.
- j. She thanked the Faculty Senate, the FSEC, and Doug for the work done this year.
- k. Senator Bill Griffiths asked about changes in the SAT and ACT, and whether that meant that we were simply going to take anyone that applies. Brenda Stopher, Vice-President, indicated that while much is up in the air and unknown, enrollment would not be a free for all, that, in fact, she and her office were very focused on reviewing students.
- l. Senator Jeff Wagner asked about grading, especially as several courses unexpectedly went online as well as faculty and student lives being thrown in turmoil. The answer was that while we do not want to do away with rigor, faculty need to show compassion to students at this difficult time. In like manner, the Provost also noted that some faculty might choose to give incompletes, knowing that in so doing, they take on the responsibility of grading that incomplete when it is finished.
- m. Dr. Pete Rorabaugh, guest, asked about town halls. The Provost noted that while she and the President were carefully considering town halls, they wanted to make sure that they only did so when information was more certain and when they had information to share.
- n. Senator Marrielle Myers asked what efforts were being made regarding diversity issues and the pandemic. President Whitten noted that she was working with Sylvia Carey-Butler on identifying issues. She noted that one area that they had already identified and were working to address was financial aid. Sylvia Carey-Butler added that they were interviewing students to determine their needs as well as holding webinar workshops.
- o. Senator Joanne Lee seconded Dr. Pete Rorabaugh's idea of town halls.

6. Senior Vice-Provost, Dr. Ron Matson

- a. Dr. Matson stated that many of the committees were wrapping up work.
- b. He noted that the committee on summer terms had made its recommendations to continue with a Summer 1 and Summer 2 session along

with an 8 week session. Six week and 10 week sessions would also remain, but with more restrictions.

- c. The committee on Centers and Institutes developed a new process that would place greater accountability of those centers and institutes by the appropriate administration, often at the College and Department level. The committee has also begun to define and discriminate different types of institutes.
- d. Senator Jenn Purcell asked about Maymester, Augmesters, Decmesters. Dr. Matson noted that maymesters are not regarded as part of the summer and that the University has done away with Augmesters and Decmesters.

7. Interim Assistant Vice President for Curriculum, Dr. Anissa Vega

- a. Dr. Vega thanked all who served on taskforces.
- b. She noted that while some of the General Education Revision has been delayed in some areas, such as the fall vote by the BOR on the proposed General Education model, she did note that some of the dates for the individual institutions remained, such as the application date. This essentially reduces the amount of time between when the BOR approves the overall model and when individual institutions have to provide how they will institute those models.
- c. She noted that the committee examining the effectiveness of curriculum continues its work, especially in examining certain areas like curriculum.
- d. She noted that the group looking at short-term military leave policy has taken into consideration the senate's comments on a first reading. Currently, the committee is delayed in its revisions, but hopes to have something in August for a vote.
- e. She also noted that there will be a new proposal regarding an Honors designation that will be shared in the future. She noted that some nursing faculty would like to make a specific adjustment to accommodate their accelerated program.
- f. She noted that the Academic Program Review taskforce has been developing a self-study cycle to review academic programs that would otherwise not be reviewed by an accrediting agency. (If a program is reviewed by an accrediting agency, then it is exempt since the agency's accreditation stands in for the review.) The review cycle will examine the quality, productivity, and viability of various academic programs. Currently, the committee is on the fourth iteration of its template. The group hopes to share something with the Senate soon.
- g. The Curriculum Committee taskforce is examining the current structures of the UPCC, the GPCC, and the GEC.
- h. The GEC guidelines taskforce is doing some of the pre-work for some general guidelines that can be put in place after the USG revises the General Education Curriculum. These individuals have been researching a variety of

General Education models, looking closely at themes and experiences unique to KSU. They will pause their work over the summer.

- i. Zero credit hour policies: UPCC wanted a consistent policy. Dr. Vega has had a group draft a policy that is now being shared by UPCC and GPCC. It will then reach senate after review by these curricular groups.
- j. Cross-Listing/Cross-Leveling: The policy is ready for vote. (When it was put to a vote originally, there was not a quorum.) Dr. Vega said that the Senate should be on the lookout for that policy to vote upon.
- k. GEC membership taskforce: Dr. Vega noted that the committee has three different models, but no clear winner. She indicated that of all the policies that she is bringing forward, this one is the timeliest.

8. USGFC Report, Dr. Doug Moodie, President, Faculty Senate

- a. Dr. Moodie noted that USGFC has been active during the pandemic. In particular, they have maintained an eye on the USG as it has begun to make decisions that affect faculty, staff, and students.

9. Remote Learning Motion, Dr. Bill Griffiths, Faculty Senator, Mathematics

- a. Dr. Griffiths indicated that he had taken into account comments that had been made regarding the first motion. Given that there were no additional comments, he indicated that he would wait for it to be sent out for a vote electronically.

10. GEC, Drs. Anissa Vega, Kris DuRocher, and Brendan Callahan

- a. Dr. Callahan noted that the original task of the committee was to develop three models. They were then asked to vote on the best model, which the committee felt was the executive model. This would provide one representative to each college. It would also include non-voting members made up of each additional discipline that offers a General Education Course. This would be the single that the Senate will be voting upon.
- b. Dr. Daniel Rogers, Senator, Psychology, inquired about the context for newer senators. He noted that the Senate had originally asked this committee to generate options, which, he thought, were still on the table.
- c. Dr. Moodie, President, responded that this particular proposal has only one option, the "executive model." He then stated that Senators could vote down the proposal. If the proposal was approved, then the new model would go into effect. If not, then the existing model would remain.
- d. Dr. Rebecca Hill, Faculty Senator, Interdisciplinary Studies, asked why the second option on the original list of three options was not approved.
- e. Dr. Callahan noted that the other two were more complicated and more wonky.

- f. Dr. DuRocher noted that the executive model keeps some of the current GEC in an advisory capacity while allowing an equal vote among colleges.
- g. Dr. Hill responded that she had felt that the third model was more representative of the disciplines that taught General Education.
- h. Dr. DuRocher noted that the greater representation was actually in terms of majors within the college and not disciplines offering general education course. Thus, Coles College would have greater representation than CHSS, even though it has a smaller General Education presence.
- i. Dr. Callahan asked the Senate to be on the look-out for a vote on this proposal.

11. Course Evaluation Motion Amendment, Dr. Darina Lepadatu, Senator, Sociology

- a. A new course evaluation system would be implemented.
- b. Students would have five weeks instead of 2 weeks to complete evaluations.
- c. Students would have to “opt-out” of evaluation, if they didn’t want to complete them.
- d. Students would not be able to complete the evaluation after they have seen the grades.

12. Amendment to Honors Nursing Requirement, Dr. Janeen Amason

- a. Several nursing students, especially those within the accelerated program, are often not recognized with an Honors distinction because they take only 57 hours rather than 60. This proposal would allow those students to be recognized.

13. Announcement of Election of Officers 2020/21

- a. Vice-President: Dr. Darina Lepadatu
- b. Secretary: Dr. M. Todd Harper
- c. Kennesaw Campus Representative: Dr. Justin Pettigrew
- d. Marietta Campus Representative: Dr. William Griffiths
- e. Deans Liaison: Dr. Jim Wright
- f. CDA Liaison: Dr. Daniel Rogers
- g. Staff Senate Liaison: Dr. Cristen Dutcher
- h. SGA Liaison: Dr. Gail Markle