



Faculty Senate Executive Committee Meeting: April 26<sup>th</sup>, 2021 (12:30 PM – 1:45 PM)  
Faculty Senate Meeting: May 3<sup>rd</sup>, 2021 (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.
    - iv. As we move forward with our senate meetings, the FSEC has heard from its members and agrees on the need to hold to correct parliamentary procedure. Motions will be preferred over discussion items so that we typically have action items on the floor. We would like to point out that there will be less time in our meetings used to announce our business items, so it will be more important than even to be familiar with all documents pertaining to our meeting.

To further promote discussion, the president of the faculty senate will begin by calling for dissenting opinions. If there are no dissenting voices, we will be able to call for a vote directly and increase efficiency in our meetings.

### Old Business

1. Paul Parker’s Corner
  - a. State Legislative Requirements Proposal
  - b. Minor Requirements Proposal
2. ARD Changes Proposal – Ron Matson

### New Business

3. Approval of minutes (April 12<sup>th</sup>, 2021 meeting)
4. Budget
  - a. Transparency motion – Stephen Collins



**Updates from the Provost and President (at 1:30 pm)**

5. Dr. Kathy Schwaig
6. Dr. Pamela Whitten

**Informational Items**

7. Election Results
  - a. Officers for FSEC –
    - i. Secretary: James Gambrell
    - ii. Marietta Campus representative: William Griffiths
    - iii. Kennesaw Campus representative: Stephen Collins
    - iv. President Elect: Todd Harper
    - v. Parliamentarian: Jeff Yunek

# Update State Legislative Requirements Proposal

**Intent:** It is proposed that the Undergraduate Catalog be updated to clarify the applicability of transfer credit to meet the Legislative Requirements.

Current policy published on 2020-2021 catalog

State Legislative Requirements

Undergraduate students cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and the history of Georgia and the provisions and principles of the United States and the Constitution of Georgia.

HIST 2112 or HIST 2111 with a grade of "D" or better satisfies legislative requirements for US & GA History provided an emphasis in US and GA content is evident; POLS 1101 with a grade of "D" or better satisfied US & GA Constitution provided an emphasis in US and GA government content is evident. An exemption exam is required for students with transfer credit that do not meet the aforementioned standards.

Proposed changes (in bold)

State Legislative Requirements

Undergraduate students cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and of Georgia and the provisions and principles of the United States and the Constitution of Georgia.

**KSU degree-seeking students satisfy these requirements by attaining a grade of "D" or better in the course POLS 1101 along with the course HIST 2111 or HIST 2112.**

**Transfer credit may also satisfy all the requirements if:**

- **The equivalent course work to the above courses is from a USG institution**
- **The course(s) differs from the above courses, but it is established that it meets the legislative requirements of the particular USG institution**
- **The equivalent course work to the above courses has been approved as satisfactory for legislative requirement purposes from TCSG institutions or other regionally accredited post-secondary institutions in the State of Georgia**

**Transfer credit equivalent to the above courses from outside the State of Georgia or from credit-by-exam mechanisms will have history of Georgia and Constitution of Georgia requirements unmet. Degree-seeking students in these cases will have to take the KSU course (s) or pass the relevant Georgia History and/or Georgia Constitution exemption examinations offered through the KSU Testing Center. Students wishing to take the test may email the KSU Testing Center at ksutesting@kennesaw.edu.**

**Rationale:** The proposed change will lessen ambiguity regarding the course work that meets legislative requirements. It provides a more defined understanding of applicability and fulfillment of the

## **Update State Legislative Requirements Proposal**

requirements for all students that have transfer credit via credit by exam or course work. It reinforces that CLEP or DSST will not complete the requirements for graduation purposes.

## Update Minor Requirements Proposal

**Intent:** It is proposed that the Undergraduate Catalog be amended to require the student to declare the minor no later than the term before they plan to graduate. The proposed changes are intended to ensure compliance with *USG Academic and Student Affairs Handbook*, Section 2.3.1, Majors and Minors and to ensure each student pursuing a minor completes the minor requirements during the same semester or before the student completes the degree requirements.

### Current policy published in the 2020-2021 Undergraduate Catalog

#### **Minor Requirements**

- A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
- At least nine of the required hours must be at the upper-division level, i.e. courses numbered 3000 or above.
- At least six credit hours of the upper division credit hours must be earned in residence at KSU.
- The prescribed courses for a minor may be taken from one or more academic disciplines. Courses taken in Core Area F (lower division major requirements) may be counted as coursework in the minor.
- Courses taken to satisfy Core Areas A through E (general education) may NOT be counted as coursework in the minor.
- Students must earn a grade of at least "C" in all course work applicable to a formal minor.
- When a student's major and minor require the same courses, there is no limit on duplicative credit. 100% sharing between the major and minor is permitted. A course may satisfy the requirements of a major, a first minor and a second minor.

In order to graduate with a minor that will be noted on the student's permanent record, the student must declare the minor through Owl Express. Additional minors must be declared through the Office of the Registrar using a completed and approved minor form.

### Proposed policy (**with emphasis of proposed changes**)

#### **Minor Requirements**

- A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
- At least nine of the required hours must be at the upper-division level, i.e. courses numbered 3000 or above.
- At least six credit hours of the upper division credit hours must be earned in residence at KSU.
- The prescribed courses for a minor may be taken from one or more academic disciplines. Courses taken in Core Area F (lower division major requirements) may be counted as coursework in the minor.

## Update Minor Requirements Proposal

- Courses taken to satisfy Core Areas A through E (general education) may NOT be counted as coursework in the minor.
- Students must earn a grade of at least "C" in all course work applicable to a formal minor.
- When a student's major and minor require the same courses, there is no limit on duplicative credit. 100% sharing between the major and minor is permitted. A course may satisfy the requirements of a major, a first minor and a second minor.
- **The minor must be declared and completed before or at the same time as degree completion.**
- **It is highly recommended that if a student plans to complete a minor, the student consults an advisor to submit the minor declaration three semesters prior to degree completion.**

In order to graduate with a minor that will be noted on the student's permanent record, the student must declare the minor through Owl Express. Additional minors must be declared through the Office of the Registrar using a completed and approved minor form **posted on the Registrar Forms website** (<https://registrar.kennesaw.edu/forms.php>).

**Rationale:** Many students have completed minor requirements after completing major requirements and graduating from KSU. USG policies do not allow for a minor to be awarded as a stand-alone credential after the degree has been awarded. There are potential financial aid complications for students because once graduated, the student is no longer eligible for Zell/HOPE and Pell. Further, many students declare a minor during the semester they plan to graduate but are not registered for the courses needed to complete the minor. The proposed change is intended to encourage students to declare and complete a minor sooner, ensuring compliance with USG and financial aid regulations.

## ANNUAL FACULTY EVALUATION (RHM; 06April2021)

**I. Guiding Principles:** The following recommendations were developed by a Taskforce convened by Provost Schwaig. The purpose of this taskforce was to:

1. Standardize the rating categories and the method by which the “Overall” rating is determined. This could involve “weighting” categories based on workload.
2. Investigate switching from a 3- level system (Not meeting/Meeting/Exceeding) to a 5-level system in all categories (Teaching; Scholarship/Creative Activity; Service).
3. If possible, change output of ARD to a letter format within Digital Measures.

The purpose of this standardization is to provide clarity, specificity and accountability in an across-campus, uniform method for assessing faculty annual performance. The five-level system will provide flexibility to chairs/directors/supervisors in providing a more meaningful assessment of the quality and significance of faculty performance relative to their FPA and department/college/ university guidelines.

## **II. Introduction**

The faculty annual review, discussed in their Annual Review Document (ARD), assesses faculty members’ performance in the areas of Teaching; Scholarship and Creative Activity; and Professional Service. Conducted by the department chair/school director, it applies departmentally established standards for successful performance in these areas. In addition, it reflects workload adjustments related to faculty members’ duties within the department/school, college and university, and it takes into account faculty member’s accomplishments set forth in their previous Faculty Performance Agreement (FPA).

The annual review helps faculty members be sure they are engaging in activities that assure their success at KSU and alerts them to any areas in which improvement is needed. The annual review also forms a basis for calculating merit pay if merit pay is available. If faculty performance is determined to need improvement (rated as “needs improvement” or “unsuccessful;”, the FPA for the following year must include specific recommendations for improvement. A rating of “needs improvement” or “unsuccessful” in any one category precludes the overall rating of “highly successful” or “exemplary.”

The annual review recognizes five levels of performance:

**EXEMPLARY:** Exemplary performance significantly exceeds the standards described in the department/school promotion and tenure guidelines for the performance area. The quality and significance of the activities are extraordinary. Depending on the area, this level of

performance demonstrates extraordinary leadership and/or mentorship in activities that significantly impact the department, college, or university.

**HIGHLY SUCCESSFUL:** Highly Successful performance exceeds the standards described in the department/school promotion and tenure guidelines for the performance area. Depending on the area, the quality and significance at this level of performance may include such notable achievements as significantly exceeding the approved FPA, excelling on a specific project, task, or special assignment; assuming added responsibility for an assignment beyond the FPA that requires extraordinary commitment of time and energy; or receiving an honor or award in an area of professional activity or responsibility.

**SUCCESSFUL:** Successful performance means that the quality and significance of accomplishments clearly meets the standards described in the department/school promotion and tenure guidelines for the performance area. The goals in the previous year's FPA were clearly met. In addition, it is characterized by regular, productive contributions to department, college, and university goals. Successful faculty members are consistently perceived by peers and students as knowledgeable, skilled, and reliable, and they consistently interact with students, peers, and other university personnel in a professional and effective way.

**NEEDS IMPROVEMENT:** Performance that needs improvement may fall short of the FPA for the calendar year, and/or it may not consistently meet the standards described in the department/school promotion and tenure guidelines for the performance area. Faculty members whose performance needs improvement may require more than expected levels of supervision; they may respond ineffectively to monitoring or guidance; they may not consistently interact appropriately and professionally with students, peers, or other university personnel; or they may ignore or violate departmental, college, or university policies and procedures. A development plan created by the faculty member and department chair/school director will be designed to address issues within a one-year time span.

**UNSUCCESSFUL:** Unsuccessful performance falls significantly below the standards described in the department/school promotion and tenure guidelines for the performance area. This performance level may fail to attempt one or more elements of the FPA for the calendar year, and/or it may fail to address or complete an assigned remediation plan. To a significant degree, faculty members who perform unsuccessfully may frequently or egregiously interact in inappropriate or unprofessional ways with students, peers, or other university personnel; or they may repeatedly ignore or violate departmental, college, and/or university policies and/or procedures.

### **III. Performance Analysis**

This constitutes your annual written evaluation required by Section 8.3.5.1 of the Board of Regents Policy Manual. Your assigned allocation of effort this year was [x%] teaching, [y%] scholarship and creative activity, [z%] professional service (which includes any duties as an administrator).



Check the appropriate box for each performance category. Part-time and Non-tenure track faculty members should be evaluated in applicable categories only. Non-applicable categories should be left blank or N/A entered. Tenure-track and tenured faculty should be evaluated based upon their Promotion and Tenure guidelines. Where the rating is “needs improvement” or “unsuccessful” the evaluation must provide a concrete course of action with measurable and documentable achievements expected, including a timeline for improving this rating. Faculty activity and productivity in each of the categories below may be briefly summarized as necessary by the evaluator.

| <i>Performance Category</i>       | <i>Performance Level</i> |                   |            |                   |              |
|-----------------------------------|--------------------------|-------------------|------------|-------------------|--------------|
|                                   | Exemplary                | Highly Successful | Successful | Needs Improvement | Unsuccessful |
| Teaching                          |                          |                   |            |                   |              |
| Scholarship and Creative Activity |                          |                   |            |                   |              |
| Professional Service              |                          |                   |            |                   |              |
|                                   |                          |                   |            |                   |              |

#### **IV. Comments about Performance**

##### ***Teaching***

*The standards described in the department/school promotion and tenure guidelines serve as the basis for evaluation in this performance area. Evaluation should be more than just the number of classes taught and must include an assessment of quality of teaching (e.g., peer reviews, student evaluations, demand for classes from students, enrollment, and development of innovative teaching approaches).*

##### ***Scholarship and Creative Activity***

*The standards described in the department/school promotion and tenure guidelines serve as the basis for evaluation in this performance area. Evaluation should present quantitative data where applicable (e.g., impact of journals, numbers of publications, amounts of external grant funding and sources, original creative works judged/reviewed) and an assessment of the importance of the scholarship to the field.*

**Professional Service**

*The standards described in the department/school promotion and tenure guidelines serve as the basis for evaluation in this performance area. Evaluation should assess the impact of achievements in service (e.g., documented impact of service on audiences served) and/or, for administrators, assess the progress of the unit administered toward its strategic goals with measurable outcomes that document achievement of these objectives.*

**V. Overall Evaluation**

*Performance Summary (circle one):*

**Exemplary      Highly Successful      Successful      Needs Improvement      Unsuccessful**

*This section should provide an overall assessment of the quality and significance of the activities in relation to the individual's FPA as well as department/school promotion and tenure guidelines. A rating of "needs improvement" or "unsuccessful" in any one category precludes the overall rating of "highly successful" or "exemplary."*

*The overall evaluation should also indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, i.e., promotion, tenure or post-tenure review as appropriate. A statement should be included to indicate that satisfactory progress in any one year does not guarantee that the faculty member will be successful in promotion and/or tenure or will have a successful post-tenure review.*

# Motion on Budget Transparency

Author: Steve Collins, School of Government & International Affairs

Faculty Senate agenda items are often related to or impacted by the university's budget. However, the Senate is not provided sufficiently granular information on the university's revenues, expenses, and financial position in order to make decisions that are as careful and data informed as they ought to be. This data gap is a hindrance to proper shared governance.

The Faculty Senate proposes that the university administration shall provide the Senate detailed, fine-grained reports on the university budget. Expenditures should be disaggregated within the department and fund level, and with greater detail than the generic information displayed on the Fiscal Services website. The quantitative data should be accompanied by a qualitative report explaining how and where the university's revenues have been spent. The data should be of such nature that it permits the Senate to see all of the university's revenues, and how these are spent. It should also explain any restrictions on the use of certain revenues, and also the degree of flexibility and discretionary spending in the budget. This data should be submitted biannually, at the start of the academic year in fall, and at the beginning of the spring semester.