

ROBERT HOLLAND FACULTY SENATE AGENDA

October 7, 2022

1. Call to Order
2. [Adoption of Minutes, September 9, 2022](#)..... (p. 2)
3. Introduction of Guests
 - a. Dr. Regina Hyatt, Vice President for Student Affairs
 - b. Dr. Jeremy Baham, Assistant Vice President for Student Support and Well-being
 - c. Mr. Jeremiah Dumas, Executive Director of Transportation
4. [Report of the Faculty Senate President](#)..... (p. 17)
5. [Report of the Faculty Senate Vice President](#)..... (p. 19)
6. Reports from Faculty Senate Designates on University Committees
7. Business to be sent to Committee:
 - 7.1. [AOP 10.15 Substantive Changes](#) (Ancillary Affairs)..... (p. 37)
 - 7.2. [AOP 13.03 Responsibilities in Instruction and Curriculum, and Attendance at Classes](#)
(Faculty Affairs)..... (p. 42)
 - 7.3. [AOP 13.06 Sabbatical Leave](#) (University Resources) (p. 46)
 - 7.4. [Faculty Handbook: Updates for IHL Policy Change](#) (Charter & Bylaws) (p. 52)
8. Standing Committee Reports:
 - 8.1. Academic Affairs
 - 8.2. Ancillary Affairs
 - 8.3. Charter & Bylaws
 - 8.4. Faculty Affairs
 - 8.4.1. [AOP 13.02 Giles Distinguished Professors](#)..... (p. 22)
 - 8.4.2. [AOP 13.11 Academic Freedom](#)..... (p. 27)
 - 8.4.3. [AOP 13.12 Intersession Teaching](#) (p. 30)
 - 8.4.4. [Faculty Performance Evaluation Task Force Report](#)..... (p. 34)
 - 8.5. Student Affairs
 - 8.5.1. [Letter of Request: Addition to University Syllabus](#)..... (p. 35)
 - 8.6. University Resources
9. Special Committee Reports
10. Pending Business
11. New Business
12. Adjourn



ROBERT HOLLAND FACULTY SENATE

Uncorrected Minutes of September 9, 2022

The Robert Holland Faculty Senate of Mississippi State University held its regular monthly meeting in Bost Auditorium South at 2:00 p.m. on Friday, September 9, 2022.

Members absent and excused were Jenna Altomonte, Jeb Cade, Robert Grala, Alicia Hall, Michael Jaffe, Andrew Jarosz, Sol Pelaez, James Sobaskie, Kimberly Wood, and Molly Zuckerman.

The meeting was called to order by Senate President Jason Barrett.

President Barrett said there was an incorrect date in the minutes which were initially sent out. He said the date has been corrected on the minutes that appear on the website. President Barrett asked for any additional corrections to the minutes of the August 19, 2022 meeting. Hearing no corrections, President Barrett accepted the minutes as presented.

GUESTS

Mr. Kennedy Guest, Student Association President

Mr. Guest said he came to address the Senate to provide some insight into the request for a public grade distribution site by the Student Association. He said students heavily rely on feedback when making their schedules. First, they will seek personal feedback from those they know. An example of this would be sending a text to an organizational GroupMe. If this does not work, the students tend to turn to the website Rate My Professor. Mr. Guest said that this website is highly inaccurate with no controls over who can post. The Student Association thought there must be a better way to allow for an evaluative measure through the institution.

Mr. Guest said the feedback on courses plays a large role in the classes students select. He said he would say it is on par with the recommendations students get from academic advising. Advisors tell the students which classes to take, and feedback is how they select their section. Students will move times around and make classes inconvenient for themselves to be in sections for which they receive good feedback. Mr. Guest said there are two types of feedback students look for - is "What grade did you make?" and "What did you learn?". The Student

Association recognized this and made sure to address it when asking for a public grade distribution system.

Mr. Guest said Rate My Professor is largely unreliable and has no verification system. He said just before the meeting he went to the site and tried to post a comment for a professor at Vanderbilt University. He said he did not post a comment on the professor, but he got to the point where all he had left to do was to hit submit. He said there were no verifications that he took a class with the professor or that he even attended the school. He said he believes that a professor can post that they are the professor, but there is no way to eliminate posts from non-students. Mr. Guest said we talk about issues of bias with regard to student evaluations and the only students who fill them out are mad. He asked how much madder a student must be to create an account on an external non-university website and leave a review. Bias is far expounded on Rate My Professor. He said a vast majority of professors receive very low ratings. Mr. Guest said professors he has previously taken whose classes he enjoyed and learned from and classes which were easy have horrible ratings on Rate My Professor. He said the only students that leave a rating are the ones that fail the class.

Mr. Guest said public grade distribution is not new and has been around for a long time at some of our peer institutions both inside and outside of the SEC. It allows students to see objective measurements. It is also controlled and overseen by the university. If there is an issue on Rate My Professor because of some technical glitch, there is nothing that can be done about it. If the same thing happens with a system MSU controls, it can be corrected before students are led astray. Mr. Guest said a university system will also minimize bias. He said he understands that not every student fills out the surveys, although he believes a good portion do. The easier we make it for students to provide feedback, the more positive feedback we will get.

Mr. Guest said the Student Association liked the systems at Auburn University, University of Georgia, Texas A&M, and Clemson University. The system at the University of Kentucky did not interest them as it looked like it was designed for children. There were a lot of graphs that tried to make it simple but made it hard to read. The system at UT-Austin was hard to understand without a degree in statistics.

Mr. Guest said he knows a lot of people will look at this request and think that students just want to be able to identify a class that they can get an A in. He said for some students this is true. These are the students who ask "What grade did you get?" He said there is another class of students, who he believes faculty want in the classroom, who are the "What did you learn?" students. These are the students not interested in grade inflation, but investment in the future. For these students this is a schedule planning tool above all else. He said some say that just because a class has a high percentage of As does not make it easy, and that's true. Students have a motivation to maintain their GPA. They want to know that they can take classes they can succeed in. Some classes such as Organic Chemistry or General Physics are hard classes where a lot of times students are fighting for Bs or As. Students certainly do not want to take four or five of these classes in the same semester. Mr. Guest said he is currently in a very

difficult class called Municipal and Government Accounting. It is a difficult class, but it is structured in a way that there is some leeway into earning the A and B grades. Students treat this class a little differently. He said it is not that this class is less important, it is that they can handle more of these classes while taking an extraordinarily difficult course. The students see this tool as a way to plan their schedule and make sure they are not overloaded academically, but also to make sure they are not taking five easy classes which will mess them up down the road when they have to take the harder courses. Mr. Guest said the Student Association has been in touch with other student governments around the SEC and they say that they use it. The Student Association President at the University of Georgia said that Rate My Professor has pretty much died because they have a system like this. The President also said they have received great feedback from students including the grade inflation students, but mainly from the investment in the future students who want to take the best professors and not the easiest professors.

Senator Williams asked if the students would be opposed to faculty using the site as leverage to increase student participation in the surveys. He said he does not take issue with the students having the data as it should be considered publicly available data. He said what the students have asked to see raises some questions for him. He asked if students would be amenable to needing to have a 75% or 80% response rate on course surveys before they are able to access the data. He said his response rates are low and this seems like an opportunity to improve them. Mr. Guest replied he believed every student would completely understand this request. He said he is in full support of having such a requirement. He said he would ask that we avoid a system where students are relying on other students such as a requirement for 80% of students to have completed their evaluations. He said he believes a system which requires a student to complete a certain percentage of their evaluations, if not all, to access the site would be completely fair and is a good opportunity to increase survey participation rates. The point was made that consideration of this must account for incoming freshman and transfer students.

Senator Gregory said her department has a staff advisor who works with the students to manage their course load. She said they even have a flowchart with suggested courses to be taken at certain times. She said she is a little concerned that students are relying on other students and not their academic advisors to make these decisions. Mr. Guest replied that academic advising is certainly a piece of the puzzle in the student's minds. Students, like all of us, rely on their peers. He said his academic advisor does a great job of being real with students, but he has heard from other students that their advisor doesn't know what they are doing or the class they knew from Clemson is not the same as it is here and it is hard not easy. He said some students are not happy with their academic advising, so they rely more heavily on their peers. Mr. Guest said, even as a student with a good advisor, he still wants to hear from his peers who took the class the year before about what their experience was. He said he does not feel that academic advising is getting thrown to the wayside, but there are additional components going into decision making, of which one is peer feedback. Senator Gregory said this site would provide a GPA related to a faculty member related to a class. She said this is not

really hearing from your peers, it is disconnected from the peer experience. Mr. Guest replied he believes seeing the numbers is a part of the peer experience by showing what happened. In his opinion, it answers the questions is this course difficult and is this a class I'm going to be able to succeed in if I'm taking this other course.

Senator Gregory said her department has many courses which are only taught by one particular faculty member. She said the tool is for students to be able to choose between faculty. She asked what the benefit is for this situation. Mr. Guest replied that the benefit is it helps with schedule building by allowing the student to estimate the time requirements for courses. He said not all programs on campus allow for this flexibility, but a fair number do.

Senator Gregory said she thinks if there is this much trouble with advising perhaps the Faculty Senate and the Student Association could work together to determine how to improve advising. She said she has a concern that students will rely too heavily on this tool rather than their staff advisor who is trained.

Senator Chamberlain said some students will certainly use this as a way to choose the easiest courses instead of using it to choose the best courses for them to grow as Mr. Guest earlier recognized. He said this does not serve to aid these student's education in any way. He said Mr. Guest made some very good arguments for the tool. Senator Chamberlain said when this was announced, faculty in his department were completely opposed to it. They were upset about the way it had been handled and felt it was inappropriate. He said he feels there is some openness to this, but a good argument must be made to faculty about the educational benefits of it.

Ms. McNeel, President of the Graduate Student Association, said, from a student's perspective, it would be beneficial to tie in student course surveys to the tool. She said the comments would provide additional information to the students about the workload. Ms. McNeel said one thing that her department has done which may be beneficial to others is the creation of two student advising assistants. She said freshman and sophomore students have felt more comfortable expressing some of their concerns to these older students rather than their academic advisor.

Senator Vivier said he strongly opposes the idea of wrapping significant amounts of evaluation data into this tool. He said student evaluation data suffers from the same if not more egregious bias issues than Rate My Professor. Senator Vivier said the idea that GPA data is an objective replacement for Rate My Professor is a problematic argument. He said he can teach the exact same class to three different groups of students and get widely different GPA results. He said he believes the result of this system will be that most students will use this to shop for easy As, but that won't actually be true. He said there are a significant amount of problems with reading the data.

Senator Sutton agreed with Senator Vivier that faculty would not like more of the evaluations tied to the system. She said there is a large body of research that shows that student evaluations are racist and sexist.

Dr. Tracey Baham, Assistant Vice President for Institutional Strategy and Effectiveness

Dr. Baham said her team created the student information tool which faculty are currently reviewing. She said the data which went into instrument came from two sources. One source is the grade data about the course. This information is reported to IHL at the end of every semester. This is pulled from BANNER and consists of every faculty member who is an instructor of record. The data includes the number of students, the number of credit hours, and the grade distribution. The second source is one question from the student course surveys. She said it is the one question which is consistent across both the old and new versions of the survey instrument. The data extracted is the frequency of agree and strongly agree to whether they would recommend the instructor to other students. A threshold has been set on this data of either at least 6 students or 33% or more of the students in the course. If the threshold is not reached, the data is not displayed. The dashboard distinguishes between data not being available and not having met the threshold for response rate.

Dr. Baham said the student surveys are 100% anonymous. There is no way of determining who did and did not fill out the survey so it would not be possible to tie access to the dashboard to participation. She said the threshold can be altered if necessary. She said 33% is not a very high percentage and we still do not have much of the data meeting the threshold.

Dr. Baham said graduate students have not been included in the dashboard. The rationale was that graduate students have fewer options for courses and this tool would not help them choose which courses to take.

Dr. Baham said the audience for this tool is broader than just the students. Academic advisors can also use this information to help create student schedules. She said she is still collecting feedback on the instrument and has already made several changes based on feedback received. Faculty members who have passed away or have stepped into a course late have been removed from the system. She said her office is still having trouble matching survey information to courses which are split-level or cross-listed. This will be looked at further to determine if and how to separate this data.

Dr. Baham said that this is not released to the students at this point and there is still time to provide feedback. She said feedback can be emailed directly to her. She said she has received feedback concerning both grade inflation and grade deflation. She said she has a large amount of data and this will be monitored to determine the effect on GPAs after the tool is released.

Senator Williams asked if the dashboard could be connected to Canvas to check if students completed the survey in order to limit access the instrument. Dr. Baham said she knows there is a way that faculty can determine if the link to the survey was clicked through Canvas. She

said this data does not follow through to the result so it would not be able to be added to the dashboard.

Dr. David Shaw, Provost and Executive Vice President

Dr. Shaw said Mr. Guest presented a good case and Dr. Baham will remain available to answer questions at any time. He thanked Dr. Baham and her team for not only creating the dashboard but fielding the questions. Dr. Shaw said he will entertain any questions or feedback the senators have.

Senator Popescu said the faculty she represents were opposed to this tool. She said the reasons given were that a committee carried out the initiative to create this system and that felt wrong to the faculty she represents, the surveys and sites like Rate My Professor are biased, it will lead to academic inequality, it will lead to grade inflation, it will harm collegiality within a department and trust between colleagues, and it may harm the P&T process.

Senator Gregory said faculty in her college have concerns about the instrument. She said faculty in her college overwhelmingly object to the use, dissemination, and publication of the information for public use since the short- and long-term effects of this instrument must be critically evaluated to determine the impact on faculty. Some concerns she received were why faculty were not consulted, why administration only discussed the database with the Student Association, why were the students as producers of the data consulted over the faculty who are users of the data, is the goal to allow students to shop for the easiest class or professor or identify statistically the courses which has the highest chance of an A/B/C, how are these courses measured in terms of outcomes and assessments. She said data concerns were raised including the quality of feedback from students, particularly poor performing students and participation in the surveys is incredibly low thus the data only shows a small percentage of feedback that can skew the overall score or ranking of faculty. She said she has also heard students do not take the survey seriously or write valuable information, the tool does not show how prejudicial intervention between competing faculty, the lack of transparency by the administration, selection and distribution bias, and misrepresented data sets are quantified. Senator Gregory said she also heard that the system privileges less rigorous courses and penalizes faculty who offer challenging or work intensive curricula. There is not a clear breakdown of the number in each letter grade or information about said data. Statistical data shows there is a heavy self-selection bias in non-mandatory evaluations. Some other concerns were that anonymous responses do not hold students accountable, there is no data or clarification of other factors that result in a lower or higher average, minimal deviation between instructors or courses, overall average GPA not provided, disparity between MSU GPA and GPA, students who fail due to non-attendance are calculated in average, inconsistent results based on current and previous scales on surveys, and qualitative metrics are low quality and not indicated.

Senator Kelly said her colleagues provided feedback and the response was pretty uniformly negative. The critiques fell into two areas, those criticizing what is happening and those

criticizing how it happened. She said in terms of what is happening she heard comments about gender and race bias in evaluations, how it will be used informally in P&T decisions, and this furthers the push of higher ed into a customer service model which students shop for the outcome they want instead of a learning experience. Senator Kelly said how it happened seemed to be a bigger sticking point. She said faculty would like to know why the full Faculty Senate had been bypassed and have concerns about the erosion of shared governance. She said some perceived this as a slippery slope such as when the Senate raised concerns about the sharing of student comments with department heads and deans or the resistance to online only distribution of student surveys which were both overridden.

Senator Allison said the faculty she has spoken with are also opposed to this tool for many of the same reasons already stated. She said they also said there is a large body of scholarship on teaching and learning which addresses a lot of these very issues. There is a sense that if students are looking for a good assessment of course workload so they can balance their courses or indicators of effective teaching, the scholarship should be at the center of how we develop these measures. She said it does not seem that this was the case for this tool.

Senator Freeman said it seems everyone agrees the instrument is flawed, the methodology is flawed, and the reporting results are flawed. This means the data is inherently flawed. He said the students have asked for bad data. He asked why not just give it to them. He said if you have bad data, you make bad decisions. He said if it is not accurate to what is happening in the classroom he does not care if they have it. Senator Freeman said he requested feedback from faculty in the School of Human Sciences about the instrument and received none.

Senator Gregory said Rate My Professor is not an official university website while this instrument will be an official university website. She said this will not just impact who enrolls in faculty's courses, but collegiality, promotion and tenure, and other things that will impact the faculty.

Senator Rai said the argument that this is being done in other places is extremely seductive because since others are doing it, somehow that makes it right. He said he thinks student feedback and evaluation is a very useful tool for the professor. He said when he gets a comment he has some context and can evaluate whether the comment is correct or not. Every student is different and in a class of 50 or 100 we will see a spectrum of feedback which faculty are trained to examine in a careful manner. Senator Rai said he thinks we should be thoughtful in what we are presenting to the students. He said taking a large body of data and providing small bits of it is very dangerous. It has been scientifically proven how it affects faculty from different ethnicities and genders. He said he believes we should rethink the tools existence itself.

Senator Haynes said it has been discussed that there are issues with the data. She said the educator in her does not want to encourage our students to be okay with this data. She said there is concern that this data will be used by others such as administrators or colleagues.

Senator Haynes said she has heard many concerns about the process of how this was introduced. People have expressed concerns and cynicism because of not knowing how the process of how this came about. They do not know that during the summer Senate does not meet and the Executive Committee has to make decisions. This makes it seem like things are getting pushed through. She said she thinks it would help if we take some time and make sure that faculty have this information. She said the information provided by Dr. Baham is also very helpful, especially the fact that we are required to report some of this data. Senator Haynes said it would be helpful to take more time to share information so people can feel more comfortable about the process and gain trust in the legitimacy of it.

Senator Freeman made a motion to close informal discussion. Senator Robichaux-Davis seconded the motion. The motion to close informal discussion passed by unanimous voice vote.

Dr. Shaw said it was not the intent to create something that would cause dissention or distrust with the Student Association, the Faculty Senate, or the faculty at large. The process used was to take what the Student Association had proposed and take a look at what a number of other institutions were doing to develop what we thought was the best instrument. He said he wanted to wait until faculty returned to put it out there for the very feedback that the senators and faculty are providing. The Student Association requested just GPA data. Dr. Shaw said as he consulted with Dr. Baham, the Senate Executive Committee, and the deans he brought up the fact that there are courses which GPA does not tell the full story. He said the question on the student survey seemed like the best way to provide the second piece of the picture. He said he is fully aware of the prior conflict over how the surveys are used. He said the presence of the survey question on the instrument is open for discussion. Dr. Shaw said he is more than willing to take the feedback received today and do a lot more thinking. He said he thinks the points have been well taken and much of the feedback that was desired has now been received. Dr. Shaw said it was never the intent to bypass Faculty Senate in any way. He said putting the question to the entire faculty is, to him, the epitome of shared governance. This may be perceived differently for other people. Dr. Shaw said we need to continue this conversation. He said he and Dr. Keenum feel it is not an unreasonable request by the Student Association for them to have a much more effective tool than a Rate My Professor. He said if there are other ways to approach this, please share them with him but asked that we not just say no and walk away without answering what the students have requested in any way. He asked that we think about ways that we can approach this in a more effective way.

Senator Allison said prior communications have indicated that feedback would be accepted until October 1st and at some point thereafter the tool would go live. She asked if it is a possibility that the tool will be scrapped entirely and will not go live. Dr. Shaw replied that based on the feedback received today, the tool will not go live on October 1st. He said the senators have given a lot of information that indicates we have to continue the conversation on some things. He said he not willing to say that it is scrapped altogether at this point because he

feels the students have made a reasonable request. He said if we remove the survey component and look at the GPA data, the students are requesting data that they can get anyway. Dr. Shaw said the tool will not go live this fall based on today's feedback.

Senator Gregory said she appreciates Dr. Shaw's flexibility and willingness to move the deadline back. The idea of a resolution was proposed, and was redirected to the appropriate section for application.

Senator Williams said his department is trying to work through updating the departmental P&T document. He asked if there could be a standing working group from the Provost's Office to answer questions as the work is done on the document. He said they have questions about things such as who gets to vote on whose promotion and does a Clinical Instructor get to vote to promote a regular Instructor. He said we have all these categories now and they are trying to make sure it stays fair for everyone. Dr. Shaw replied that Dr. Jim Dunne is the person who can answer the questions about the updating of departmental documents. He said Dr. Dunne can be contacted directly or asked to meet with committees to address questions. Dr. Shaw said he is fielding a lot of these questions and is listening to feedback. Dr. Dunne is trying to develop a compendium of best practices he is hearing about across campus.

Senator Kelly said she is very happy that we were able to add the new faculty ranks to recognize those that do the heavy lifting in teaching and produce the most credit hours. She said she noticed the amounts for promotion are quite low. She said it is a \$7,500 raise to be promoted from Assistant Professor to Associate Professor and \$10,000 to be promoted from Associate Professor to full Professor for tenure-track faculty. She said the raise schedule for teaching faculty, who already make substantially less than tenure-track faculty, are \$5,000 for both increases. She asked who she should speak to about having teaching faculty's raise schedule match that of tenure-track faculty. Dr. Shaw said we are in the process for setting these policies as we speak. He said part of the logic, flawed or not, is that teaching faculty are at a lower salary level and the \$5,000 is representative of the same percentage of raise as tenure-track faculty. He said this may or may not be valid logic, but it is the logic being used. Senator Kelly said it just seems like being promoted should be a big deal as we have some instructors who have been here for over a decade and \$5,000 after taxes, especially with inflation the way it is, will not seem that significant.

Senator Williams said he knows an Instructor who has won a Grisham Master Teacher Award, an advising award, and has been here for numerous years. He said once it is available, this Instructor will only be able to apply for Instructor II. He asked why this particular individual is not able to apply for Instructor III. He said what could possibly be asked of this individual to make the jump from Instructor II to Instructor III given what they have already done. Dr. Shaw replied that this is a point that there has been much discussion about. He said it has to be understood that allowing for these promotions is a massive lift on our budget. Senator Williams said there are only three instructors who have been awarded the Grisham Master Teacher Award. Dr. Shaw said Senator Williams raises a good point and he would take this into

further consideration. He said when he met with the deans, they provided a lot of individuals that they wanted to take from a I to a III. He said he wants people to be aware that we want those who have given to this institution so much to go from a I to a III in an expedited way. He said some good conversations are being had on how to do that so we don't have a five year window if they have a number of years of service. Dr. Shaw said it was felt that we could not take the financial hit of a hundred or more people going from a I to a III. He said it is recognized that this is long overdue and he and Dr. Keenum are the strongest advocates for what we have done in terms of recognizing the contribution that folks have made. Dr. Shaw said we need to figure out how to accelerate the process for those who have contributed so much. He said going from a I to a II is excellence in teaching. He said going from a II to a III is not just continued years of excellence in teaching and he is not sure that we have defined that well. This is something we, as a university, have to grapple with. He said part of the conversation we need to work through this fall is how do we go from a II to a III. Senator Williams said we have defined the instructor positions, but we also have a service component. He said he believes there are a lot of instructors who are nervous about how we are going to evaluate it. We will hire someone to teach and we then tell them they have to be a really good teacher and do significant service in order to be promoted to a III. He said that may not be why they got into this job and their offer letter may not say anything about service. He said every time they get evaluated it may say 100% teaching and 0% service. Senator Williams said he believes that service for instructors need to be defined. Dr. Shaw said he strongly agrees with the questions Senator Williams raised. He said these are the conversations that are going to have to happen in departments and across campus this spring and fall to be able to answer these questions.

Senator Freeman said in the guidelines passed by Faculty Senate last spring it was said that if departments can adopt their guidelines in the fall, they can have individuals go up in the spring for promotion from I to II. Then the P&T committees can consider someone going from II to III prior to the five year standard based on years of service. He said this means it would be possible to go from a I to a III by fall 2024, but it is up to the faculty and the departmental P&T committee to pass the guidelines as quickly as possible.

Senator Rai asked if there is a timeline established for getting all of this in place for promotion and tenure. Dr. Shaw replied that it was agreed that all departments need to work out the pathway by January so those that want to go up for II can do so in the spring. He said that is why there is some urgency on this conversation. Dr. Shaw said the last thing he wants to see happen is that we have an instructor that could go up in the spring and the departmental committee has not done its work to be able to enable that to happen. He said this penalizes them very unfairly. He said we have more time on the new categories of Teaching Professor and Professor of Practice as we do not have any of these positions in place yet. Dr. Shaw said we do not have a lot of time on this though because he is already seeing requests for these positions. He said by the time we fill these positions next fall we need to have the promotion and tenure process in place so they know the promotion guidelines.

Senator Kundu asked if a department that does not have any instructors who could go for promotion in the spring needs to have their document updated by January. Dr. Shaw replied that if a department has instructors, they need to have the document updated by January. If they do not have any instructors, then it is not as critical.

Senator Tagert asked if the universal annual evaluation developed by the Task Force was still going to be deployed given the changes made to the P&T process. Dr. Shaw replied that the universal annual evaluation is currently in the Faculty Affairs Committee of Faculty Senate and he would like for the recommendation coming from Senate to include recommendations on incorporating the changes to the P&T process.

REPORT OF THE FACULTY SENATE PRESIDENT

I know we have had a very quick turnaround since the last Faculty Senate meeting in August, so I hope you all are settling in well. It has been a busy three weeks as we are compiling our university committees, filling vacant senate seats, and conducting the College of Business Dean Search committee faculty representation elections.

I had the privilege of representing you at the Fall Convocation held on Thursday August 23rd at the Humphrey Coliseum. I saw a good number of faculty present, and I think that is a great showing of support.

As I have said before, please know that the Senate is always open and wants to hear from and work with faculty. This is your office so please reach out with any questions and/or comments that make MSU a better place.

Reports from Committees on which I serve:

Athletic Council – Met with Dr. Brent Fountain for representation on the Athletic Council because a committee member left the university. We will look to have Dr. Fountain as our Faculty Athletic Representative to attend the November 2022 and April 2023 meeting of Senate. First meeting is scheduled for Wednesday September 14, 2022.

Still waiting to hear back on the final dates for volleyball and soccer. They will be either in October or November.

*The Faculty/Staff Day at football practice will be on Tuesday, September 20th from 4:00-6:00pm at the Leo Seal Football facilities. Here is the link, which has additional information: <https://tickets.formstack.com/forms/facultyday>

A few important notes, guests are invited (e.g., spouses, children, parents, etc.) and registration is required to attend. I would encourage each faculty/staff even in the same household to register individually.

*Information on the football game on September 24th including the discount code:

If they will visit **hailstate.com/tickets** and click on the *Bowling Green game*, then enter the code **FSDEAL22** they will be able to purchase tickets for \$5 each.

*Coach Leach will be having a couple of student-athletes recognizing a favorite faculty member to participate in game week activities this season. This is something he has done at his other schools, and he is very excited to bring it to Mississippi State. As I get more information, I will be sure to pass it along.

Executive Council (August 22, 2022) – Discussion was had to elect a representative from the Office of Public Affairs (OPA) to the Executive Council and passed. Next step will be in the selection of the representative. Mr. Sid Salter gave an update on the new branding and you all may have seen by now the new National Commercial. “Taking Care of What Matters”

OP Review and Approval

OP 03.02 Statement on Equal Opportunity and Nondiscrimination

OP 91.304 Free Speech and Assembly

OP 60.109 Records Management and Security

OP 56.06 Research, Extension, and Clinical Faculty Positions was rescinded due to the update to the Faculty Handbook and inclusion of these ranks. (Page 14 under The General Faculty Composition)

Executive Enrollment Management Committee – Has not met since the last faculty senate meeting. The next scheduled meeting is Tuesday September 20, 2022.

Faculty/Staff Housing Appeals Committee – We have had one appeal come before the committee. It was handled via email and approved a 6-month lease extension.

Inclusive Excellence Leadership Council – Has not met since the beginning of the semester. Vice President Forbes says she plans to reconvene the committee sometime in late September once a chair has been identified. The previous chair left MSU.

IT Council (August 2, 2022) – We met via Webex. The bulk of discussion was related to the Adobe Creative Cloud. The Adobe Team will be coming to campus on August 17th and 18th for “Adobe Days”. Adobe would like to be in the classroom with our Faculty and Students utilizing. MSU has made the Adobe suite of products available to any and all faculty, staff, and students that want the products/tools. The suite can be purchased at <https://www.adobe.msstate.edu/>. Also, look for two-factor authentication on desktops machines/computers. We will have a DUO upgrade as the university tightens restrictions. Please be conscious of hacking and phishing attempts and report them.

Master Plan Development and Advisory Committee – Has not met since I took office. The next scheduled meeting is October 13, 2022.

Parking and Traffic Regulation Committee - Has not met since I took office. The next scheduled meeting is September 22, 2022.

President's Committee on Planning – Has not met.

Special Events and Game Day Operations Committee (August 24, 2022) – Approval of gameday campus building restrooms. Athletic Marketing request for Hailstate Tailgate location in the Junction. You may have seen or noticed this already if you attended the game on Saturday September 3, 2022.

Sustainability Committee – Has not met since I took office. Mr. JD Hardy has moved positions and Mr. Joseph Paige left MSU for another position. Once the positions are backfilled, the committee may reconvene.

Design Review Committee (July 2, 2022) – Has not met since last Faculty Senate Meeting.

Senator Gregory asked if Giles Hall was one of the buildings approved for public restroom access on gameday. She said Giles Hall is a 24/7 building and the students are there all of the time. She said there have been instances of students being threatened and harassed by tailgaters wanting to be let in to use the restrooms in the past, so she has concern if the building is opened to the public. President Barrett said he would pass Senator Gregory's concern to the committee.

REPORT OF THE FACULTY SENATE VICE PRESIDENT

Academic Deans Council

No meetings were held since the last Vice President's report.

Committee on Campus Access

No meetings were held since the last Vice President's report, and no meetings are scheduled to date.

Community Engagement Committee

No meetings were held since the last Vice President's report, and no meetings are scheduled to date.

Master Plan Development and Advisory Committee

The September meeting was cancelled.

Undergraduate Research and Creative Discovery Committee

No meetings were held since the last Vice President's report, and no meetings are scheduled to date.

FACULTY DESIGNATES ON UNIVERSITY COMMITTEES

BUSINESS TO BE SENT TO COMMITTEE

- 1. Letter of Request: Addition to University Syllabus (Student Affairs)**

President Barrett said the letter of request received from Senator Sutton serves as a motion and asked if there was a second. Senator Kelly seconded the motion to send the letter to committee. President Barrett asked for any discussion on sending the letter requesting an addition to the University Syllabus to the Student Affairs Committee.

The motion to send letter to the Student Affairs Committee passed by unanimous voice vote.

STANDING COMMITTEE REPORTS

<u>Academic Affairs</u>	No Report
<u>Ancillary Affairs</u>	No Report
<u>Charter & Bylaws</u>	No Report

Faculty Affairs s

1. Update on AOP 13.06 Sabbatical Leave

Senator Breazeale gave an update on the status of AOP 13.06 Sabbatical Leave. He said the policy was assigned to the Faculty Affairs Committee in the spring. He said over the summer, Legal pulled the policy to make updates which reflect IHL recommendations. Senator Breazeale said the Senate will receive the policy to continue consideration once Legal has completed their updates.

Student Affairs **No Report**

University Resources **No Report**

SPECIAL COMMITTEE REPORTS

PENDING BUSINESS

NEW BUSINESS

Senator Gregory made a motion to consider a resolution and provided the resolution to President Barrett to be read aloud.

President Barrett read "I propose a resolution that the deadline for faculty feedback on the new course evaluation tool be postponed to Friday, November 4th and that an Ad Hoc Committee be formed, composed of volunteers from the Faculty Senate, to evaluate the information provided today by Dr. Shaw, Dr. Baham, and President Guest to allow for sufficient time to discuss and provide official feedback from the Faculty Senate at the upcoming Faculty Senate meeting on Friday, October 7th."

Senator Haynes made a friendly amendment to remove the deadline for faculty feedback and the deadline for reporting to the Faculty Senate. Senator Gregory accepted the friendly amendment.

President Barrett read the resolution as amended. "I propose a resolution that an Ad Hoc Committee be formed, composed of volunteers from the Faculty Senate, to evaluate the

information provided today by Dr. Shaw, Dr. Baham, and President Guest to allow for sufficient time to discuss and provide official feedback from the Faculty Senate.”

Senator Gregory asked if the resolution should be sent to committee since it is asking for the creation of a committee. Senator Freeman said Senator Gregory could withdraw her motion and ask President Barrett to establish a committee to review the subject without a motion as the establishment of the committee is within President Barrett’s purview.

Senator Gregory withdrew her motion to consider the resolution.

Senator Gregory asked President Barrett to form an ad hoc committee to review the new student grade tool. President Barrett said he would create an ad hoc committee to review the grade tool and provide feedback to the Faculty Senate.

Senator Robichaux-Davis made a motion to adjourn. Senator Haynes seconded the motion.

The meeting adjourned at 3:49 p.m.

Submitted for correction and approval.

Beth Stokes, Secretary

Jason Cory, Administrative Assistant II

INTRODUCTION OF GUESTS

Dr. Regina Hyatt, Vice President for Student Affairs
Dr. Jeremy Baham, Assistant Vice President for Student Support and Well-being
Mr. Jeremiah Dumas, Executive Director of Transportation

REPORT OF THE FACULTY SENATE PRESIDENT

We are almost two full months into the semester and fall is in the air. It has been a busy month since our last Senate meeting. Many of the university committees that I represent you on met over this past month. There are so many exciting things going on at Mississippi State. I hope we continue to succeed on the football field and in the classroom.

You all should have seen and voted on the date and duration of the student course evaluation survey. The survey will be deployed on November 15th and be open for 10 days. Thank you all who voted.

We have charged the Ad Hoc to review the Student Grade Distribution Site and they have held their first meeting. I look for them to report at the November 2022 Faculty Senate meeting.

As I have said several times before, please know that the Senate is always open and wants to hear from and work with faculty. This is your office so please reach out with any questions and/or comments that we all can address to make MSU a better place.

Reports from Committees on which I serve:

Athletic Council (September 14, 2022) – I do hope many of you were able to enjoy the Faculty/Staff Day at football practice that was held on Tuesday, September 20th from 4:00-6:00pm at the Leo Seal Football facilities. We are still waiting to hear back on the final dates for volleyball and soccer. They will be either in October or November and we will relay with all of you as soon as we know something.

We heard comments from the President of the Student Athlete Advisory Committee which is comprised of 30 athletes (2 from each team). They have a goal of fostering camaraderie among athletes on campus. We also heard comments from the President of the M-Club. She reported October will be Breast Cancer Awareness Month and their next meeting will be October 11, 2022.

The Austin vs. Court decision has allowed for college athletes to get academic awards. The limit is set at \$5,980 per student athlete. We plan to award approximately \$900,000 this semester. We currently have 132 student athletes with NIL agreements.

Executive Council (September 26, 2022) – Discussion was had to name two of the new roads around campus for distinguished donors to Mississippi State University. Wingo Way which was previously known as Bulldog Way and Mosely Road which is a new connector road between Bulldog Way and Herbert Street.

OP Review and Approval

OP 41.02 Naming Opportunities

OP 01.04 Emergency Operations

OP 01.05 Mission Statement Review

Executive Enrollment Management Committee (September 20, 2022) – This was an amazingly engaging and informative meeting. Many people gave input and details related to their focus area within Mississippi State University. The National Student Clearinghouse reports that 74% of our students graduate.

We do have cohorts of fulltime online students that are not coming to campus. Our online enrollment has about doubled over 5 years, but we are down about 2.23% from last year. There is an approximate cost of \$1,000 to get a course certified through Quality Matters (QM). We are a very competitive price for our value of online degrees.

Enrollment Management, looking to host a Counselor Fly-In in order to connect with high schools. We are planning to hire an Assistant Director of Marketing to work with other universities. First Year Experience (FYE) which is a 3-hour course and an 8-week course for Campus 5.

Student Recruitment, looking to establish a student call center. We are finding students that are college eligible but may not have taken the ACT yet.

Faculty/Staff Housing Appeals Committee – We had one appeal come before the committee. It was handled via email and approved a 5-month lease extension because we have two additional houses in the pool of that size that are available.

Inclusive Excellence Leadership Council – Has not met since the beginning of the semester. Vice President Forbes says she plans to reconvene the committee sometime in late September once a chair has been identified. The previous chair left MSU.

IT Council (September 6, 2022) – We met via Webex. MSU has made the Adobe suite of products available to any and all faculty, staff, and students that want the products/tools. The suite can be purchased at <https://www.adobe.msstate.edu/>. To this date, we have exceeded 400 purchases. The year will go from August 2022 to August 2023.

We will have a new MyState Web Portal soon. There is an option to preview the new portal in the top left corner of the current portal. You may see the new portal roll out as soon as October 2022. No need to do anything except login as you normally would. We did have some

security issues the first week of September so please be conscious of hacking and phishing attempts and report them.

Master Plan Development and Advisory Committee – Has not met since I took office. The next scheduled meeting is October 13, 2022.

Parking and Traffic Regulation Committee (September 19, 2022) – We met over email considering we had one agenda item. Bost Extension Building is requesting to make two of the metered parking spaces 10-minute timed spaces for deliveries and drop-offs. The two spaces are next to the existing ADA spaces so that they can have access to the sidewalk ramp.

President's Committee on Planning – Has not met.

Special Events and Game Day Operations Committee (September 28, 2022) – Items of discussion and vote related to renewing the license agreement with Southern Tradition Tailgating. Also, there were two groups/individuals that desired to have a specific location for an event before/during the Texas A&M game; Benji Nelson Golf Carts requested a specific tent location and the Theater Department requested to have stages in their existing approved tailgating locations.

Sustainability Committee (September 21, 2022) – There were multiple items on the agenda for the meeting to discuss as well as items to vote/approve. The items of discussion were Green Week on October 17-22, 2022, Glass Drive on November 22, 2022, Green Wall, updating signage on our recycling bins, water bottle fillers project, Campus Tree Survey (looking to add trees across campus), and Solar and Lighting Project (4.5 acres of solar with 1.6 MGW capacity). The upcoming construction projects are the softball fieldhouse, Ballew Hall, HPCC Data Center, and the Kinesiology and Autism building. We voted on the approval of the Softball Fieldhouse Remodel, and it passed.

Design Review Committee (July 2, 2022) – Has not met since last Faculty Senate Meeting.

REPORT OF THE FACULTY SENATE VICE PRESIDENT

Academic Deans Council

Academic Deans Council met via WebEx on September 21, 2022. The primary purpose of this meeting was the approval of three AOPs that were approved at the Associate Deans Council meeting in August. The three AOPs are as follows:

AOP 10.15: Substantive Changes

AOP 13.03: Responsibilities in Instruction and Curriculum, and Attendance at Classes

AOP 13.06: Sabbatical Leave

All three of the AOPs passed in Deans Council and will be coming to Faculty Senate. AOP 10.15 was being updated to current SACSCOC and US Department of Education standards. AOP 13.03 was cleaned with small edits. AOP 13.06 was passed and will be returning to Faculty Senate with several changes after being rescinded from Faculty Senate this Summer 2022.

In addition to the AOPs, it was stated that Prophet will be hosting an “open house” on October 5th in the Hunter Henry Center Parker Ballroom. Prophet is the firm the university has partnered with to assist our university in a transformation that will define our trajectory for the next several years. This open house will be for engagement in future tactics as Prophet continues in the new branding for the university.

Committee on Campus Access

The September meeting would have fallen on Labor Day, and there were no updates, so it was not rescheduled in September.

The October meeting was held on October 3rd, 2022. A few updates from this meeting were:

McArthur Hall elevator is being updated and should be completed by November. Currently, there are two elevators in McArthur Hall, and one of those elevators are being updated for safety and compliance with ADA standards.

A discussion was conducted among the committee about the current elevator and ADA ramp for Carpenter Hall. Currently, the money is not available to replace this elevator, but the committee could allocate funds to troubleshoot and make plans for a replacement. This would be estimated to cost between \$15000 and \$20000. The committee will be looking at voting on this soon. The deliberation is ongoing due to the status on possibly renovating Carpenter Hall in the next 5-6 years, and repairs were needed to the elevator since some of the buttons did not work inside the elevator.

It was also brought to the attention of the committee that there is not a location for information on all ADA entrances around campus. For instance, it is hard for people to find the ADA entrance to Swalm Engineering if you are looking for it in the front of the building. The committee will be working to add this information to the current campus map online or other feasible location if possible.

The three main action items for the committee are to check on the elevators in Carpenter and Rice Hall for updating and costs, check on QR codes to report problems faculty, staff, and students notice around campus to report to facilities, and add submission links to the DRC website and the facilities website for easy reporting.

Community Engagement Committee

No meeting is currently scheduled for this committee.

Master Plan Development and Advisory Committee

The September meeting was cancelled, and the October meeting is currently scheduled for October 11th.

Undergraduate Research and Creative Discovery Committee

The new lead for this committee is Dr. Anastasia Elder. Dr. Elder has proposed that the committee be altered in its mission and composition, and she has a meeting later this month with the Provost Office and the Deans to discuss these changes. I will hopefully have more to report on this next month.

Ad-Hoc Grade Distribution Committee

The committee met for the first time on September 30th, 2022, to discuss the current proposed grade distribution website and to provide productive feedback on the website. After a good discussion, a few questions arose:

1. Would the faculty prefer having the actual grade distribution (number of A's, number of B's, etc.) over having the course GPA?
2. Should the current question pulled from the student survey be included at all, or possibly use a different question? The current question reads "Overall, I would recommend this instructor to other students if they wanted to learn this subject."
3. Are there other incentives that would entice more students to complete the survey?

We will be meeting again after the Fall Break holiday, so if any senators would like to pass on any information from colleagues they represent, please send any feedback to me by October 17th.

REPORTS FROM FACULTY DESIGNATES ON UNIVERSITY COMMITTEES

BUSINESS TO BE SENT TO COMMITTEE

1. [AOP 10.15 Substantive Changes](#) (Ancillary Affairs) (p. 37)

2. [AOP 13.03 Responsibilities in Instruction and Curriculum, and Attendance at Classes](#) (Faculty Affairs) (p. 42)
3. [AOP 13.06 Sabbatical Leave](#) (University Resources) (p. 46)
4. [Faculty Handbook: Updates for IHL Policy Change](#) (Charter & Bylaws) (p. 52)

STANDING COMMITTEE REPORTS

ACADEMIC AFFAIRS

ANCILLARY AFFAIRS

CHARTER & BYLAWS

FACULTY AFFAIRS

1. AOP 13.02 Giles Distinguished Professors

Report to the Robert Holland Faculty Senate

Faculty Affairs Committee

Report on AOP 13.02 (4-Year Review)

October 7, 2022

Background

This document – Selection of William L. Giles Distinguished Professors – is to be reviewed every four years.

Recommendation

The committee recommends three small changes to grammar for the sake of clarity and one modification regarding display of winning nomination packets in the next to the last sentence of the second paragraph.

Discussion

At the end of the second full paragraph, the sentence, “Appropriate documentation must be provided to support the case for excellence in all three of the areas of research, teaching, and service, as well as in the area of motivating others”

should read,

“Appropriate documentation must be provided to support the case for excellence in all three of the areas of research, teaching, and service, as well as in motivating others.”

The last sentence of the third paragraph that reads, “The two Giles Distinguished Professors will be appointed on an ad-hoc basis in order to avoid any potential conflict of interest with faculty applicants, and they should not hold an administrative appointment”

should read,
“The two Giles Distinguished Professors will be appointed on an ad-hoc basis to avoid any potential conflict of interest with faculty applicants, and they should not hold an administrative appointment.”

The first sentence of the fifth paragraph that reads, “The total number of Giles Distinguished Professors will constitute a relatively small percent of the faculty,”

should read,
“The total number of Giles Distinguished Professors will constitute a small percentage of the faculty.”

The next to the last sentence of the second paragraph reflects a recommended compromise regarding the display of winners’ nomination packets. Some previous winners objected to the initial language that stated that their nomination packets would be available for viewing on the William L. Giles website. We have recommended placing hard copies in the Mitchell Memorial Library so that potential nominees can review them before submitting their own. This is done for other award winners on campus. The added sentence reads, “Additionally, examples of nomination packets from previous successful nominees will be made available in the Mitchell Memorial Library to provide clear guidance on the quantity and quality of documentation that should be contained in the nomination packet.”

Committee Members: Mike Breazeale (Chair), Alexis Gregory, Kimberly Kelly, Stephanie King, Todd MIsna, Adrian Sescu, Amanda Stone, Chinling Wang



AOP 13.02: SELECTION OF WILLIAM L. GILES DISTINGUISHED PROFESSORS

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to define the policy on the selection of William L. Giles Distinguished Professors.

REVIEW

This AOP will be reviewed every four years (or whenever circumstances require an earlier review) by the Executive Vice Provost for Academic Affairs with recommendations for revision presented to the Provost and Executive Vice President.

POLICY/PROCEDURE

One of the highest honors the University can bestow upon a faculty member is that of Giles Distinguished Professor. It is not a faculty rank but an honorary distinction. This recognition is based on distinguished scholarship as evidenced by a record of outstanding teaching, ~~teaching~~, and service, and is conferred only on a faculty member at Mississippi State University who has attained national or international status. This distinction is designed to recognize a continuing commitment to establishing career recognition and faculty excellence at Mississippi State University. In that context, a minimum of ten years of service at MSU with a minimum of five years at the rank of Professor with tenure is necessary for consideration.

It is expected that the successful candidate will have an exemplary record in all three areas of the university's mission: teaching, research, and service. The criteria for selection, which are available in the Office of Academic Affairs, will be rigorously applied. ~~They~~ Criteria include a distinguished record as a scholar, demonstrated research achievements, and national or international prominence as verified by external reviewers from the candidate's specific field. Outstanding performance in teaching and service, and motivating colleagues and students toward their best professional career goals and objectives are also to be considered in the appraisal of a nominee. Appropriate documentation must be provided to support the case for excellence in all three of the areas of ~~research~~, teaching, research, and service, as well as in the area of motivating others. Such documentation will include a cover letter, a current vita, and letters from both internal and external sources providing support for the nominee. Additionally, examples of nomination packets from previous successful nominees will be made available on the W.L. Giles Distinguished Professors website, to provide clear guidance on the quantity and quality of documentation that should be contained in the nomination packet. ~~Additionally, examples of nomination packets from previous successful nominees will be made available in the Mitchell Memorial Library to provide clear guidance on the quantity and quality of~~

documentation that should be contained in the nomination packet. No administrator at the level of dean or above is eligible for consideration as a Giles Distinguished Professor.

Nomination of a professor for designation as a “William L. Giles Distinguished Professor” will be submitted with appropriate documentation by the ~~originate with the department or the~~ college/school in which the nominee holds the rank of professor. If the nomination originates with the nominee’s department or school, it must be forwarded to approved by the dean ~~for review prior to submission~~. ~~The nomination, along with appropriate documentation, will then be forwarded~~ to the Provost for review and further consideration. A University Giles Distinguished Professor Review Committee, all of which shall hold the rank of professor, will play a major advisory role serve as advisors to the Provost in the considering consideration of the nominations for Giles Distinguished Professor. ~~The committee~~ will consist of seven members: Vice President for Research and Economic Development (Chair), two current Giles Distinguished Professors designated by the Provost, two members designated by the President, and the President and Vice President of the Faculty Senate or designees. The committee members designated by the President will serve staggered two-year terms. The two Giles Distinguished Professors will be appointed on an *ad-hoc* basis ~~in order~~ to avoid any potential conflict of interest with faculty applicants, and they should not hold an administrative appointment.

The committee will consider all nominations and advise the Provost accordingly. The Provost will ~~in turn, then~~ make recommendations to the President, who will grant Final final approval and announce ment of the new Giles Distinguished Professors ~~will be made by the President~~. The Chair of the University Giles Distinguished Professor Review Committee will write a letter to each nominator informing them of the overall recommendation of the Review Committee for that nominee.

The total number of Giles Distinguished Professors will constitute a ~~relatively~~ small percentage of the faculty. No stipulation is made concerning the number of Giles Distinguished Professors that may be named in any one year. There may be years in which no Giles Distinguished Professors will be designated.

~~The appointment of~~ Giles Distinguished Professors will be appointed occur during the Spring Semester of each academic year. ~~A call for nominations will be issued by t~~The Office of Academic Affairs will issue a call for nominations each year in September ~~of each year~~. The deadline for submission of nominations to the Provost is January 31.

REVIEWED

Executive Vice Provost and Dean of Graduate School

Date

Provost and Executive Vice President

Date

President, Robert Holland Faculty Senate

Date

Director, Institutional Research and Effectiveness

Date

General Counsel

Date

APPROVED:

President

Date

2. AOP 13.11 Academic Freedom

**Report to the Robert Holland Faculty Senate
Faculty Affairs Committee
Report on AOP 13.11 (4-Year Review)
October 7, 2022**

Background

This document – Academic Freedom – is to be reviewed every four years.

Recommendation

The committee recommends several small changes in grammar and some additional language for purposes of clarity. Pronouns were also modified in multiple locations within the document.

Discussion

The second sentence that reads,

“The University encourages the search for knowledge and truth, and does not abridge the scholar’s right to reveal his/her findings through appropriate channels by spoken and written word, visual displays, artifacts, or performances (e.g. artistic, musical, theatrical). even if in doing so they may find variances with students and professional peers, as well as with the lay community,”

should read,

“The University encourages the search for knowledge and truth, and does not abridge the any scholar’s right to reveal their research findings through appropriate channels by spoken and written word, visual displays, artifacts, or performances (e.g., artistic, musical, theatrical) even if in doing so they may find variances with students and professional peers, as well as with the lay community.”

The final paragraph should be substantially reworded for clarification. It should read,

“All scholars must, however, recognize the fact that they are fallible and may be subject to human frailty of bias and error. Therefore, every scholar has the right to express their views with conviction as well as a duty to uphold the academic freedom of every other member of the University community. This means the right to speak and express oneself freely, the right to criticize ideas, and the right to have one’s ideas criticized. The pursuit of truth proceeds on the foundation of the free exchange of ideas. Academic disagreements are therefore not something to be feared, but a sign of the vitality of the University. As such, ad hominem, threats or intimidation, which attack people rather than their ideas, have no place in the academic community. Academic freedom is central to the mission of a healthy university. Every scholar must uphold it as a matter of academic responsibility.

Committee Members: Mike Breazeale (Chair), Alexis Gregory, Kimberly Kelly, Stephanie King, Todd MIsna, Adrian Sescu, Amanda Stone, Chinling Wang



AOP 13.11: ACADEMIC FREEDOM

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to provide an understanding and standardization of the policy dealing with Academic Freedom.

POLICY/PROCEDURE

Mississippi State University recognizes the fact that in the republic of scholars there are certain indisputable rights to freedom of expression. The University encourages the search for knowledge and truth, and does not abridge ~~the any scholars's scholar's~~ right to reveal ~~his/her~~ their research findingfindings through appropriate channels by spoken and written word, visual displays, artifacts, or performances (e.g.e.g., artistic, musical, theatrical). even if in doing so they may find variances with students and professional peers, as well as with the lay community. ~~The All scholars must~~ must, however, recognize the fact that ~~he/she~~ they is-are also the possessors of opinions, some of which fallible and may be subject to human frailty of bias and error. ~~Therefore, every scholar As a free citizens, he/she has~~ has the right to express ~~these opinion~~ their views with conviction as well as a duty to uphold the academic freedom of every other member of the University community. This means the right to speak and express oneself freely, the right to criticize ideas, and the right to have one's ideas criticized. The pursuit of truth proceeds on the foundation of the free exchange of ideas. Academic disagreements are therefore not something to be feared, but a sign of the vitality of the University. As such, ad hominem, threats or intimidation, which attack people rather than their ideas, have no place in the academic community. Academic freedom is central to the mission of a healthy university. Every. ~~The degree to which one expresses them as a scholar, claiming sanctuary in the University is~~ must uphold it as a matter of academic responsibility.

REVIEW

This AOP will be reviewed every four years (or whenever circumstances require an earlier review) by the Associate Provost for Academic Affairs (APAA) with recommendations for revision presented to the Provost and Executive Vice President.

REVIEWED BY:

/s/ Peter L. Ryan
Associate Provost for Academic Affairs

09/18/2018
Date

/s/ Judy Bonner
Provost and Executive Vice President

09/18/2018
Date

/s/ Randolph F. Follett
President, Robert Holland Faculty Senate

08/27/2018
Date

/s/ Timothy N. Chamblee
Assistant Vice President and Director
Institutional Research and Effectiveness

10/18/2018
Date

/s/ Joan Lucas
General Counsel

10/17/2018
Date

APPROVED:

/s/ Mark Keenum
President

10/22/2018
Date

3. AOP 13.12 Intersession Teaching

Report to the Robert Holland Faculty Senate

Faculty Affairs Committee

Report on AOP 13.12 (4-Year Review)

October 7, 2022

Background

This document, AOP 13.12 – Intersession Teaching – is to be reviewed every four years.

Recommendation

Several changes were made to correct spelling, to reflect appropriate administrative titles, and to clarify distinctions between 9-month and 12-month faculty designations.

Discussion

Third sentence that reads,

“It may not be possible for all faculty (9-month, 12-month) who wish to teach during intersessions to do so,”

should read,

“It may not be possible for all faculty who wish to teach during intersessions to do so.”

Sixth sentence that reads,

“Compensation for intersession teaching is up to 8.33% of the previous nine-month salary base for each three-hour course taught,”

should read

“Compensation for intersession teaching is up to 8.33% of the previous nine-month salary base (9-month faculty) for each three-hour course taught.”

Last sentence in the paragraph that reads,

“However, approval may be granted by the academic department head/director, college dean and Director of Intersessions to exceed the 33.3% base salary and allow faculty to teach a maximum number of 18 course credit hours in intersessions in any one academic year,”

should read,

“However, approval may be granted by the academic department head/director, college dean and Director of Intersessions to exceed the 33.3% base salary and allow faculty to teach a maximum number of 18 course credit hours during intersessions in any one academic year.”

The following paragraph was added as a second paragraph, per Dr. Peter Ryan:

“For 12-month faculty, teaching opportunities may be available during intersessions and will be handled by the relevant academic unit on a case-by-case basis with compensation up to 8.33% of the calculated equivalent 9-month salary base. A Request for Additional Pay (RAP) form must

be completed and submitted as part of the approval process for intersession teaching compensation.”

The first sentence of the now third paragraph that reads,

“The Associate Vice President for Academic Affairs serves as the Director of Intersession Teaching. Academic deans and department heads are responsible for decisions on course offerings and teaching assignments,”

should read,

“The Vice Provost for Academic Affairs serves as the Director of Intersession Teaching. Academic deans and department heads are responsible for decisions on course offerings and teaching assignments.”

The second sentence of that paragraph that reads,

“The Director of Intersession Teaching, the Director of Academic Fiscal Affairs and the academic deans establish the budget for each college/school,”

should read,

“The Director of Intersession Teaching, the Director of Academic Fiscal Affairs and the academic deans establish the intersession budget for each college/school.”

Committee Members: Mike Breazeale (Chair), Alexis Gregory, Kimberly Kelly, Stephanie King, Todd Mlsna, Adrian Sescu, Amanda Stone, Chinling Wang



AOP 13.12: INTERSESSION TEACHING

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to insure our understanding and standardization of the policy governing intercession teaching (e.g., Maymester, summer and winter sessions).

POLICY/PROCEDURE

Intercession teaching is the teaching of any classes that occur outside of the regular fall and spring semesters. Intercessions operate on a self-sustaining basis. Salaries and expenses of instructional programs during the intercessions depend upon resources generated by student enrollments. It may not be possible for all faculty (~~9-month, 12-month~~) who wish to teach during intercessions to do so. Students' needs are balanced with departmental funds for intercession teaching. Attention is paid to class size and numbers of sections needed for a given course. Compensation for intercession teaching is up to 8.33% of the previous nine-month salary base (9-month faculty) for each three-hour course taught. Normally, a maximum for full-time teaching during the intercession is 33.3% of the previous nine-month base salary. However, approval may be granted by the academic department head/director, college dean and Director of Intercessions to exceed the 33.3% base salary and allow faculty to teach a maximum number of 18 course credit hours during intercessions in any one academic year.

For 12-month faculty, teaching opportunities may be available during intercessions and will be handled by the relevant academic unit on a case-by-case basis with compensation up to 8.33% of the calculated equivalent 9-month salary base. A Request for Additional Pay (RAP) form must be completed and submitted as part of the approval process for intercession teaching compensation.

The ~~Associate-Vice President-Provost~~ for Academic Affairs serves as the Director of Intercession Teaching. Academic deans and department heads are responsible for decisions on course offerings and teaching assignments. The Director of Intercession Teaching, the Director of Academic Fiscal Affairs and the academic deans establish the intercession budget for each college/school. The deans and department heads administer their respective budgets.

REVIEW

This AOP will be reviewed every four years or whenever circumstances require an earlier review by the Executive Vice Provost for Academic Affairs.

REVIEWED

Executive Vice Provost and Dean of Graduate School

Date

Provost and Executive Vice President

Date

President, Robert Holland Faculty Senate

Date

Director, Institutional Research and Effectiveness

Date

General Counsel

Date

APPROVED

President

Date

4. Faculty Performance Evaluation Task Force

Report to the Robert Holland Faculty Senate

Faculty Affairs Committee

Report on Faculty Performance Evaluation Task Force Report

October 7, 2022

Background

A committee made up of faculty, department heads/directors, and administrators prepared and delivered this report to us in April, 2021. That committee had the following charge:

1. Develop a comprehensive performance evaluation document that fits the needs of faculty across the university.
2. Evaluate best practices from other institutions that could be part of the evaluation process.
3. Recommend adjustments to any relevant university policies regarding faculty performance evaluation.

Our committee has reviewed this report

(https://www.provost.msstate.edu/sites/www.provost.msstate.edu/files/2021-06/Faculty_Performance_Evaluation_Task_Force_Final_Report.pdf) to determine if any language or recommendations were potentially problematic or would make the upcoming addition of new faculty ranks more difficult.

Recommendation

This committee makes no formal recommendation regarding this report. As much of the language will need to be adapted to reflect the new faculty ranks, we have no issue with the report in its current form.

Discussion

The committee found no issues that were problematic and nothing that would make the addition of the new faculty ranks more difficult.

Committee Members: Mike Breazeale (Chair), Alexis Gregory, Kimberly Kelly, Stephanie King, Todd MIsna, Adrian Sescu, Amanda Stone, Chinling Wang

STUDENT AFFAIRS

1. Letter of Request: Addition to University Syllabus

Report to the Robert Holland Faculty Senate Student Affairs Committee

Report on Senator Sutton's Proposal to Add Statement on Mandatory Reporting and Sexual Assault Resources to University Syllabus

October 7, 2022

Background

Senator Tara Sutton submitted a letter of request to the Robert Holland Faculty Senate that was sent to the Student Affairs Committee on September 9, 2022.

Recommendation

The Student Affairs Committee recommends supporting the request as revised. The Committee also recommends sending the syllabus addition to the UCCC for consideration.

Discussion

Senator Sutton proposed that the following statement on Mandatory Reporting and Sexual Assault Resources be added to the University Syllabus:

"As the instructor for this course, I have a mandatory duty to report to the university any information I receive about possible sexual misconduct. This includes information shared in class discussions or assignments, as well as information shared in conversations outside class. The purpose of reporting is to allow MSU to take steps to ensure a safe learning environment for all. The university also has confidential resources available, who can provide assistance to those who have experienced sexual misconduct without triggering a mandatory reporting duty. Students may access confidential campus resources here:

<https://www.civilrights.msstate.edu/title-ix-sexual-misconduct/reporting>, ~~<https://www.civilrights.msstate.edu/titleixsexual-misconduct/resources>~~"

The proposed statement is currently optional (see <https://www.civilrights.msstate.edu/title-ix-sexual-misconduct/syllabus-statements>). Senator Sutton's proposal would make this statement required by adding it to the University Syllabus and would add an additional sentence with a link to available resources.

The link included in the proposed statement did not work and was replaced with a link to resources for reporting and confidential assistance.

Committee Members: Stacy Haynes (Chair), Iva Ballard, Mark Fincher, Robert Grala, Eric Vivier, Ted Wallace, Kelley Wamsley

UNIVERSITY RESOURCES

SPECIAL COMMITTEE REPORTS

PENDING BUSINESS

NEW BUSINESS

ADJOURN



AOP 10.15: SUBSTANTIVE CHANGES

PURPOSE

The purpose of this Academic Operating Policy (AOP) is to provide instructions on the procedures and processes for reporting substantive changes to the Southern Association of Colleges and Schools (SACSCOC).

POLICY/PROCEDURE

SACSCOC defines a substantive change as “a significant modification or expansion of the nature and scope of an accredited institution.” SACSCOC must be notified of any substantive change prior to implementation of the change at Mississippi State University. Depending on the nature of the change, notification can occur as much as a full prospectus may be required ~~6~~ six months prior to ~~a change implementation and appropriate documentation must be prepared and submitted to SACSCOC.~~

It is the responsibility of the Provost and Executive Vice President, Deans, Department Heads, and Directors to be familiar with the SACSCOC substantive change policy (<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>) and the Mississippi State University substantive change policy. The SACSCOC Liaison and the Office of Institutional Research and Effectiveness will assist units in drafting the appropriate substantive change documentation.

Substantive change is grouped into three types:

1. Institutional Changes
2. Programmatic Changes
3. Instructional Sites

Institutional Changes

Institutional Changes are initiated by an academic dean or the Office of the Provost and Executive Vice President, and almost always need approval from the Board of Trustees of the Institutions of Higher Learning (IHL) prior to submission to SACSCOC. These changes include the following: ~~Substantive changes include, but are not limited to:~~

- Change in the mission or objectives of Mississippi State University
- ~~Changes in measure of student progress (e.g., changes in how credit hours are determined; adjustment to competency-based measures)~~ Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution

- Merger / consolidation ~~Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.~~
- Governance change

Programmatic Changes

New academic programs or modifications to academic programs must follow the approval process in AOP 12.08 Requirements for Degrees, Academic Minors, Certificate Programs, and Consortial/Contractual Agreements, as well as the process described in the University Committee on Courses and Curricula (UCCC)'s *Guide and Format*.

- Addition of ~~courses or~~ programs, since the last SACSCOC reaffirmation for Mississippi State University, representing a significant departure (measured as 50% new offerings) in content or method of delivery ~~of courses~~. The two methods of delivery required in this policy are face-to-face and distance education. ~~which deviate from the stated mission of Mississippi State University~~
- Changes in program length
- Closing a program, ~~a method of delivery, or~~ off-campus site, ~~or a program at an off-campus site~~
- Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency.
- Entering into a collaborative academic arrangement ~~that includes only the initiation of a dual or joint academic program with another institution~~
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

Instructional Sites

- The establishment of an additional location geographically apart from the main campus ~~at which Mississippi State University offers at least 50% of an educational program~~.
- Closing a program, ~~a method of delivery, or~~ off-campus site, ~~or a program at an off-campus site~~

REVIEW

This AOP will be reviewed every four years or whenever circumstances require an earlier review by the Executive Vice Provost and Dean of the Graduate School with recommendations for revision to the Provost and Executive Vice President.

REVIEWED:

Executive Vice Provost and Dean of the Graduate School

Date

Provost and Executive Vice President

Date

President, Robert Holland Faculty Senate

Date

Assistant Vice President, Institutional Strategy and Effectiveness

Date

General Counsel

Date

APPROVED:

President

Date

Appendix I.

Type of Substantive Change	Actions Required by Levels								
	Department Faculty	Department Head or Director	Dean	UCCC	Dean's Council	Provost & Executive Vice President	IHL Board of Trustees	SACSCOC Liaison	President
Academic									
Expanding at current degree level (<i>significant departure from current programs</i>)	I	AR	AR	AR	AR	AR	A	E	L
Initiating a certificate program at employer's request and on short notice	I	AR	AR	AR	AR	AR	A	E	L
Initiating joint or dual degrees with another institution	I	AR	AR	AR	AR	AR	A	E	L
Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high		I	AR			A		E	L
Altering significantly the length of a program	I	AR	AR	AR	AR	AR	A	E	L
Initiating programs or courses offered through contractual agreement or consortium	I	AR	AR	AR	AR	AR	A	E	L
Entering into a contract with an entity not certified to participate in USDOE Title IV programs		I	AR			A		E	L
Moving an off-campus instructional site (serving the same geographic area)		I	AR			A		E	L
Closing a program	I	AR	AR	AR	AR	AR	A	E	L
Closing an approved off-campus site, branch campus, or institution			I			AR	A	E	L
Acquiring any program or site from another institution			I			AR	A	E	L
Administrative									
Initiating a branch campus			I			A		E	L
Altering significantly the educational mission of the						I	A	E	L
Changing governance, ownership, control, or legal status of an institution							I & A	E	L
Relocating a main or branch campus						I	A	E	L
Initiating a merger/consolidation with another institution							I & A	E	L
Creating a new department, school or college			I			AR	A	E	L
Merge two or more departments, schools or colleges			I			AR	A	E	L
Closing a department school or college			I			AR	A	E	L

I = Initiate

AR = Approve and recommend approval at next level
A = Approve
E = Evaluate and determine if documentation must be sent to
SACSCOC L = Letter/documentation to SACSOC if warranted



AOP 13.03: RESPONSIBILITIES IN INSTRUCTION AND CURRICULUM, AND ATTENDANCE AT CLASSES

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to help promote an understanding of instructor of record responsibilities in instruction and curriculum.

REVIEW

This AOP will be reviewed every four years, or whenever circumstances require an earlier review, by the ~~Associate Provost for Academic Affairs (APAA)~~ Executive Vice Provost and Dean of the Graduate School with recommendations for revision presented to the Provost and Executive Vice President.

POLICY/PROCEDURE

A. Instructional Responsibilities:

An instructor of record has the following obligations to his/her students:

1. Develop a syllabus for each class to serve as an academic contract with the students in his/her classes. The syllabus should clearly state the learning objectives for the course, assignments and exams, standards of achievement, methods of evaluation (including the relative importance to be assigned to various factors), and the date of the final examination. The course syllabus should be presented at the first class meeting to all students, and there should be no variation from the syllabus. The syllabus must contain a ~~statement that makes reference to the MSU Honor Code (see AOP 12.07 Honor Code), the Title IX (see OP 03.04 Sexual Misconduct) and Student Support Services (www.sss.msstate.edu). Please refer to syllabus templates on the Center for Teaching and Learning website at http://wwwctl.msstate.edu/~~ reference to the Mississippi State University Syllabus, which contains the required references for the Honor Code, Title IX, disabilities accessibility, and university's class absence policy. This syllabus is available at <https://www.provost.msstate.edu/faculty-student-resources/university-syllabus>.

All syllabi should be reviewed on a scheduled basis by the department or college on a cycle of four years or less. If the content of the course varies by more than 25% compared to the version approved by the UCCC ([University Committee on Courses and Curricula](#)), a proposal to modify the course must be submitted to the UCCC for approval. If the content of the course varies by more than 50% compared to the version approved by the UCCC, a proposal to delete the course and a proposal to add a new course must be submitted to the UCCC for approval.

2. Meet all assigned classes, unless hindered by reason beyond one's control. When instructors of record cannot meet occasional or individual classes, they, or a departmental representative, will make timely announcements of their absence and will arrange equivalent and/or alternate instruction. In cases where the instructor is absent and has not been able to notify class ahead of time, students are expected to remain in the classroom ten minutes after the beginning of the period, unless otherwise indicated by the instructor of record.
3. Present a reasonable range of opinions on controversial issues within the scope of the course. An instructor of record's own views on such issues should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
4. Evaluate fairly and impartially the student's performance. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, gender, political views, or be based on the student's agreement or disagreement with the instructor of record's opinion on controversial issues in the discipline.
5. Protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action.
6. Serve as an intellectual guide and counselor to students; be available for private conferences; provide accurate information; assist students in achieving their academic goals.
7. Demonstrate respect for the student and treat the faculty-student relationship in a professional manner.
8. Avoid any exploitation of students for personal advantage or for any other purpose.
9. Engage in those scholarly activities that contribute to the upgrading of knowledge and skills; only by so doing can the faculty member adequately teach students. Beyond the obvious requirement of staying current with the literature in one's field, the faculty member may find it necessary or useful to conduct research and/or participate in research conferences, workshops, institutes, consulting, and other forms of post-graduate training or experience. It is the faculty member's responsibility to seek out such activities and the University's responsibility to encourage such endeavors.
10. Follow university procedures concerning examinations, academic dishonesty, accommodating students with disabilities, grade submission, and other regulations related to instruction.
11. Establish office hours each week during the semesters they are involved in course delivery.

B. Modification of Teaching Responsibilities

In cases where a ~~tenured, or tenure-track~~ faculty member ~~is finds themselves~~ prevented from meeting some or all of instructional responsibilities for class delivery in Fall or Spring semesters for any number of reasons (personal or medical, etc.), faculty should work with their Department Head/~~School Director~~ School Director to arrange a temporary reduced or modified teaching load as appropriate.

Should a Department Head believe that a faculty member is failing to meet their instructional responsibilities, it is the Department Head's responsibility to notify the faculty member of the perceived failure and to work with the faculty member to remedy the failure. If the faculty member and the Department Head are unable to remedy the failure, the Dean should be notified and should work with the Department Head and faculty member to resolve this issue. In extraordinary situations, the Department Head and Dean, with the approval of the Provost and Executive Vice President, may immediately remove a faculty member from his/her instructional responsibilities for the remainder of the semester and may develop an alternate delivery method without prior notice to the faculty member.

Department Heads/~~School Directors~~ School Directors should refer to the "Guideline for Department Heads on Faculty Parental Leaves of Absence" for guidance regarding means for modifying faculty workload, adjusting appointments, and/or other accommodations. Regardless of the reason or approach utilized, a faculty member's workload distribution for any semester in which his/her teaching obligations are reduced must continue to equal 100%. For guidance on workload policies and procedures, faculty and Department Heads/~~School Directors~~ School Directors should refer to AOP 13.23 Faculty Workload. Where leave issues may be applicable, the Family Medical Leave Act (FMLA) and existing university policies may apply.

In each proposed case of a modification to a ~~tenured or tenure-track~~ faculty member's teaching responsibilities, the Dean of the College will be notified for concurrence with said modifications. In cases of disagreement between faculty member and Head/~~Director~~ Director, the Dean's Office should be notified. If not resolved by the Dean, the matter should be referred to the Provost and Executive Vice President for a resolution.

C. Curriculum Responsibilities:

The university depends on its faculty to ensure the quality and effectiveness of its curricula. The faculty will work with the academic department heads in the development, coordination, implementation, and periodic review of academic programs and course offerings.

REVIEWED:

Executive Vice Provost and Dean, Graduate School

Date

Provost and Executive Vice President

Date

President, Robert Holland Faculty Senate

Date

Assistant Vice President, Institutional Strategy & Effectiveness

Date

General Counsel

Date

APPROVED:

President

Date



AOP 13.06: SABBATICAL LEAVE FOR FACULTY MEMBERS OF STATE INSTITUTIONS OF HIGHER LEARNING

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to outline the policy of Mississippi State University with regard to sabbatical leave for faculty members, ~~to ensure our understanding and a standardized approach in the handling of sabbatical leave as required by the Board of Trustees of State Institutions of Higher Learning.~~

POLICY/PROCEDURE

~~Any member of the faculty of the State Institutions of Higher Learning of the State of Mississippi Faculty members shall be eligible for Sabbatical leaves, for the purpose of professional improvement. Sabbatical leaves allowed under the Mississippi statute are not granted as rest periods, vacations, earned leave with part pay, nor for any other purpose except as explicitly stated in law. Sabbatical Leaves shall be in accordance with the following; for not more than two semesters immediately following any twelve or more consecutive semesters of active service in the Institutions of Higher Learning of this State where such faculty member is employed or for not more than one semester immediately following any six or more consecutive semesters of such service. Absence on sick leave shall not be deemed to interrupt the active service herein provided for.~~

~~Applications for sabbatical leave shall be made to the Board of Trustees of the State Institutions of Higher Learning, with the approval of the Chancellor or the President of the Institutions of Higher Learning. Approval or disapproval of the applications for sabbatical leave shall be made on the basis of regulations prescribed by the Board of Trustees of State Institutions of Higher Learning.~~

~~Under rare circumstances, MSU, in consultation with the faculty member, may revoke, suspend, or delay an approved sabbatical if deemed necessary, or if circumstances or needs in the faculty member's home department supersede those gained by the sabbatical leave. Revocation, delay or suspension of an approved sabbatical requires Department Head, Dean and/or Director, Vice President (where appropriate), and Provost approval, with notice to the President and Board of Trustees of State Institutions of Higher Learning. The faculty may appeal the decision to their Dean, Vice President (where appropriate) and Provost.~~

~~In order to provide for the above leaves the Board of Trustees of State Institutions of Higher Learning shall have power to adopt rules and regulations regarding such leave. Any person who is granted a sabbatical leave and who fails to comply with the provisions of such leave as approved by the State Institutions of Higher Learning may have his or her leave terminated by the Board of Trustees of State Institutions of Higher Learning. Every person on sabbatical leave shall enjoy all the rights and privileges pertaining to his or her employment in the institution of~~

~~higher learning in which such person is employed, which such person would have enjoyed if in active service during such leave in the position from which such leave was taken. No person on sabbatical leave can be denied any regular increment of increase in salary because of absence on sabbatical leave. In instances where policies and practices are developed to create mechanisms for salary enhancement, all eligible MSU faculty can participate in these opportunities before, during or after a sabbatical leave period. Service on sabbatical leave shall count as active service for the purpose of retirement and contributions to the retirement fund shall be continued.~~

~~In order to provide for the above leaves the Board of Trustees of State Institutions of Higher Learning shall have power to adopt rules and regulations regarding such leave. In no instance shall leave be granted unless there is a contract providing for continued service, after expiration of the leave, in the college where the faculty member is employed.~~

~~Every person on sabbatical leave shall enjoy all the rights and privileges pertaining to his or her employment in the institution of higher learning in which such person is employed, which such person would have enjoyed if in active service during such leave in the position from which such leave was taken. Each person granted sabbatical leave may receive and be paid compensation up to the rate of fifty percent of such person's annual salary. Compensation payable to persons on sabbatical leave shall be paid at the same time and in the same manner salaries of the other members of the faculty are paid. In instances where policies and practices are developed to create mechanisms for salary enhancement, all eligible MSU faculty can participate in these opportunities before, during or after a sabbatical leave period.~~

Regulations Established by the Board of Trustees for Faculty Members Seeking to Qualify for Sabbatical Leave.

1. Eligibility – To qualify for one semester (4-1/2 months) of leave, a faculty member must have served full-time on the faculty ~~of one of the Mississippi State Institutions of Higher Learning~~ for six (6) consecutive semesters of regular session work before the effective date of leave; to qualify for two semesters (9 months) of leave, he/she must have served full time on the ~~regular~~ faculty ~~of the institution for~~ twelve (12) consecutive semesters of regular session work ~~in the institution~~ before the effective date of leave. Absence on sick leave shall not be deemed to interrupt the active service.

Periods between sabbatical leave shall be the same as the period for eligibility. Credit towards another sabbatical leave will begin with the next academic year regardless of whether an awarded sabbatical leave is taken for a full year or either semester of a year.

2. Approval of Sabbatical Leave - Application for sabbatical leave will be made to the Board of Trustees of State Institutions of Higher Learning through the President. Standard application forms may be obtained from the Office of the Provost and Executive Vice President and shall be submitted by a faculty member to his/her

department head by (INSERT DATE) December 15 of the year prior to the expected Sabbatical Leave. Requests are considered based on the plans for professional development and the needs of the home department.

Sabbatical leave requests will be disapproved when financial or other considerations may make such action necessary.

3. University Compensation - Each person granted sabbatical leave may receive and be paid compensation up to the rate of fifty percent of such person's annual salary. Compensation payable to persons on sabbatical leave shall be paid at the same time and in the same manner salaries of the other members of the faculty are paid. However, a faculty member eligible for two semesters of sabbatical leave may choose to take receive sabbatical leave for one semester at full pay in lieu of two semesters of leave at half pay, and a faculty member eligible for one semester of sabbatical leave at regular one-half pay may receive two semesters of leave at one-fourth pay.

- 1.4. Additional Compensation – Faculty members may have the right, while on sabbatical leave, to receive any grant or stipend designed primarily to further professional growth of students, scholars, and professional people, whether under the sponsorship of an institution of higher education or of an organization known generally to engage in educational promotions meritorious to higher education. Faculty members may not, however, receive compensation that would exceed the salary which such faculty member would have received during the sabbatical period had he/she not been granted the leave.

5. Reimbursement for Travel – As a general rule, the University does not allow for reimbursement of travel or living expenses such as lodging and meals while on sabbatical leave. It is only in very rare situations and under unusual circumstances that the University would consider allowing such expenses to be paid from existing University funds, including University Professorships/Discretionary funds. If a faculty member needs University funding for any part of the sabbatical, this request should be included in the paperwork submitted to the his/her Department Head/School Director. Such requests must be approved in advance by the Provost and Executive Vice President.

Some research awards may, however, allow for reimbursing some or all of these expenses if they are awarded for that purpose.

6. Changes to Approved Sabbatical Leave – Under rare circumstances, MSU, in consultation with the faculty member, may revoke, suspend, or delay an approved sabbatical if deemed necessary, or if circumstances or needs in the faculty member's home department supersede those gained by the sabbatical leave. Revocation, delay or suspension of an approved sabbatical requires Department Head, Dean and/or School Director, Vice President (where appropriate), and Provost approval, with notice to the President and Board of Trustees of State Institutions of Higher Learning. The faculty may appeal the decision to their Dean, Vice President (where appropriate) and

Provost.

Additionally, any person who is granted a sabbatical leave and who fails to comply with the provisions of such leave as approved by the State Institutions of Higher Learning may have his or her leave terminated by the Board of Trustees of State Institutions of Higher Learning.

7. Employment Status While on Leave – A ~~A~~ faculty member who is granted leave will be under regular contract with the Board of Trustees of State Institutions of Higher Learning as a full time employee of the University for the full period of the leave. Accordingly, faculty members on such leave may not accept any full-time employment or enter into any written or implied obligation of employment which would violate the contracts for full service he/she will have while on leave without approval in writing signed by the Department Head, Dean and Provost and Executive Vice President.

Every person on sabbatical leave shall enjoy all the rights and privileges pertaining to his or her employment at the University. No person on sabbatical leave can be denied any regular increment of increase in salary because of absence on sabbatical leave. In instances where policies and practices are developed to create mechanisms for salary enhancement, all eligible faculty can participate in these opportunities before, during or after a sabbatical leave period. Service on sabbatical leave shall count as active service for the purpose of retirement and contributions to the retirement fund shall be continued.

Faculty on sabbatical leave will have access to information about and be allowed the opportunity to participate in the same meetings, discussions, academic decisions, administrative decisions, and elections within their home department or college that they would traditionally be involved in prior to, and after an approved sabbatical leave if the faculty member is able to do so in the same manner and time as faculty members who are not on leave. No departments can be required to live stream, record, or otherwise take extraordinary action to enable a faculty member on sabbatical to participate.

2. Agreement – A

- ~~3. Application for sabbatical leave will be made to the Board of Trustees of State Institutions of Higher Learning through the Office of the Chancellor or President of the employing institution. Standard application forms may be obtained from the faculty personnel officer.~~

- ~~4.8.~~ A faculty member granted leave must enter formal agreement with the Board of Trustees to remain on the full-time regular faculty ~~of the employing institution~~ for one semester for each semester of leave granted, which semester shall follow immediately the termination of the leave period. This formal agreement must require repayment of salary received while on leave by anyone given leave ~~(sabbatical or~~

~~other) who does not return to work for the specified time required. (This policy applies to any employee on leave with pay.)~~

- ~~5. Leave shall be granted "for the purpose of professional improvement" only. Sabbatical leaves allowed under the Mississippi statute are not granted as rest periods, vacations, earned leave with part pay, nor for any other purpose except as explicitly stated in law. Faculty members may have the right, while on sabbatical leave, to receive any grant or stipend designed primarily to further professional growth of students, scholars, and professional people, whether under the sponsorship of an institution of higher education or of an organization known generally to engage in educational promotions meritorious to higher education. Faculty members on such leave may not accept full-time employment or enter into any written or implied obligation of employment which would violate the contracts for full service he/she will have with his/her institution while on leave.~~
- ~~6. A faculty member on sabbatical leave remains a full-time employee of the Board of Trustees of State Institutions of Higher Learning with all benefits and responsibilities continued by law. These rights and benefits include those of retirement, insurance, housing, longevity, and other benefits.~~
- ~~7. Faculty on sabbatical leave will have access to information about, and be allowed the opportunity to participate in the same meetings, discussions, academic decisions, administrative decisions, and elections within their home department or college that they would traditionally be involved in prior to, and after an approved sabbatical leave.~~

REVIEW

This AOP will be reviewed every four years (or when circumstances require an earlier review) by the Executive Vice Provost with recommendations for revision presented to the Provost and Executive Vice President.

REVIEWED:

Executive Vice Provost and Dean, Graduate School

Date

Provost and Executive Vice President

Date

President, Robert Holland Faculty Senate

Date

Assistant Vice President, Institutional Strategy & Effectiveness

Date

General Counsel

Date

APPROVED:

President

Date



**OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT**

P.O. Box BQ
3500 Lee Hall
Mississippi State, MS 39762
P. 662.325.3742

September 27, 2022

Dr. Jason Barrett, President
Robert Holland Faculty Senate
Mississippi State University

Dear Dr. Barrett,

The Board of Trustees of the Mississippi Institutions of Higher Learning recently passed language regarding the promotion and tenure process that requires a change in the MSU Faculty Handbook. Joan Lucas has made the attached changes that are required to be in compliance with the IHL policy changes. Per the Faculty Handbook we need a vote of the Faculty Senate in order to make these changes. I request that the attached modifications be provide to the Robert Holland Faculty Senate and that a vote be held to affirm the changes necessary for compliance.

Sincerely,

David R. Shaw
Provost and Executive Vice President

Faculty Handbook

PREFACE

The purpose of the Faculty Handbook is to provide information, as well as sources of information, which faculty find beneficial. The Handbook describes the University's history, vision and mission, and defines the university's principles of governance. In addition, the Handbook establishes the organization of the faculty. Faculty responsibilities, academic operating policies, university promotion and tenure procedures, Department of Human Resources Management policies, and other policies are addressed within the document. Where appropriate, this document links to original source material to ensure current and accurate information. This handbook is the result of the work of many people, compiled by the Faculty Handbook Committee, jointly appointed by the Provost and Executive Vice President for Academic Affairs and the President of the Faculty Senate. Changes and corrections should be sent to the Faculty Senate office. Corrections and additions to the Faculty Handbook may be made to the online version as needed by the Faculty Senate Charter and Bylaws Committee. Substantive changes to the Faculty Handbook require senate, provost, and presidential approval.

I. General Information

A. History of the University

The University began as The Agricultural and Mechanical College of the State of Mississippi, one of the national land-grant colleges established after Congress had passed the Morrill Act in 1862. It was created by the Mississippi Legislature on February 28, 1878, to fulfill the mission of offering training in "agriculture, horticulture and the mechanical arts. . .without excluding other scientific and classical studies, including military tactics." The College received its first students in the fall of 1880, in the presidency of General Stephen D. Lee. Other federal legislation provided funds for extending the mission of the College: in 1914, the Smith-Lever Act called for "instruction in practical agriculture and home economics to persons not attendant or resident," thus creating the state-wide effort which led to Extension offices in every county in the State; and, in 1917, the Smith-Hughes Act provided for the training of teachers in vocational education.

By 1932, when the Legislature renamed the College as Mississippi State College, it consisted of the Agricultural Experiment Station (1887), the College of Engineering (1902), the College of Agriculture (1903), the School of Industrial Pedagogy (1909), the School of General Science (1911), the College of Business and Industry (1915), the Mississippi Cooperative Extension Service (1915), and the Division of Continuing Education (1919). Further, in 1926 the College had received its first accreditation by the Southern Association of Colleges and Schools.

By 1958, when the Legislature again renamed the College as Mississippi State University, the Graduate School had been organized (1936), doctoral degree programs had begun (1951), the School of Forest Resources had been established (1954), and the College of Arts and Sciences had been created (1956).

The School of Architecture admitted its first students in 1973, the College of Veterinary Medicine admitted its first class in 1977, and the School of Accountancy was established in 1979, rounding out the present structure.

Additional information about Mississippi State University can be found in John K. Bettersworth's book, *People's University: The Centennial History of Mississippi State*, University Press of Mississippi, 1979 and in *Maroon and White: Mississippi State University, 1878-2003* by Michael B. Ballard, University Press of Mississippi, 2008.

B. Vision and Mission Statements

The university is guided by its vision and mission statements which identify the values of the university. These can be found at

<http://www.president.msstate.edu/communications/vision-mission/>

In the strategic plan, the university establishes specific goals and identifies the metrics by which it will assess its progress toward achieving its goals. The strategic plan was developed under the university administration's leadership with active participation by the faculty.

C. Principles for University Governance

As recommended by the Faculty Senate, Feb. 9, 1996;

As recommended by the Administrative Council, Feb. 12, 1996;

As recommended by Professional and Support Staff Advisory Council, Feb. 14, 1996;

As recommended by the Student Association;

Approved by the General Faculty, March 5, 1996 and

Amended by vote of the General Faculty, Fall 1999.

Amended by vote of the Faculty Senate, September 2012

Approved by the Provost and Executive Vice President, September 2012

Approved by the President, October 2012

Approved by the Provost and Executive Vice President, August 2013

Approved by the President, August 2013

Approved by the Provost and Executive Vice President, May 2022

Approved by the President, May 2022

PREAMBLE

The triad mission of learning, research, and service of Mississippi State University can best be achieved through cooperation, collaboration, and consultation among the membership of the entire university community. Achievement of that mission requires an understanding and commitment to the formal and informal decision processes by which the university conducts its work, maintains its standards, and responds to external feedback.

Members of the university community need to understand the university's noble and extensive mission and the part each member plays in its achievement. They need to understand how formal authority is shared, the scope and form of their involvement in governance, and the need for those in authority to achieve balance between codification and discretion. This understanding enhances each member's ability to sustain and strengthen the essential nature of the university and facilitates effective university governance and responsiveness to the needs of the people of Mississippi.

Central to effective and efficient university governance is open consultation, communication, and participation in decisions and decision-making bodies. An understanding of the responsibilities and limitations of authority by all members of the university community is also essential. Success of the university depends on collegial relationships and mutual respect among the faculty, professional and support staff, students, administrative officers, and representatives of external entities.

All members of the university community must be accountable for their roles and responsibilities. Adhering to policies and procedures is essential to achieving the mission and goals of the university.

Mississippi State recognizes the value of diverse opinions in decision making and pursues its mission in an atmosphere of shared governance and open communication. Faculty and staff are involved in policy formulation and in implementing the learning, research and service missions of the university. Faculty and staff also recognize their shared accountability for the performance of the university in carrying out its mission.

In the spirit of promoting effective governance of the university, the following statements of policy relative to members of the university community are adopted.

PRINCIPLES

Authority

Ultimate authority for governance of the university is vested by the State of Mississippi in the Board of Trustees of the Institutions of Higher Learning and delegated by the board to the president. The president exercises that authority through the vice presidents, deans, directors, and other officials of the administration in consultation, as appropriate, with units of the university and with the faculty, professional and support staff, and students.

Consultation

To facilitate open communication and effective university governance, the president and other administrative officers of the university will exercise due diligence in consulting with the faculty, professional and support staff, students, and external constituents on issues affecting them. Consultation is characterized by early discussions with the affected constituencies, jointly formulated procedures for consultation, reasonable deadlines within the constraints of the academic calendar, access to appropriate information, adequate feedback, and timely communication of decisions to the affected constituencies.

Representation

Effective university governance includes consultation with the faculty, professional and support staff, students, and external constituents on budget, policy, and procedure matters. Appropriate representation of these groups is normally obtained through the university's council and committee structure. Elected and appointed representatives should, as far as possible, be selected specifically for the roles in which they will serve. When temporary special committees, study groups, or task forces are established by the president to address matters affecting the mission of the university, a majority of the membership should be composed of elected representatives drawn from the general faculty. Professional and support staff, students, and external constituencies should be included as appropriate. The chairs of these bodies may be appointed by the president.

Faculty Representation. By the Charter of Organization of the Faculty of Mississippi State University, the Robert Holland Faculty Senate is the official representative of the faculty on all matters not delegated by the general faculty to other elected faculty bodies.

University-level curriculum, promotion and tenure, and grievance committees should be composed of elected representatives from the general faculty. These bodies elect their own chairs.

Professional and Support Staff Representation. The Staff Council is the official representative body for the professional and support staff and reports to the president.

The staff should have appropriate representation on matters affecting them. Consultation with the staff should be conducted through their elected representatives and/or the staff council, as well as through normal administrative channels.

Student Representation. The Student Association is the official representative of undergraduate and graduate students of the university. Undergraduate and graduate students should be represented on appropriate university councils, committees, and task forces. Consultation with students should be conducted through their elected representatives and/or the Student Association.

Administrative Representation. Administrative officers of the university represent entities for which they have administrative responsibilities on councils, committees, and task forces of the university. Officers who are members of the general faculty may also be represented through the faculty senate, and other officers may be represented through the staff council.

External Entities Representation. To advance the mission of the university, the officers of the administration may appoint members of external entities to serve on councils, committees, and task forces.

Roles and Responsibilities

Administration. The president has been delegated authority to administer the university, to lead the university so that its mission and goals are achieved, and to coordinate university relations with officers of the Board of Trustees. The president recommends the appointment of appropriate administrative officers for the university to the Board of Trustees. The president exercises primary authority through members of the administration in:

- Control and allocation of the budgeted appropriation and other funds;
- Establishment of the administrative organization;
- Approval of personnel appointments;
- Administration of university programs and policies;
- Administration of student affairs and services;
- Administration of physical plant, campus operations, and fiscal affairs;
- Administration of athletics;
- Administration of resource development and fund-raising; and
- Accomplishment of all other assignments to the university by the Board of Trustees.

The president is required by the Board of Trustees to articulate long range university goals and to see that high standards are maintained in all university programs. The president exerts a major influence on the specific direction of change, not only through basic judgments on budgets and staff, but also in the continuous evaluation of existing university programs and in the planning of overall program direction. Such evaluation

and planning necessitates the participation of faculty, staff, students, representatives of external entities, and administrative groups and is accomplished through the offices of the vice presidents.

The president is also responsible for maintaining fair employment practices, promotion procedures, and wage and salary distribution, as well as good working conditions for the benefit and safety of all personnel employed by the university.

Faculty. The principal responsibilities of the faculty are teaching, research, and service. Because an important additional responsibility of the faculty is to ensure that the university fulfills its educational mission, the faculty must be involved in the generation and implementation of policies that impact the university's mission. On matters primarily affecting the academic mission of the university (curriculum, subject matter and methods of instruction, advising, degree requirements, faculty scholarship, faculty status, faculty service), the principal responsibility for formulating and evaluating ideas lies with the faculty. The faculty advises the administration through appropriate channels on these matters. The administration customarily follows this advice. On those extraordinary occasions when this advice is not followed, the administration will identify the reasons that render the proffered advice unwise or impracticable and so inform the faculty. A less direct but no less important role of the faculty is to advise the officers of the university about certain administrative matters that are intrinsically related to the health of the university. Among these matters are:

- Assessment of faculty performance;
- Selection of university officers;
- Determination of university priorities; and
- Establishment of principles for determining salaries.

Professional and Support Staff. The Staff Council is an advisory organization with the primary goals of facilitating communication between the staff and the administration and providing input to the administration on university policies and procedures. The primary role of the staff is to support the faculty and the administration in fulfilling the university's mission. The staff conducts the day-to-day affairs of the university, provides essential input to the faculty and administration in planning and decision making processes, and reports on the operations of the university for internal (management) and external (accountability) purposes. On matters of university governance affecting the academic mission of the university, the staff shall have an advisory role.

Students. The purpose of the Student Association is to stimulate university-wide student involvement in all areas of university life that lead to achievement of the university's mission. The voice of students is important in all aspects of the university; students should provide input, when appropriate, through university committees, councils, and task forces.

Administrative Councils and Committees. Administrative councils and committees play important roles in the governance of the university. These councils and committees may be composed of faculty, staff, students, administrators, and representatives of external entities. The members are elected by the appropriate bodies or are appointed by the president or appropriate vice president to advise the administration in the development of institutional policy, procedure, and practice. A listing of the university's councils and committees with the membership of each is updated annually online (<http://www.msstate.edu/web/standing/>).

Participation

Evaluation of Administrators and Faculty. The performance of faculty, staff, and administrative officers should be evaluated periodically. Students should participate in periodic evaluation of the instructional faculty, and those evaluations should be considered important sources of guidance to improve course content and overall learning and teaching effectiveness. The faculty, staff, administrative officers, and students should participate in periodic evaluations of those responsible for the units affecting their roles in the university community including department heads, directors, associate and assistant deans, and deans. The role of the various groups in such evaluations should be in accordance with their legitimate interest in the performance of the person being evaluated and the group's competence to make evaluative judgments. Evaluations should conform to commonly accepted procedures of evaluation established in consultation with those being evaluated and those evaluating.

Financial Decisions. Representatives chosen by the faculty, staff, and students should be consulted in university level discussions of resource allocation and budgetary policies and procedures. The administration may choose additional faculty, students, and staff to participate in discussions of these issues. Consultation in these issues should also occur in colleges, schools, departments, and other units.

Administrative, Faculty, and Professional Staff Appointments.

- All professional positions will be created and filled in consultation with the affected faculty, staff, and students, and with the appropriate external constituencies.
- For the Provost and the Vice Presidents for Agriculture and Research, for deans, assistant and associate deans, directors, chairs, and heads of academic, research, or service units, and for all faculty positions, search committees are required and will contain a majority of elected representatives of the faculty. Staff, students and external constituencies shall be drawn from the affected units, as appropriate. Exceptions may be made for one-time, one year appointments as approved by the appropriate vice president.

- For the Vice Presidents of Finance and Administration, Development and Alumni, and Student Affairs, search committees will be appointed by the president in consultation with the Robert Holland Faculty Senate president. The president will publicize the membership of the search committee and the process of selection.
- Specific administrators who serve primarily as advisors or assistants to *university* level executives and who do not regularly exercise independent executive and budgetary authority may be appointed without a search committee.

On those extraordinary occasions when the advice of a search committee is not followed, the administrator making the appointment will inform the committee of the reasons that render the proffered advice unwise or impracticable.

II. Administrative Organization

A. Board of Trustees

The Board of Trustees is the constitutional governing body of the State Institutions of Higher Learning. The purpose of the Board of Trustees is to manage and control Mississippi's public institutions of higher learning in accordance with the constitution and to see that the IHL System mission is accomplished. To do so, the board operates a coordinated system of higher education, establishes prudent governance policies, employs capable chief executives, and requires legal, fiscal and programmatic accountability. The board annually reports to the legislature and the citizenry on the needs and accomplishments of the IHL System. The mission and structure of the board is outlined in the *IHL Policies and Bylaws* which is continually revised (<http://www.mississippi.edu/board/downloads/policiesandbylaws.pdf>). The mission statements are listed in section 102 and the Constitutional Organization is described in section 201. The board office is located in the Education and Research Center, 3825 Ridgewood Road, Jackson, Mississippi 39211, phone 601-432-6198.

B. The President

The President of Mississippi State University is the sole agent of the Board of Trustees on the campus. Full authority to manage the institution is conferred upon the president, in accordance with policies and procedures established by the board and with certain laws specifically applicable to the institution. In conferring full authority, the board requires full responsibility; the president alone reports to the board; and, in turn delegates limited and specific authority to several administrative officials, each with responsibility commensurate with the delegated authority. The president's specific responsibilities include financial management of the institution; the physical plant and campus operations; recruiting, contracting with, and supervising all personnel; recruitment, admission, and instruction of all students; and relationships with people and interested units outside the institution. All functions of the university as it conducts teaching, research, and services are the president's responsibilities.

C. Other Senior Administrative Positions

Provost and Executive Vice President

The Provost and Executive Vice President is responsible for leading and administering the academic programs of the university. The provost prepares, allocates, and administers the academic budgets; administers all academic personnel procedures, including affirmative action, recruitment, appointment, retention, and promotion and

tenure; provides leadership for vice presidents, deans, directors, faculty, and staff to meet stated goals; encourages faculty research and scholarly activities; ensures that academic procedures preserve academic freedom; manages academic facilities and support services, including the Libraries; Information Technology Services; Human Resources Management; Registrar's Office; the University Academic Advising Center; the Office of Institutional Research and Effectiveness; Career Center; the Center for Teaching and Learning; and all academic colleges and programs. In the absence of the president, the provost serves as the chief executive officer of the university.

Vice President for Agriculture, Forestry, and Veterinary Medicine

The Vice President for Agriculture, Forestry and Veterinary Medicine is responsible for providing administrative leadership and coordination of the units comprising the Division of Agriculture, Forestry, and Veterinary Medicine which includes the Forest and Wildlife Research Center, Mississippi Agricultural and Forestry Experiment Station, Mississippi State University Extension Service, College of Agriculture and Life Sciences, College of Forest Resources, and College of Veterinary Medicine. Responsibilities for instructional programs are shared with the provost and executive vice president.

Vice President for Development and Alumni

The Vice President for Development and Alumni is primarily responsible for coordinating the operations and activities of the MSU Foundation and Alumni Affairs. The primary function of these units is to communicate with alumni, friends, opinion leaders and the general public concerning the value of the contributions of the university to the State of Mississippi and beyond, and to raise private financial support. The vice president also plans, coordinates, and monitors efforts to secure private funds, ensuring that university programs are matched and coordinated with sources of private funds most appropriate to meet these needs. The university aircraft operations also report to the Vice President for Development and Alumni.

Vice President for Research and Economic Development

The Vice President for Research and Economic Development has administrative responsibility for research, externally sponsored activities in the academic division of the university, and is the university's interface for economic development activities and support. Activities concerned with the development and coordination of basic and applied research are coordinated under the vice president and include formally organized research centers and institutes, as well as individual faculty research. The vice president supervises and administers operation of university level centers and institutes, the Office of Sponsored Programs Administration, the Office of Regulatory Compliance and Safety, the Office of Research Security, and the Office of Entrepreneurship and Technology Transfer, Institute for Imaging and Analytical Technologies, and Thad Cochran Research, Technology and Economic Development Park.

Vice President for Student Affairs

The Vice President for Student Affairs has administrative responsibility for planning and implementing services to meet students' out-of-class needs and providing programs to help students develop psychologically, emotionally, physically, and intellectually. The vice president supervises and administers the Division of Student Affairs; including operations and fiscal planning for the division and coordinates, in consultation of other professionals, the areas of emphasis, for programs and services to be provided for students.

Vice President for Finance and Administration (CFO)

The Vice President for Finance and Administration (CFO) of the University is responsible for providing financial and operational leadership and coordination for the university. The subdivisions making up the Division of Finance and Administration include Office of the Controller and Treasurer, Campus Services, and Procurement & Contracts. Financial functions of the university, centralized in the Division of Finance and Administration, include the receiving, managing, and disbursing funds from all sources and for fiscal planning and the development of budgets for the university. Operational functions of the university, centralized in the Division of Finance and Administration, include the managing of facilities, parking, transit, and construction (planning and design).

Vice President for Access, Diversity, and Inclusion

The Vice President for Access, Diversity, and Inclusion (VPADI) serves as the senior diversity and inclusion advisor to the President and has administrative responsibility to provide strategic and programmatic leadership for access, diversity and inclusion initiatives that advance equity as a critical component of social, academic and intellectual life at MSU. The VPADI provides vision and leadership to effectively integrate inclusion into the work of MSU, working closely with university leadership and the university community to shape and implement investments, plans and strategies aligned with institutional goals and creating a welcoming environment for all. This includes facilitating and coordinating university strategic planning and prioritization in the areas of diversity and inclusion; conducting periodic climate surveys; and working collaboratively to develop and implement strategies and initiatives that advance a climate of diversity and inclusion and support.

D. Administrative Councils

The president is advised and assisted in administering the affairs of the university by the Administrative Council and the Executive Council.

The Administrative and Executive Councils

The Executive Council is chaired by the president and proffers advice to the president

on matters brought before it which include revision and creation of university policies. The council consists of the provost and executive vice president, the vice presidents, the athletic director, the general counsel, the chief information officer, ~~the director of diversity and equity programs~~, the president of the faculty senate, the chair of the staff council, and the president of the student association. It also has a non-voting staff consisting of the university counsel, the director of internal audit, and the assistants to the president. Minutes of the council are online <http://www.president.msstate.edu/people/executive-council/> .

The Administrative Council advises the president and serves as the board of directors of the MSU Educational Building Corporation. Its membership includes the president (chair), provost and executive vice president, the vice presidents, general counsel, and the athletic director, ~~and director of diversity and equity programs~~.

E. Academic and Research Councils

The Academic Deans Council

The Academic Deans Council provides leadership in establishing academic policies and procedures, in making decisions about academic programs, and in recommending new degree programs. This body participates in developing long range plans for the university. The Academic Deans Council is chaired by the provost and executive vice president, and includes the associate provost and associate vice president for administrative affairs, the deans of the colleges, the director of the center for distance education, the dean of university libraries, the dean of the Meridian campus, the dean of the Shackouls honors college, the vice president of the Robert Holland faculty senate, and the vice president of the student association.

The Associate Deans Council

The Associate Deans Council recommends academic policies and operational procedures to the Academic Deans Council and implements approved policies and decisions. The Associate Deans Council consists of the associate provost, who serves as chair, the chief information officer, the associate vice president for administrative affairs, the registrar, an associate or assistant dean (or designated representative) from each school, college, or division, as assigned by the appropriate dean, the chair of the academic affairs committee of the faculty senate and attorney general of the Student Association. Other persons may be invited to attend as resource persons.

The Graduate Council

The Graduate Council is the executive committee of the graduate faculty and is responsible for the evaluation and recommendation of academic policy and programs related to graduate study at Mississippi State University. In addition, the members of the council may advise the college deans on any matter they or the deans believe is

appropriate. The chairperson of the Graduate Council is elected from the membership for a one-year term that is renewable.

The council is composed of one elected member from each of the academic colleges or schools offering graduate study (programs), and one less in number appointed by the provost. Not more than two appointed faculty members may be from the same college or school. To be eligible for membership on the council, members must have Level 1 status on the graduate faculty. The term of office is three years. Vacancies on the council are filled in the same manner in which the member vacating the position was selected.

In addition to the faculty, the council has one graduate student representative who is usually the president of the Graduate Student Association and is appointed for a one-year term.

Ex officio members of the Graduate Council include the dean of graduate school, associate dean of the graduate school, the provost and executive vice president, the vice president for research and economic development, the associate provost, the dean of university libraries, the director of distance education, the chair of the university courses and curriculum committee, the director of the office of institutional research and effectiveness, the director of the international institute, the graduate studies manager, and the associate director of admissions.

The Research and Technology Council

The Research Council, chaired by the Vice President for Research and Economic Development, advises the president on research policies and procedures and on strategic initiatives in research and economic development. Members of the council are identified and appointed by the vice president in consultation with the president.

The Associate Deans for Research Council

The Associate Deans for Research Council, chaired by the Associate Vice President for Research, advises the Office of the Vice President for Research and Economic Development (ORED) on the university's research agenda, policies, and strategic direction. When requested, this council works together to recommend solutions to current questions being considered by ORED. Members of the council include all associate deans for research.

The Faculty Research Advisory Committee

The Faculty Research Advisory Committee (FRAC), chaired by the Associate Vice President for Research, represents faculty interests in the research program. It may function as an advisory body review panel for internal competitive grants programs and make recommendations on operation of university research programs. Members of the

FRAC include appointed members from the colleges, the director of Sponsored Program Administration (ex officio) and one representative from the faculty senate.

The International Institute

The International Institute is responsible for providing oversight for the international academic, research and outreach activities. The institute encompasses the Office of International Programs, Study Abroad, and the International Services Office. The associate vice president and executive director of the institute is responsible to the Provost and Executive Vice President of Academic Affairs, the Vice President of Agriculture, Forestry, and Veterinary Medicine, and the Vice President of Research and Economic Development.

The Academic Department Heads Council

Members of the Academic Department Heads Council serve as liaisons between the provost's office and their college-level peers, including other heads and directors. The committee advises on issues related to the effective management of the academic departments to ensure a productive work environment and adherence to university policies.

F. Standing Committees

Each fall the *Standing Committees* listing is published on the university website (<https://www.msstate.edu/directory/standing-committees/>) listing appointments of faculty, staff, and students to the university's system of standing committees. Committee appointments, which begin in August, typically are for terms of not more than three years, although successive appointments may be made. The website displays the year in which an individual's appointment to a particular committee expires. Individuals whose university titles are given in lieu of an expiration date serve on that committee by virtue of their position or special expertise, and are appointed for indefinite terms.

Most of the committees serve as advisory bodies. *Ad hoc* committees are appointed during the year as needs arise.

G. Nonacademic Personnel

Nonacademic divisions of the university are generally organized in ways similar to the organization of the academic subdivisions, with departmental heads in charge. The heads, subject to the approval of their superiors, are responsible for hiring personnel and for supervising their performance. The organizational chart of the university shows how the nonacademic departments relate to the president.

H. Organizational Chart

The organizational chart of the university is updated and posted online at (<http://www.hrm.msstate.edu/orgchart/University%20Org%20Chart.htm>)

III. The Faculty

A. Organization of the Faculty: Charter

The faculty of Mississippi State University is organized under the guidelines set down in *the Charter of Organization of the Faculty of Mississippi State University*. The faculty is divided into two categories, the general faculty and the graduate faculty.

THE CHARTER OF ORGANIZATION OF THE FACULTY OF MISSISSIPPI STATE UNIVERSITY

The General Faculty Composition

The general faculty shall consist of all professionals of the university with these appropriate ranks:

Academic

Instructor I, II, and III
Assistant Professor
Associate Professor
Professor
Assistant Teaching Professor
Associate Teaching Professor
Teaching Professor
Assistant Professor of Practice
Associate Professor of Practice
Professor of Practice

Extension

Extension Instructor I, II, and III
Assistant Extension Professor
Associate Extension Professor
Extension Professor

Research

Assistant Research Professor
Associate Research Professor
Research Professor

Clinical

Clinical Instructor I, II, and III
Assistant Clinical Professor
Associate Clinical Professor
Clinical Professor

and other appropriate ranks as recommended by the Robert Holland Faculty Senate and approved by the general faculty.

Voting Eligibility

All the members of the general faculty may vote.

Officers

The officers of the general faculty shall be a chair, who is the president of the university, and a vice chair, who is the president of the faculty senate. The vice chair shall act as the recorder at meetings and as the chair of the general faculty in the absence of the president or his/her designated representative. In the latter case, the vice chair shall appoint a member of the general faculty to act as recorder.

Organization

The chair of the general faculty shall appoint a committee to draft the necessary bylaws not contradictory to this charter, to enable the general faculty to perform its functions. These bylaws will become effective upon approval by a majority of the voting members.

Meetings

The general faculty shall meet twice a year within 30 days after completion of registration of spring and fall semesters and at other times upon call of the president of the university or of the faculty senate or by petition of 25 percent of the general faculty. A quorum shall consist of two hundred and fifty (250) members who are present and eligible to vote.

Official business of the general faculty will be proposed and discussed during a general faculty meeting. Voting on items can be conducted electronically for up to one (1) week after the general faculty meeting or can be conducted during the general faculty meeting if 250 voting members are present. The vice chair will be responsible for accomplishing the balloting and for reporting the results to the faculty within one month of vote.

Functions

The general faculty shall elect, according to the Charter of the Faculty Senate, the members of the faculty senate.

The general faculty shall function individually or collectively to recommend and refer to the faculty senate those matters dealing with the academic community and welfare of the university which it would desire to have the senate consider. This does not deny the right of direct approach of any member of the general faculty to the president or the administration.

The general faculty shall consider all matters referred to it by the president or the faculty senate or members of the general faculty and make recommendations concerning them at its discretion.

Amendments

The Charter of Organization of the Faculty can be amended by a petition submitted by the officers of the general faculty, or by a petition signed by 25 voting members. Amendments must be provided at least thirty (30) days prior to next general faculty meeting. Amendments must be approved by a majority of faculty voting on the

amendment. Amendments shall then be submitted to the president of the university and become effective upon the president's approval.

B. Organization of the Faculty: Bylaws

Membership List

The vice chair of the general faculty shall keep available a current list of the membership of the general faculty.

Meetings

Members of the general faculty shall be notified at least seven days in advance of the date of each meeting unless an urgent meeting is summoned to deal with some emergency which will not admit delay.

Convocations of the faculty community that are called for the purpose of introducing new members and welcoming the community to a new school year may not be considered as meetings of the general faculty that are called for by the charter.

Committees

The Robert Holland Faculty Senate, as prescribed in the Charter of Organization of the Faculty of Mississippi State University, is a standing committee of the general faculty.

Special Committees

The general faculty may create special or ad hoc committees for special purposes at any time. Each such committee will report its findings to the general faculty upon completion of its charge.

Order of Business

The regular order of a meeting shall be:

1. Old business
2. Report from the president and chair of the general faculty
3. Report from the Robert Holland Faculty Senate
4. Reports of from university committees designates
5. Time for questions
6. New business.

During that portion of the meeting devoted to questions, the chair shall reply to questions on the operation, policies, practices, and other aspects of the university. Questions can be submitted in advance to the Office of the President.

If time does not allow answers to be given to all of the written questions submitted to the Office of the President prior to the meeting, a written response to the unanswered

questions will be sent to members of the general faculty within two weeks of that meeting.

Authority and Records

The general authority for parliamentary procedure in all matters not inconsistent with these bylaws shall be *Robert's Rules of Order*, current edition.

C. The Charter of the Robert Holland Faculty Senate

The general faculty elects representatives (senators) to the Robert Holland Faculty Senate, which functions as a channel of communication between the faculty and the president. The Robert Holland Faculty Senate advises the president on matters referred to it.

Composition

Senators of the Robert Holland Faculty Senate, referred to elsewhere in this document as the faculty senate, shall be elected from the members of the general faculty who have had at least one year of service. Administrative officers at or above the assistant dean level (or equivalent) at Mississippi State University shall not be eligible for elected membership. The president and vice presidents are members of the senate ex officio. Four advisory (non-voting) members shall be the presidents of the Graduate Student Association and the Student Association, or their designates, and elected representatives of the Division of Student Affairs and the Professional and Support Staff Council.

Senators shall be elected by secret ballot from and by full time faculty members of the divisions of the university to be listed below. Faculty members are eligible to vote only within and for members of their particular division. The maximum number of senators on the faculty senate shall be 50. The senate seats shall be allocated on the basis of proportional representation from each of the divisions. All divisions shall be entitled to at least one senator.

Senate representation shall be refigured at two-year intervals or as necessitated by a change in the number of units represented. The units to be represented are as follows:

- College of Agriculture and Life Sciences and associated personnel of the Mississippi Agricultural and Forestry Experiment Station
- College of Architecture, Art and Design
- College of Arts and Sciences
- College of Business
- College of Education
- Bagley College of Engineering

- College of Forest Resources and associated personnel of the Forest and Wildlife Research Center
- College of Veterinary Medicine
- Mississippi State University Extension Service
- Mississippi State University-Meridian Campus
- The Libraries.

Other units composed of members of the general faculty may be represented upon the recommendation of the Robert Holland Faculty Senate and the approval of the general faculty. Faculty equivalent individuals who report to various administrative entities but do not hold appointments in one of the units listed above shall be assigned to one of the above units by the appropriate vice president.

Each senator shall serve a period of three years, with elections to be completed by March 15th for membership to be assumed during the April meeting and to participate in meetings thereafter. A senator may serve two consecutive terms, after which he/she is ineligible for membership for a year. A senator elected to serve out more than half of an unexpired full term shall be considered, for this purpose, to have served a full term.

Voting Eligibility

Only elected members of the faculty senate (senators) may vote.

Officers

Officers of the faculty senate shall consist of a president, vice president, and secretary who shall be elected in April by a secret majority vote of the senators present. These officers shall serve for a period of one year (July 1 through June 30). Those holding the offices of president and vice president shall not be eligible for more than two consecutive terms.

Organization

The president of the faculty senate will appoint a committee to draft the necessary bylaws not contradictory to this charter, to enable it to perform its function. These bylaws will become effective upon approval of the majority of the senators present at a regularly scheduled senate meeting.

Support

The university shall consider in its budget an appropriation of funds or the appointment of facilities sufficient to allow the faculty senate to perform its functions.

Meetings

The faculty senate shall hold regular meetings in August, September, October, and November during the fall semester and in January, February, March and April during the spring semester and upon call of the president of the senate or petition of seven of its senators. A quorum shall consist of a majority of the senators eligible to vote.

Functions

The faculty senate shall make recommendations to the president of the university on matters pertaining to the welfare of the university.

- The faculty senate shall consider all matters brought before it by the president of the university, the administration, the general faculty, or individuals of the general faculty, and make recommendations concerning them when appropriate.
- The faculty senate shall keep the general faculty fully informed of recommendations.
- The faculty senate shall be represented by its president or his/her representative on the Athletic Council, Board of Directors of the Alumni Association, Executive Council, Planning Committee, and University Faculty Senates Association and other committees are requested by the senate and/or university administration.
- The faculty senate shall be represented by its vice president or his/her representative on the Academic Deans Council, and University Faculty Senates Association, and other committees as requested by the senate, the president of the senate and/or university administration.

D. The Bylaws of the Robert Holland Faculty Senate

The Robert Holland Faculty Senate, having been brought into being by the Charter of Organization of the Faculty of Mississippi State University, conscious of its role as an agency for stimulating, ascertaining, and appropriately articulating considered views and opinions of and for the general faculty will assist in the continued improvement of the university.

Duties of Officers

President: The president of the Robert Holland Faculty Senate is the chief administrative official of the senate and its presiding officer. He/she has the powers and responsibilities commensurate with such functions. Specifically, he/she is charged with the responsibility to:

- send to senators, so as to reach them not less than three full days before a meeting, a notice of the specific items of subjects that he/she knows to be on the agenda for the coming meeting;
- ensure a record of the actions of each meeting be available to members of the general faculty within two weeks following each meeting;
- appoint the members and the chair of each committee;
- transmit to the president of the university, or to such other person to whom a senate recommendation may be directed, the recommendation of the senate;
- keep the senate informed of the disposition of each recommendation that is made;
- state clearly each issue that is being voted on before the vote is taken and announce the results of the vote immediately thereafter;
- notify newly elected senators of their right to participate in the nomination of candidates for the position of president of the senate;

- notify the dean or head of each college or division when any vacancy occurs that an election should be held to fill such vacancy on the senate;
- appoint members of other committees as specified by university policy;
- represent faculty senate on the Athletic Council, Board of Directors of the Alumni Association, Executive Council, Planning Committee, and University Faculty Senates Association and other university committees as requested by the senate and/or university administration.

Vice President: The vice president of the Robert Holland Faculty Senate shall preside at senate meetings in the absence of the president. When the senate is to be represented by the president and he/she is unable to represent it, the vice president shall be designated to represent it.

If for any reason the position of senate president should become vacant, the vice president shall become president, and a new vice president shall be elected according to the procedure set forth in this document. In the event of the absence of the president and the vice president at a meeting, the senate must select one of its senators to be the temporary president for that meeting.

The vice president of the senate or his/her representative shall represent the faculty senate on the academic deans council, and other committees as requested by the senate, the president of the senate and/or university administration.

Secretary: The secretary of the Robert Holland Faculty Senate shall:

- maintain a record of senate deliberations, keep current a membership list of the Robert Holland Faculty Senate, which shall include the date of expiration of each elected senator's term;
- keep current a membership list of each committee of the senate;
- maintain a list of senate designates on university committees;
- maintains records posted on the faculty senate website (<https://www.facultysenate.msstate.edu/>)

Procedures

Studies and Recommendations

- Each proposal for a study or recommendation by the Robert Holland Faculty Senate must be presented to the senate president in writing with the proposer's name appearing thereon. Each new proposed study or recommendation shall be provided in written form via electronic or print format or read by the president to the senate prior to voting to accept the study or recommendation.
- After introduction, the question shall be on sending the proposed study or recommendation to committee for further processing.

- Upon the senate's approval, each proposed study or recommendation shall be assigned to the appropriate committee by the president, and a report from that committee is expected in a timely manner at a subsequent meeting of the senate.
- Following the questions of fact, debate shall take place on the question of adopting the proposed recommendation, as presented by the committee, as a recommendation of the senate. Amendments may be offered from the floor.
- One recommendation, or more, adequately based on such a report, may be adopted in the meeting at which the report is given only if the committee has provided the senators with a written copy (electronic or print format) of its report at least three full days before the meeting at which the report is given.
- A recommendation of no action, or the failure of a committee to make a report or recommendation, shall not preclude the right of the senate to take further action on a proposed recommendation or a variation of it.

External Resolutions: The proposing and adopting of resolutions pertaining to persons or matters outside the senate shall follow the procedure of proposed recommendation, for adoption, except that if such a proposed resolution shall have been presented to the senate president so as to have been included by him/her in the notification of the agenda to the senators at least three full days in advance of a meeting, it can be moved for adoption at that meeting.

Internal Affairs: Motions and resolutions pertaining to internal matters of the senate, which are not otherwise provided for by these bylaws or by the senate's charter, can be initiated and passed upon in a single meeting. A majority vote of those senators present and voting "aye" or "nay" is required for adoption of such motions and resolutions.

Amending the Bylaws: Each proposal for an amendment to these laws shall follow the procedure of a proposed recommendation, except that for any amendment to be adopted it must receive a two-thirds vote of the senators present.

Election of Senators: Each senator shall serve a period of three years, with elections coordinated by the Faculty Senate to be completed by March 15th for membership to be assumed during the April meeting. Colleges/units may elect senators by any procedure provided that:

- the call for nominations is open to the entire college/unit for a reasonable time;
- each person named on the ballot has agreed to serve, if elected;
- there is a clear provision, announced in advance, to determine how multiple vacancies of different terms (three-year term, completion of three-year term, sabbatical-replacement) will be filled;
- elections occur during the 9-month academic year, except in units in which all faculty members have 12-month contracts.

Election of Officers: Nominations for the position of president of the Robert Holland Faculty Senate shall be provided in writing to the Faculty Senate Office or the elections

officer by any person who shall be a senator in the forthcoming year. The nominations shall be made during a specified time interval between the regular March and April meetings of the senate. In 2008, the faculty senate approved the following procedures for the election of officers:

1. Nominations and elections will be supervised and facilitated by an “elections officer” in the following order of appointment: a) outgoing president, b) elected officer (outgoing vice president, then outgoing secretary), c) a member of the executive committee appointed by the outgoing president, provided she/he is still on the senate and not a candidate for office. The elections officer will be appointed at the March meeting of the senate.

Duties of the elections officer will be to:

- A. Conduct the elections of officers
 - B. Call on candidates for speeches prior to election using alphabetical order
 - C. Develop questions for candidates to answer prior to the third round of balloting if necessary.
 - D. Send out and receive absentee ballots for the first round of balloting
2. All candidates nominated and willing to stand for election will submit electronically a one page statement indicating qualifications and reasons for seeking election to the specific senate office and a vita for distribution to the senate members no later than 5 p.m. one week prior to the date of elections. Statements and vitas will then be electronically forwarded to all senators no later than 5 p.m. the Monday prior to the election.
 3. In the event there are not two candidates for an office, candidates running from the floor should bring a statement indicating reasons for seeking election to the specific senate office for distribution at the senate meeting, and will distribute such statement to all senators present.
 4. All candidates shall have a maximum of five (5) minutes to speak prior to the first ballot for their position. After the second ballot candidates will respond to a question formulated by the elections officer, and again will have a maximum of five (5) minutes to respond to the question.
 5. Absentee ballots will be permitted on the first ballot only. In order to receive an absentee ballot, the senator must request an absentee ballot from the elections officer, and must provide an excuse for senate absence. Ballots must be requested no later than 12:00 noon on the Tuesday prior to the elections. Absentee ballots must be returned to the elections officer no later than 5 p.m. on

the Wednesday prior to the elections. Absentee ballots may be submitted to the Robert Holland Faculty Senate or emailed directly to the elections officer.

6. After the March elections of new senators from their respective colleges, a detailed description of the "Nominations and Elections Operating Procedures" will be provided to all senators eligible to vote in the April election of senate officers. This will include instructions for requesting and submitting absentee ballots from and to the appointed "elections officer".

The president's notice of the agenda for the election meeting shall contain an alphabetical list of the names that have been placed in nomination. If no more than one name has been received in nomination, then additional names can be placed in nomination from the floor. No person shall be considered a nominee unless he/she shall have served on this Senate at least one year.

At the election meeting, secret balloting for the office of president, from among those nominated, shall be conducted immediately following old business. Note that outgoing senators' terms are over at the conclusion of old business of the April agenda. Senators whose terms expire in April that year (and were not re-elected by their college) are not eligible to vote in officer elections. Newly elected senators are not able to vote on old business during the April meeting, but they are eligible to vote on the officer elections and new business.

If no person receives a majority of the voting senators, which includes absentee ballots in the first round only, a second balloting shall take place between the top two vote receivers of the first balloting, or top three vote receivers should there be a tie for second place. Balloting shall continue on those names which were on the second ballot until one receives the required vote. Nominations from the floor will be allowed if there is still a deadlock after five ballots.

The senate shall then proceed to nominate and elect first a vice president who has served on the senate at least one year and then a secretary. In both cases the procedure for election and the required vote as described in Item 2 and Item 3 of this section shall be the same as that given for the election of the senate president.

Following the election of all officers, the retiring president shall present the new officers to the senate.

Order of Business

The regular order of business of the senate shall be:

1. Adoption of minutes.
2. Recognition of new members and guests of the senate (when appropriate).

3. Report of president. This shall include a report of the disposition of previous senate recommendations and resolutions and the report of communication to the senate.
4. Report of vice president.
5. Report from faculty senate designates on university committees.
6. Business to be sent to committee.
7. Standing committee reports.
8. Special committee reports.
9. Old business.
10. New business. Those proposed recommendations, studies, and resolutions that have been submitted to the president in writing shall be considered first, and then items that might be brought up from the floor shall be considered.

(At the April meeting, election of officers is to occur just prior to new business.) Note that outgoing senators' terms are over at the conclusion of old business of April agenda. Outgoing senators are not eligible to vote in officer elections. Newly elected senators are not able to vote on old business during the April meeting, but they are eligible to vote on the officer elections and new business.

Standing Committees

The Robert Holland Faculty Senate shall have standing committees through which it can systematically and continually keep itself informed. These committees and their jurisdictions, until the Senate otherwise directs by a majority of senators, shall be:

- *Academic Affairs*--those matters that are directly concerned with the university achievement of its primary purpose;
- *Ancillary Affairs*--those matters that are subservient and subordinate to and adjuncts of the primary purpose of the university but which do not fall within the areas of student or faculty affairs;
- *Faculty Affairs*--those ancillary matters which exclusively or primarily affect the General Faculty;
- *Student Affairs*--those ancillary matters which exclusively or primarily affect the students;
- *Charter and Bylaws*--for regular review and recommendation concerning the operating procedure, structure, size, representation, and other internal matters of the Senate; to report the number of general faculty in each unit represented on the faculty senate at the February meeting of each year; to report at the February meeting of every odd-numbered year the number of senators each unit is to have on the faculty senate until the next reapportionment. The chair of the Charter and Bylaws Committee will serve as the chair of the Faculty Handbook Committee, and as editor of the Faculty Handbook.
- *University Resources*--study the allocation of resources within the university and acquaint the faculty senate with such allocations.

All senators (with the exception of the president and vice president) will be appointed to a standing committee by the president. Each senator shall serve on that committee to which he/she is appointed throughout his/her term on the senate, unless he/she asks for and receives removal by the senate president. The chair of each standing committee shall be appointed yearly by the newly elected senate president.

Each standing committee shall receive, inform itself concerning, and report to the senate through one of its members on any proposed recommendation, study, or other matter which shall have been referred to it by a vote of the senate. In the discharge of its responsibility, it shall seek collectively, and its members shall seek individually, such factual information and the opinion of such interested parties as will provide the senate with a firm and complete basis for sound and responsible decisions.

Special Committees

By a vote of the senate, or on the initiative of the senate president, special committees can be created temporarily to handle such matters as do not readily fall within the jurisdiction of one of the standing committees, or to handle such matters as might require intensive work or special handling.

The majority of the members of a special committee shall be from the faculty senate.

The Executive Committee of the Faculty Senate shall be a special committee chaired by the senate president and shall consist of the vice president, secretary, and all the chairs of standing committees of the senate. This committee shall act as an advisory committee to the senate president on all matters brought to the attention of senate by any of its members or any items affecting the faculty brought to the attention of the senate president by members of the administration.

Terms

- The terms of office of the senate's officers shall begin July 1 and end June 30 for the following year. These officers retain full voting rights in the Faculty Senate until the completion of their terms as officers.
- Each senator shall serve a period of three years.
- Election of senators is to be completed by March 15th for membership that will be confirmed during the April meeting.
- The full term of a senator begins with election of officers during the April meeting.
- The full term ends upon completion of unfinished/old business during the April meeting.
- The terms of persons elected to fill unexpired terms of senators who resign or otherwise relinquish their membership are limited to the unexpired terms of the senators being replaced. Election and active membership of these replacements shall take place immediately following the occurrence of the vacancy.

- A senator may serve two consecutive terms, after which he/she is ineligible for membership for one year. A senator elected to serve out more than half of an unexpired full term shall be considered, for this purpose, to have served a full term.
- During reapportionment years, when a unit loses one or more senators and either none of the senators' terms expire that year, or more than one of the senators' terms expire that year, the faculty of the affected unit must determine which individual(s) will continue to represent them.
- When units represented on the faculty senate are deleted by a vote of the general faculty, the terms of the affected senators will expire mid-meeting in April of that year.

Meetings

- The faculty senate shall hold regular meetings in August, September, October, and November during the fall semester and in January, February, March and April during the spring semester. All meetings shall be held in the second week of each month, except when there is a conflict with scheduled holidays or other significant university events, such as graduation, in which case the meetings shall be scheduled on the Friday before or after the conflict. The August meeting will be held on the first Friday in August after classes have begun, i.e. normally the third Friday in August. If extraordinary circumstances cause a meeting to be cancelled (e.g., inability to meet because of natural disaster), the meeting should be rescheduled. Any changes to the regular senate meeting schedule should be communicated to the members as early as possible.
- All meetings shall be open unless by a two-thirds vote of the senators present the senate should otherwise direct for any meeting or part thereof.
- The senate, by a specific vote and for a specific purpose, may allow itself to be addressed by a non-member. The vote must be a majority of those present.
- While the senate has authority to make rules and regulations concerning the orderly manner and the time limitations thereof, no part of these bylaws or of such rules and regulations as shall be made by the senate shall ever prevent, obstruct, or inhibit the right of a senator or a member of the general faculty from personally bringing a matter to the attention of the senate during that portion of the meeting devoted to new business.
- Urgent meetings of the senate can be called to consider a matter which is felt to warrant immediate attention without the usual three-day notice of the meeting being given and the urgent matter shall be the agenda of the meeting; but such a meeting shall be null and void unless its purpose shall have been clearly stated to each senator available for notification of the meeting.
- In such cases as the university goes to emergency operating procedures, meetings may be convened in a remote or hybrid format as determined by a vote of the executive committee.
- For elected senators to be counted as present, they must be physically present for all regularly scheduled faculty senate meetings, except for hybrid or remotely convened meetings during emergencies as stated above, unless granted an excused absence. When a senator has three consecutive unexcused absences of

regular meetings of the senate, his/her dean shall be notified by the president of the senate and a new election will be held to replace the recalled member.

Voting

- Voting on the adoption of recommendations, external resolutions, amendments to the bylaws, and the appeal of rulings of the president shall be by a show of hands. The charter requires secret voting for the election of senate officers. In any other matter another method of voting may be used except that if one-third of the senators present request it, the vote must be by show of hands. In the case of hybrid or remotely convened meetings as mentioned above, voting may be carried out using secure electronic means.
- The affirmative vote of two-thirds of the senators present shall be sufficient to suspend provisions of the senate's bylaws in order to expedite the handling of a particular matter, but the provisions of the bylaws on vote and voting shall not be suspended.
- Only senators may vote, and the vote of a majority of successive members voting "aye" or "nay" shall be sufficient in all instances not otherwise provided for by the senate charter or its bylaws.

E. The Graduate Faculty

The Graduate Faculty are those Mississippi State University faculty whose expertise and professional accomplishments qualify them to participate in graduate education at MSU. The qualifications for Graduate Faculty are developed and approved by the Graduate Council and can be found at www.grad.msstate.edu/faculty/.

IV. Faculty Responsibilities and Academic Operating Policies

Important issues of an academic nature are established as Academic Operating Policies (AOPs) by the Provost and Executive Vice President. An alphabetized list of the AOPs is provided with links to the current AOPs. These policies are periodically reviewed and revised by the Associate Deans Council, Deans Council, and the Robert Holland Faculty Senate. All policies must be reviewed, maintained, and followed. To ensure the ease and accuracy of compliance, all policies are available at the Office of Internal Audit at http://www.msstate.edu/dept/audit/mainindex.html#VOLUME_II

V. Promotion and Tenure Procedures

Revised and Approved by the Robert Holland Faculty Senate, 5-6-2022

Signed by Provost and Executive Vice President, David Shaw,

Signed by President Mark Keenum,

1 A. Scope

2 Section V of the Faculty Handbook records Mississippi State University's policies and
3 procedures governing academic tenure and promotion in rank. These policies and
4 procedures were drawn up by the Robert Holland Faculty Senate in accordance with the
5 Bylaws and Policies of the Board of Trustees of State Institutions of Higher Learning
6 (IHL) (sections 402, 403, and 404) and have been approved by the Robert Holland
7 Faculty Senate, the provost, and the university president.

8 Section V of the Faculty Handbook applies to faculty members in tenure-track positions
9 and professional-track positions hereto referred to as general faculty. The appointment
10 and termination of ~~professional-track~~ faculty members is governed by IHL Board Policy
11 404.01-404.02, and their promotion is governed by IHL Board Policy, university, college,
12 school and department policies. Professional-track faculty members are eligible for
13 promotion, but not tenure. Professional-track faculty may apply for open tenure-track
14 positions or vice versa.

15 Suggested changes and recommendations to Section V can originate with the university
16 president, the provost, the University Promotion and Tenure Committee, the Faculty
17 Senate, and/or the general faculty. The president of the Faculty Senate will distribute
18 copies of the suggested change(s) and recommendation(s) to all senate members and
19 the Faculty Senate will prepare its own recommendation(s). The Faculty Senate's report
20 on the recommended changes to Section V of the Faculty Handbook will be reviewed at
21 two regularly scheduled senate meetings before a vote on the recommendations will be
22 held. A copy of the Faculty Senate's decision will be sent to the University Promotion
23 and Tenure Committee. Final action on the recommendation(s) will be taken by the
24 university president and announced through all appropriate channels.

25 The procedure outlined in the previous paragraph will be followed, unless some
26 extraordinary occasion should demand a more immediate change. In all cases,
27 however, the Faculty Senate must vote to approve all changes to Section V and the
28 University Committee on Promotion and Tenure will be a part of the process of
29 consideration as described below.

30 The policies and procedures in effect during any academic year must have been fully
31 approved by the Faculty Senate and signed by the provost and the university president.
32 If the changes to Section V are approved between May 16 and October 1 of a given
33 year (calendar year 1), then changes will go into effect May 16 of the following year
34 (calendar year 2). If the changes are approved after October 1 (calendar year 1) and
35 before May 16 of the subsequent year (calendar year 2), then changes will go into effect
36 on May 16 of the following year (calendar year 3). In both cases, all college and
37 department documents must be revised as necessary no later than the effective date of
38 the revised Section V of the Faculty Handbook. Copies of all officially approved
39 promotion and tenure policies and procedures, including subsequent revisions, together
40 with their dates of approval, will be kept in the Faculty Senate Office and the Office of
41 the Provost. In addition, an electronic copy of the current policies and procedures will be
42 posted on the Mississippi State University website (at www.facultysenate.msstate.edu).

43 **B. Academic Rank**

44 A faculty member of professorial rank must have a professional or terminal degree
45 appropriate to the discipline (or the equivalent in training and experience), a strong
46 commitment to higher education and to the mission of Mississippi State University, and
47 a willingness to assume the responsibilities and obligations appropriate to a university
48 faculty member.

49 Faculty tracks at Mississippi State University include tenure-track positions and
50 professional-track positions.

51 **Tenure-Track Positions**

52 *Assistant Professor (Rank 1):* A faculty member who has met the requirements in
53 the first paragraph of section B. Academic Rank and has the potential to be
54 successful in the areas of teaching, research and/or creative achievement, and
55 service.

56 *Associate Professor (Rank 2):* A faculty member who has met the criteria for
57 assistant professor, who has consistently demonstrated an ability to perform at a
58 satisfactory level in teaching, research and/or creative achievement, and service,
59 and who excels in at least one of these areas. Based upon the criteria established in
60 the department promotion and tenure documents, an associate professor is
61 developing a national and/or international reputation and is showing a potential for
62 making sustained contributions to the university and to their profession, field, or
63 discipline.

64 *Professor (Rank 3):* A faculty member who has met the criteria for associate
65 professor, who has consistently demonstrated an ability to perform at a satisfactory
66 level in teaching, research and/or creative achievement, and service, and who

67 excels in at least two of these areas. Based upon the criteria established in the
68 department promotion and tenure documents, a professor must have a national
69 and/or international reputation within their profession, area of expertise, or discipline.

70 **Professional-Track Positions**

71 ***Teaching Professor Ranks:***

72 *Assistant Teaching Professor (Rank 1):* A faculty member with a terminal degree in a
73 discipline appropriate for the position, who possesses the potential for successful
74 performance in instructional activities in a university environment, and who should
75 contribute to the service and/or other scholarly activities of the unit, university, and/or
76 profession.

77 *Associate Teaching Professor (Rank 2):* A faculty member who has met the criteria
78 for assistant teaching professor, has demonstrated an ability to perform at a level of
79 excellence appropriate for the rank in instructional activities, and who significantly
80 contributes to the service and/or other scholarly activities of the unit, university,
81 and/or profession.

82 *Teaching Professor (Rank 3):* A faculty member who has met the criteria for
83 associate teaching professor, has consistently demonstrated excellence in
84 instructional activities, and who is consistently contributing at a high level to the
85 service and/or other scholarly activities of the unit, university, and/or profession.

86 ***Professor of Practice Ranks:***

87 *Assistant Professor of Practice (Rank 1):* A faculty member with a terminal degree in
88 a discipline appropriate for the position or its equivalent in professional achievement,
89 who possesses the potential for successful performance in instructional activities in
90 a university environment, and who should contribute to the service and/or other
91 scholarly activities of the unit, university, and/or profession.

92 *Associate Professor of Practice (Rank 2):* A faculty member who has met the criteria
93 for assistant professor of practice, has demonstrated an ability to perform at a level
94 of excellence appropriate for the rank in instructional activities, and who significantly
95 contributes to the service and/or other scholarly activities of the unit, university,
96 and/or profession.

97 *Professor of Practice (Rank 3):* A faculty member who has met the criteria for
98 associate professor of practice, has consistently demonstrated excellence in
99 instructional activities, and who is consistently contributing at a high level to the
100 service and/or other scholarly activities of the unit, university, and/or profession.

101 **Clinical/Extension/Research Professor Ranks:**

102 * *Some Extension and Research positions are tenure-track. Faculty holding a tenure-*
103 *track Extension or Research position should refer to the tenure-track guidance above.*

104 *Assistant Clinical/Extension/Research Professor (Rank 1):* A faculty member with a
105 terminal degree in the discipline, who possesses the potential for successful
106 performance in clinical/extension/research activities or creative achievement in a
107 university environment, and who should contribute to the service of the unit,
108 university and/or profession.

109 *Associate Clinical/Extension/Research Professor (Rank 2):* A faculty member who
110 has met the criteria for assistant clinical/extension/research professor, has
111 demonstrated an ability to perform at a level of excellence appropriate for the rank in
112 clinical/extension/research activities or creative achievement, and who significantly
113 contributes to the service of the unit, university, and/or professions.

114 *Clinical//Extension/Research Professor (Rank 3):* A faculty member who has
115 consistently demonstrated excellence in clinical/extension/research activities or
116 creative endeavors, and who is consistently contributing at a high level to the service
117 of the unit, university, and/or profession.

118 **Instructor Ranks:**

119 *Instructor I (Rank 1):* A faculty member with a minimum of a Master's degree or
120 higher, who possesses teaching credentials appropriate for the position and the
121 potential for successful performance in instructional activities in a university
122 environment, and who should contribute to the service of the unit, university, and/or
123 profession.

124 *Instructor II (Rank 2):* A faculty member who has met the criteria for Instructor I, has
125 demonstrated an ability to perform at a level of excellence appropriate for the rank in
126 instructional activities, and who significantly contributes to the service of the unit,
127 university, and/or profession.

128 *Instructor III (Rank 3):* A faculty member who has met the criteria for Instructor II,
129 has consistently demonstrated excellence, and who is consistently contributing at a
130 high level to the service of the unit, university, and/or profession.

131 **Clinical/Extension Instructor Ranks:**

132 *Clinical/Extension Instructor I (Rank 1):* A faculty member with a minimum of a
133 Master's degree or higher as appropriate to the profession, in a discipline
134 appropriate for the position, who possesses the potential for successful performance

135 in clinical/extension activities or creative achievement in a university environment,
136 and who should contribute to the service of the unit, university and/or profession.

137 *Clinical/Extension Instructor II (Rank 2):* A faculty member who has met the criteria
138 for Clinical/Extension Instructor I, has demonstrated an ability to perform at a level of
139 excellence appropriate for the rank in clinical/extension activities, and who
140 significantly contributes to the service of the unit, university, and/or profession.

141 *Clinical/Extension Instructor III (Rank 3):* A faculty member who has met the criteria
142 for Clinical/Extension Instructor II, has demonstrated excellence in clinical/extension
143 activities, and who is consistently contributing at a high level to the service of the
144 unit, university and/or profession.

145 **C. Faculty Advancement**

146 **Promotion and Tenure of Tenure-Track Faculty**

147 ***Promotion***

148 Promotion is never granted simply for satisfactory performance or for length of service
149 but reflects progressively higher professional competence and accomplishment.
150 Promotion from Assistant Professor to Associate Professor, or from Associate Professor
151 to Professor, will normally only be considered after a faculty member has served at least
152 five years in rank so that sustained productivity at Mississippi State University can be
153 demonstrated. Applications for promotion prior to that time will be regarded as early
154 action and considered only for exceptionally strong and well documented cases. Rank
155 should reflect comparable stature with others in similar disciplines in other university
156 settings. Professional achievement at another academic institution may be considered
157 for promotion.

158 ***Tenure***

159 The granting of tenure is a faculty-driven process and is the academic community's
160 chief guarantee of academic freedom for the faculty member to perform their academic
161 duties without undue or inappropriate external pressures.

162 Definition: *Tenure* is defined by IHL Board Policy 403.01 as “Continuing employment
163 that may be granted to a faculty member after a probationary period upon nomination by
164 the Institutional Executive Officer for election by the Board.”

165 IHL Board Policy 403.0104 further provides that a tenured faculty member is protected
166 from dismissal except under the extraordinary circumstances stated in section *L*.
167 *Dismissal of Tenured Faculty* of this document.

168 According to IHL Board Policy 403.01, tenure is granted in a department, unless
169 otherwise designated by the IHL Board.

170 Attainment of tenure at Mississippi State University is by no means automatic, based on
171 years of service, but is the result of a thorough evaluation of a faculty member's
172 performance in the following areas: ~~in teaching, research and/or creative achievement,~~
173 ~~and service.~~

- 174 1. Professional training and experience;
- 175 2. Effectiveness of teaching;
- 176 3. Effectiveness, accuracy, and integrity in communications;
- 177 4. Effectiveness in interpersonal relationships, including collegiality, professional
178 ethics, cooperativeness, resourcefulness, and responsibility;
- 179 5. The absence of malfeasance, inefficiency and contumacious conduct in the
180 faculty member's performance of his/her faculty position at the university;
- 181 6. Professional growth, such as research, publications, and creative activities; and
- 182 7. Service and other non-teaching activities, which reflect favorable upon the
183 institution.

184 -The proportions of these activities may vary by discipline. Excellence in at least one
185 area and satisfactory performance in the others are needed to qualify a faculty member
186 for tenure, but a department and/or college may require more rigorous standards.

187 Tenure is granted with the university's expectation that the faculty member will continue
188 to perform at or above the minimum standards set by the department or school, college,
189 and university.

190 Eligibility. Tenure may be granted to professors, associate professors, and
191 simultaneously to assistant professors upon promotion to Associate Professor. Faculty
192 members of all professorial ranks in specifically designated tenure-track positions may
193 work toward tenure. An employee cannot be promoted into a professorial position
194 unless specified in the original offer letter. Professional-track faculty positions cannot be
195 converted to tenure track positions (IHL section 404.01).

196 ***Probationary Period***

197 A tenure-track faculty member must apply for and be granted tenure by the university
198 president during the sixth full contract year of employment in a tenure-track position.
199 Failure to earn tenure at the end of the sixth full contract year will result in a terminal
200 contract in the seventh full contract year. The probationary period for tenure-track
201 faculty begins at the start of the faculty member's first full contract year. A full contract
202 year is defined as one that starts on August 16 for 9-month employees and on July 1 for
203 12-month employees and continues until the next contract period. If the initial contract is

204 for a partial year, e.g., starts after August 16 for a 9-month employee or after July 1 for a
205 12-month employee, that time is not included in the probationary period.

206 Up to five years of professorial experience at other universities may be counted in this
207 probationary period, as determined and agreed upon by the department promotion and
208 tenure committee, the department head or director, the dean, and the faculty member in
209 the letter of offer at the time of initial appointment.

210 For clearly stated personal reasons (e.g., emergencies related to health, activation of
211 military service, pregnancy, adoption, childcare, care of parents), a tenure-track faculty
212 member may request an extension of up to two years from the first five years of this
213 probationary period for an approved leave of absence or a modified assignment.
214 Specific aspects of such an extension must be established by the department head or
215 director, the dean, the provost, and the faculty member. Such an agreement must be in
216 writing. The department promotion and tenure committee shall be notified in writing of
217 the extension and the revised probationary period.

218 IHL Board Policy 403.0101 allows a faculty member or an administrative employee who
219 held faculty rank at the level of Assistant Professor, Associate Professor, or Professor
220 and tenure at another institution to be awarded tenure at the time of initial appointment if
221 approved by the President. ~~recommended by the faculty of the tenuring department,~~
222 ~~the dean, the provost, and the university president, and awarded by the IHL Board.~~

223 For tenure-track faculty members with a shortened probationary period as specified in
224 an offer letter or an approved extended probationary period, the "third-year review"
225 should be held at the midpoint of the individual's probationary period.

226 ***Relationship Between Promotion and Tenure***

227 Tenure-track faculty members who have met the requirements for promotion, but who
228 have not fulfilled the probationary period for tenure, may be promoted without tenure.

229 Tenure-track faculty members who are granted tenure as assistant professors
230 automatically meet the criteria for promotion to Associate Professor.

231 ***Performance Standards and Evaluation of Professional Activities***

232 Every faculty member is expected to meet high standards of professional competence
233 and integrity and to further the goals of their department or unit. In every case, a tenure-
234 track faculty member's performance in the following criteria ~~teaching, research and/or~~
235 ~~creative achievement, and service~~ will be judged by all participants in promotion and/or
236 tenure decisions ~~on the basis of specific criteria in written policy statements, developed~~
237 ~~by the appropriate academic units.;~~

- 238 1. Professional training and experience;
- 239 2. Effectiveness of teaching;
- 240 3. Effectiveness, accuracy, and integrity in communications;
- 241 4. Effectiveness in interpersonal relationships, including collegiality, professional
- 242 ethics, cooperativeness, resourcefulness, and responsibility;
- 243 5. The absence of malfeasance, inefficiency and contumacious conduct in the
- 244 faculty member's performance of his/her faculty position at the university;
- 245 6. Professional growth, such as research, publications, and creative activities; and
- 246 7. Service and other non-teaching activities, which reflect favorable upon the
- 247 institution.

248 In addition, a tenure-track faculty member's performance will be judged based on

249 criteria in written policy statements developed by the appropriate academic units.

250

251 In evaluating a tenure-track faculty member being considered for tenure and/or

252 promotion, the appropriate faculty committees and academic administrators will give

253 adequate consideration to the faculty member's professional performance as a function

254 of their relative academic workload assignments within the 7 categories required by the

255 IHL Board, three academic missions of service, teaching/instruction, and

256 research/creative activities. Adequate consideration of a tenure case consists of a

257 conscientious review, which seeks out and considers all available evidence bearing on

258 the relevant performance of the faculty member and assumes that the various academic

259 units follow their approved procedural guidelines during the tenure and promotion

260 review process. Such consideration should be based upon adequate deliberation over

261 the evidence in light of relevant standards and exclusive of improper standards (i.e., any

262 criterion not related to the professional performance of the faculty member). The

263 evaluation of a tenure case should constitute a bona fide exercise of professional

264 academic judgment.

265 All criteria should be based on the application of the highest professional standards and

266 are to be in harmony with the following IHL Board defined university criteria:

267 1. Professional training and experience;

268

269

270 2. Effectiveness of Teaching. Criteria for assessing instructional activities may

271 include regular classroom and laboratory instruction; supervision of field work,

272 internships, performances, and fellowships; direction of theses and dissertations;

273 development of educational materials; conduct of other academic programs that

274 confer university credit; invited presentation of non-credit and off-campus

275 lectures and demonstrations; and other teaching activities as defined by the

276 academic units. Excellence in teaching, as defined by the current academic

277 operating policy/policies, includes the ability to impart the knowledge, methods,

278 and standards of the discipline, the ability to communicate effectively with
279 students by counseling, advising, or motivating them, the ability to direct students
280 in their own research, and the ability to evaluate student work accurately and
281 fairly according to prevailing academic standards of the discipline.
282

283 3. Effectiveness, accuracy, and integrity in communications; The IHL Board
284 endorses the American Association of University Professors' (AAUP) Statement
285 of Principles on Academic Freedom and Tenure, which states in part: "When they
286 speak or write as citizens, they should be free from institutional censorship or
287 discipline, but their special position in the community imposes special obligations.
288 As scholars and educational officers, they should remember that the public may
289 judge their profession and their institution by their utterances. Hence, they
290 should at all times be accurate, should exercise appropriate restraint, should
291 show respect for the opinions of others, and should make every effort to indicate
292 that they are not speaking for the institution."
293

294 4. Effectiveness in interpersonal relationships, including collegiality, professional
295 ethics, cooperativeness, resourcefulness, and responsibility;
296

297 5. The absence of malfeasance, inefficiency and contumacious conduct in the
298 faculty member's performance of his/her faculty position at the university;
299

300 —Professional growth, such as research, publications, and creative activities.

301 6. Research and/or Creative Achievement. Criteria for assessing research and/or
302 creative achievement activities may include systematic, original investigation
303 directed toward the enlargement or validation of human knowledge, the solution
304 of contemporary problems, or the exploration of creative forms that bring greater
305 meaning to life. Excellence in research and/or creative achievement must be
306 established by critical peer evaluation, using standards prevailing in the
307 discipline. Excellence may be documented by books, articles, or reviews
308 published by commercial or university presses or in refereed journals of
309 international, national, or regional prestige; research grants, leading to high
310 quality research, intellectual property; presentation of papers before professional
311 groups; invited participation in scholarly conferences; editorial work for
312 professional journals or publishers; or artistic or humanistic performances,
313 presentations, or shows. Evidence of substantive progress on long-term projects
314 that meet the criteria above may be considered as specified by the academic
315 units.
316

317 —Service and other non-teaching activities, which reflect favorable upon the
318 institution.

319 7. Service. Criteria for assessing service activities may include activities which
320 enhance the scholarly life of the university or the discipline, improve the quality of
321 life or society, or promote the general welfare of the institution, the community,
322 the state, the nation, or international community. Thus it includes outreach and
323 extension of academic knowledge to the public, participation on department,

324 college, or university committees, or on regional, national, or international
325 scholarly committees, boards, or review panels, or on public boards as a
326 representative of the scholarly community. Membership or participation in such
327 bodies may constitute satisfactory service, but excellence requires leadership or
328 initiative leading to substantial improvements or progress.

329 ***Annual Faculty Evaluation and Review***

330 At the time of initial appointment, each faculty member will be informed in writing by the
331 department head or unit administrator whether the appointment is tenure-track or
332 professional-track and referred to the Promotion and Tenure Procedures section of the
333 Faculty Handbook (Section V), as well as college and department promotion and tenure
334 policies (e.g. appropriate websites with online versions of these documents). The new
335 faculty member will agree by signature to the understood and agreed upon terms of
336 employment.

337 During the probationary period, the department head will counsel each tenure-track
338 faculty member annually about progress toward promotion and tenure. This annual
339 evaluation will be in writing and will ~~comprise a written~~ include at least: (1) a review of
340 the previous year's progress; ~~and a written agreement about~~ (2) the faculty member's
341 objectives, responsibilities, and expectations for the coming year; and (3) the
342 department head's or director's assessment of progress toward promotion and tenure.

343 The written agreement about the coming year evaluation criteria must be consistent with
344 the promotion and tenure criteria of the department, the school or college, and the
345 university. If the department head or director and the faculty member cannot ~~reach~~
346 agreement on any part of the evaluation, the matter will be referred to the dean.

347 The annual evaluation, signed by both parties, will be sent to the dean. A copy will be
348 placed in the faculty member's personnel file. The faculty member has the right to attach
349 a dissenting statement to all copies of this evaluation.

350 No record in personnel files relating to promotion or tenure is to be added, changed, or
351 withdrawn without the knowledge of the faculty member and the unit administrator.
352 Personnel files are confidential and are available only to the faculty member and
353 university officials. Appropriate administrators will make all pertinent information
354 available to elected promotion and tenure committees and administrators when the
355 faculty member is a candidate for promotion and tenure. If material from a personnel file
356 (or other material that is not in the candidate's promotion or tenure application) is
357 provided to a committee or administrator, then the candidate will be provided a copy of
358 the material and an opportunity to submit their written comments regarding the material
359 before the material is considered by the committee or administrator. Otherwise, no
360 additions will be made.

361

362 **Promotion of Professional-Track Faculty**

363

364 ***Promotion***

365 Promotion is never granted simply for satisfactory performance or for length of service,
366 but reflects progressively higher professional competence and accomplishment.
367 Promotion from one level to the next will normally only be considered after a
368 professional-track faculty member has served at least five years in rank so that
369 sustained productivity at Mississippi State University can be demonstrated. Applications
370 for promotion prior to that time will be regarded as early action and considered only for
371 exceptionally strong and well documented cases. Rank should reflect comparable
372 stature with others in similar disciplines in other university settings. Professional
373 achievement at another academic institution may be considered for promotion.

374 ***Performance Standards and Evaluation of Professional Activities***

375

376 Every faculty member is expected to meet high standards of professional competence
377 and integrity and to further the goals of their department or unit. In every case, the
378 performance of professional-track faculty members will be judged by all parties involved
379 in promotion decisions on the basis of written promotion policies, and criteria specified
380 therein. Those documents shall be developed by the faculty and shall apply to the
381 faculty in specific units which may be departments or divisions.

382

383 In evaluating a professional-track faculty member being considered for promotion, the
384 appropriate faculty committees and academic administrators will give adequate
385 consideration to the faculty member's professional performance as a function of their
386 relative academic workload assignments within the 7 IHL defined criteria included
387 ~~below three academic missions of service, teaching/instruction, and research/creative~~
388 ~~activities~~ as stated in the faculty member's offer letter. Adequate consideration for
389 promotion consists of a conscientious review, which seeks out and considers all
390 available evidence bearing on the relevant performance of the faculty member, and
391 assumes that the various academic units follow their approved procedural guidelines
392 during the promotion review process. Such consideration should be based upon
393 adequate deliberation over the evidence in light of relevant standards and exclusive of
394 improper standards (i.e. any criterion not related to the professional performance of the
395 faculty member). The evaluation of a promotion case should constitute a bona fide
396 exercise of professional academic judgement.

397

398 All criteria should be based on the application of the highest professional standards and
399 are to be in harmony with the following IHL Board ~~university~~ criteria:

400

401 1. Professional training and experience;

402 1.

403

404 —Effectiveness of teaching:

405 2. Teaching: Criteria for assessing instructional activities may include regular
406 classroom and laboratory instruction; supervision of field work, internships,
407 performances, and fellowships; direction of theses and dissertations;
408 development of educational materials; conduct of other academic programs that
409 confer university credit; invited presentation of non-credit and off-campus
410 lectures and demonstrations; and other teaching activities as defined by the
411 academic units. Excellence in teaching as defined by the current academic
412 operating policy/policies includes the ability to impart the knowledge, methods,
413 and standards of the discipline, the ability to communicate effectively with
414 students by counseling, advising, or motivating them, the ability to direct students
415 in their own research, and the ability to evaluate student work accurately and
416 fairly according to prevailing academic standards of the discipline. Excellence in
417 teaching may be documented by peer reviews, student awards, student
418 evaluations, student successes, faculty teaching awards, recognition of teaching
419 excellence, sample course materials, recordings of teaching sessions, graduate
420 student theses and dissertations, and any other documentary materials that
421 demonstrate teaching effectiveness on the university campus or at the national or
422 international level.

423

424 3. Effectiveness, accuracy, and integrity in communications; The IHL Board
425 endorses the American Association of University Professors' (AAUP) Statement
426 of Principles on Academic Freedom and Tenure, which states in part: "When they
427 speak or write as citizens, they should be free from institutional censorship or
428 discipline, but their special position in the community imposes special obligations.
429 As scholars and educational officers, they should remember that the public may
430 judge their profession and their institution by their utterances. Hence, they
431 should at all times be accurate, should exercise appropriate restraint, should
432 show respect for the opinions of others, and should make every effort to indicate
433 that they are not speaking for the institution."

434

435 4. Effectiveness in interpersonal relationships, including collegiality, professional
436 ethics, cooperativeness, resourcefulness, and responsibility;

437 5. The absence of malfeasance, inefficiency and contumacious conduct in the
438 faculty member's performance of his/her faculty position at the university;

439

440 6. Professional growth, such as research, publications, and creative activities.

441 Research is not an expectation of instructional faculty (i.e. Teaching Professors,

442 Professors of Practice, and Instructors) and should not be a requirement for
443 promotion. Research that allows the instructional faculty member to remain
444 active in their discipline or that contributes to their excellence in instruction or
445 service may be included in the evaluation.

446
447 Professional-track faculty who are not in instructional tracks may be required to
448 perform research and/or creative achievement activities. Criteria for assessing
449 research and/or creative activities may include systematic, original investigation
450 directed toward the enlargement or validation of human knowledge, the solution
451 of contemporary problems, or the exploration of creative forms that bring greater
452 meaning to life. Excellence in research and/or creative achievement must be
453 established by critical peer evaluation, using standards prevailing in the
454 discipline. Excellence may be documented by books, articles, or reviews
455 published by commercial or university presses or in refereed journals of
456 international, national, or regional prestige; research grants, leading to high
457 quality research, intellectual property; presentation of papers before professional
458 groups; invited participation in scholarly conferences; editorial work for
459 professional journals or publishers; or artistic or humanistic performances,
460 presentations, or shows. Evidence of substantive progress on long-term projects
461 that meet the criteria above may be considered as specified by the academic
462 units.

463
464 —Service and other non-teaching activities, which reflect favorable upon the
465 institution.

466
467 7. Service: Criteria for assessing service activities may include activities which
468 enhance the scholarly life of the university or the discipline, improve the quality of
469 life or society, or promote the general welfare of the institution, the community,
470 the state, the nation, or international community. Thus, it includes outreach and
471 extension of academic knowledge to the public, participation on department,
472 college, or university committees, or on regional, national, or international
473 scholarly committees, boards, or review panels, or on public boards as a
474 representative of the scholarly community. Membership or participation in such
475 bodies may constitute satisfactory service, but excellence requires leadership or
476 initiative leading to substantial improvements or progress.

477
478 ~~Research and/or Creative Achievement: Research is not an expectation of~~
479 ~~instructional faculty (i.e. Teaching Professors, Professors of Practice, and~~
480 ~~Instructors) and should not be a requirement for promotion. Research that allows~~
481 ~~the instructional faculty member to remain active in their discipline or that~~
482 ~~contributes to their excellence in instruction or service may be included in the~~
483 ~~evaluation.~~

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~~Professional track faculty who are not in instructional tracks may be required to perform research and/or creative achievement activities. Criteria for assessing research and/or creative activities may include systematic, original investigation directed toward the enlargement or validation of human knowledge, the solution of contemporary problems, or the exploration of creative forms that bring greater meaning to life. Excellence in research and/or creative achievement must be established by critical peer evaluation, using standards prevailing in the discipline. Excellence may be documented by books, articles, or reviews published by commercial or university presses or in refereed journals of international, national, or regional prestige; research grants, leading to high quality research, intellectual property; presentation of papers before professional groups; invited participation in scholarly conferences; editorial work for professional journals or publishers; or artistic or humanistic performances, presentations, or shows. Evidence of substantive progress on long-term projects that meet the criteria above may be considered as specified by the academic units.~~

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Annual Faculty Evaluation and Review

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At the time of initial appointment, each faculty member will be informed in writing by the department head or unit administrator whether the appointment is tenure-track or professional-track and referred to the Promotion Procedures section of the Faculty Handbook (Section V) as well as college and department promotion policies (e.g. appropriate websites with online versions of these documents). The new faculty member will agree by signature to the understood and agreed upon terms of employment.

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~~On an annual basis, each department head/unit administrator will counsel each professional track faculty member about progress towards promotion. Each department head/unit administrator and each professional-track faculty member will agree in writing to the faculty member's objectives, responsibilities, and expectations. This written agreement must be consistent with the promotion criteria for professional-track positions of the department and the university. This agreement will be reviewed by the next appropriate administrator, and a copy placed in the faculty member's promotion file. If the department head/unit administrator and the professional-track faculty member cannot reach an agreement, the matter will be referred to the next appropriate administrator.~~

522

523 An annual performance review, based on the previous year's goals and objectives and
524 consistent with AOP 13.24 (Annual Faculty Review Process), will be conducted by the
525 department head/unit administrator or appropriate officer for each professional-track
526 faculty member in the department. This annual evaluation will be in writing and will
527 include at least: (1) a review of the previous year's progress; (2) the faculty member's
528 objectives, responsibilities, and expectations for the coming year; and (3) the
529 department head's or director's assessment of progress toward promotion. The
530 evaluation criteria must be consistent with the promotion criteria of the department, the
531 school or college, and the university. If the department head or director and the faculty
532 member cannot agree on any part of the evaluation, the matter will be referred to the
533 dean.

534 A copy of this review will be signed by both the head/director and the faculty member. It
535 will also be reviewed and signed by the next appropriate administrator and placed in the
536 faculty member's personnel file. The faculty member may attach a dissenting statement
537 to all copies of this review.

538

539 The department head/unit administrator shall maintain a personnel file for each faculty
540 member. No record in the file is to be added, changed, or withdrawn without the
541 knowledge of both parties. The responsible administrative officer will make all pertinent
542 information available to the appropriate individuals when the faculty member is a
543 candidate for promotion, or when the information is needed in an appeals or grievance
544 case.

545

546 **E. Promotion and Tenure Committees**

547 **University Committee on Promotion and Tenure**

548 The University Committee on Promotion and Tenure serves five functions:

- 549 • To advise the provost on promotion and tenure matters, including the review of
550 criteria, policies, and procedures for promotion and tenure used by schools or
551 colleges;
- 552 • To review suggested changes in this document;
- 553 • To review and approve appropriate requests related to variations made during
554 the review process;
- 555 • To hear appeals from faculty members whose nominations for promotion or
556 tenure have been denied; and
- 557 • To hear appeals from tenured faculty members who have been recommended for
558 termination.

559 The committee consists of one member elected from each academic unit with an
560 administrative head. Members elected by each academic unit must be full-time, tenured
561 professors, who hold Rank 2 or above. In addition to academic unit representatives, one
562 member will be elected to represent each of the professional-tracks. Members elected
563 for each professional track must be full-time faculty and hold a rank above the minimum
564 for their professional-track. No faculty member functioning as an administrator,
565 department head, or director of an academic unit will be a member of the committee.
566 Academic unit representatives are elected in the fall by a majority vote of the unit's full-
567 time general faculty. Each professional-track representative is elected in the fall by a
568 majority vote of the full-time faculty members within the respective professional-track.
569 Only tenured faculty may vote on a tenure recommendation. Members may serve for
570 two consecutive three-year terms, excluding partial terms. A partial term will be filled by
571 election, as needed. Annually the committee members will elect a chair who reports
572 directly to the provost. The chair is a full voting member of the committee.

573 **College Promotion and Tenure Committees**

574 Every college will establish and maintain a promotion and tenure committee. Each
575 college will develop its own criteria for membership on the committee, and the
576 procedures for electing members to that committee. These criteria and procedures
577 must be approved by both a majority vote of the college's full-time faculty and the
578 college dean, consistent with the following:

- 579 • The membership of the committee should reflect the composition of the full-time
580 faculty in the college;
- 581 • The length of terms will be determined by the unit;
- 582 • Committee members must hold a rank (i.e., 2, 3) at or above the candidate's
583 aspirant rank to vote on each case. For example, a Rank 2 faculty member
584 cannot vote on a candidate's promotion to Rank 3;
- 585 • Only tenured faculty may vote on a tenure recommendation;
- 586 • No member of the committee will consider the application of a relative.
587 Appearance of conflicts of interest should be avoided;
- 588 • No faculty member functioning as an administrator, department head or director
589 of an academic unit will be a member of the committee;
- 590 • A faculty member serving on the college promotion and tenure committee may
591 observe but neither participate nor vote in a candidate's promotion or tenure
592 review at the department level.
- 593 • The committee will annually elect its chair;
- 594 • The membership of the committee will be made known to the faculty; and

- 595 • An individual will not serve in a year that their promotion application is being
596 considered.

597 The responsibilities of a college promotion and tenure committee will be the
598 following:

- 599 • To write the college's promotion and tenure policies and procedures which must
600 be consistent with the IHL Board and the university's promotion and tenure
601 policies, include the mechanism for their adoption and revision, describe the
602 procedures that will be followed if sufficient numbers of members are not
603 available because of absences, recusal or insufficient rank, and identify the
604 participation of the different categories of faculty in the college promotion and
605 tenure process;
- 606 • To approve the promotion and tenure documents of department committees
607 within the college and to ensure that such documents are consistent with the
608 mission of the university and the college, and both the IHL Board and the
609 university's promotion and tenure document;
- 610 • To assist departments in developing procedures for a third-year review of all non-
611 tenured, tenure-track faculty;
- 612 • To assist departments in developing criteria for external peer reviews, including
613 the identification of peer departments or schools at other colleges or universities;
- 614 • To assist departments in developing definitions of excellence, satisfactory, and
615 unsatisfactory as it pertains to the evaluation of candidates for promotion and
616 tenure;
- 617 • To assist departments in developing definitions of teaching, research and/or
618 creative achievement, and service consistent with the mission of the department
619 or school;
- 620 • To conduct a vote on all dossiers for promotion and tenure, ensuring department
621 standards are fairly applied and university standards are maintained; and
- 622 • To approve the department promotion and tenure document and policies and all
623 subsequent changes.

624 **Department and School Promotion and Tenure**

625 Every department and school will establish and maintain a promotion and tenure
626 committee. The department committee may include any faculty track. The promotion
627 and tenure procedures must specify the inclusiveness of the committee composition
628 and clearly establish the eligibility for voting and participation within the department
629 promotion and tenure process. In departments where there may be professional-track
630 faculty of rank serving on department committees along with tenured faculty, it is
631 permissible for all faculty members on the committee of appropriate rank to vote on
632 promotion to Rank 2 or to Rank 3. Only tenured faculty members on the committee can

633 vote on the tenure decision. When a candidate is being considered for promotion to
634 associate professor or to professor and for tenure at the same time, any non-agreement
635 of the promotion vote and the tenure vote will be resolved by vote of only the tenured
636 faculty members on the committee.

637 The faculty of each school or department will determine the structure of its promotion
638 and tenure committee, subject to the conditions that:

- 639 • A minimum of three tenured faculty must be available to vote on tenure
640 decisions. If three tenured faculty are not available within the department, the
641 Dean of the College will select the required number of tenured faculty members
642 from within the College to bring the total number to three;
- 643 • Committee members must hold a rank (i.e., 2, 3) at or above the candidate's
644 aspirant rank to vote on each case. For example, a Rank 2 faculty member
645 cannot vote on a candidate's promotion to Rank 3. The department promotion
646 and tenure policies shall describe the procedures that will be followed if sufficient
647 numbers of members are not available because of absence, recusal or
648 insufficient rank. Only tenured faculty may vote on a tenure recommendation;
- 649 • Unless a unit uses a committee-of-the-whole, the members of the committee
650 must be elected. The length of terms will be determined by the unit;
- 651 • No member of the committee will consider the application of a relative.
652 Appearance of conflicts of interest should be avoided;
- 653 • No faculty member functioning as an administrator, department head or director
654 of an academic unit will be a member of the committee;
- 655 • A faculty member serving on the college promotion and tenure committee may
656 observe but neither participate nor vote in a candidate's promotion or tenure
657 review at the department level. The committee will annually elect its chair;
- 658 • The membership of the committee will be made known to the faculty; and
- 659 • An individual will not serve in a year that their promotion application is being
660 considered.

661 Among the responsibilities of the department and school promotion and tenure
662 committee are the following:

- 663 • To establish procedures for a third-year review of all non-tenured, tenure-track
664 faculty;
- 665 • To specify a mandatory date by which candidates must notify the department
666 head of their intent to submit an application for tenure and/or promotion;
- 667 • To specify criteria for external peer reviews, including the identification of peer
668 departments or schools at other colleges or universities;

- 669 • To facilitate all votes related to the promotion and tenure process, including the
670 vote to approve the original promotion and tenure document and policies and all
671 subsequent changes;
- 672 • To conduct a review by the end of the third year of all non-tenured, tenure-track
673 faculty; and
- 674 • To conduct a vote on all dossiers for promotion and tenure.

675 College, school or department promotion and tenure committees will consider, if
676 submitted, but are not bound by, the department head's annual review of a candidate's
677 progress toward tenure or promotion.

678 Prior to the offer of hire, the appropriate promotion and tenure committee will make a
679 formal recommendation about:

- 680 • The initial appointment of a faculty member or administrator at the level of Rank
681 2 or Rank 3;
- 682 • The acceptance of experience as the equivalent of a terminal degree; and
- 683 • The acceptance of years of credit at another institution of higher education
684 toward fulfillment of the minimum probationary period for tenure.

685 Every department and school will write a promotion and tenure document, which is
686 approved by a majority vote of the full-time faculty. In comprehensive departments with
687 both tenured/tenure-track and professional-track faculty, the promotion section of the
688 document will be approved by a majority vote of the full-time faculty, while the tenure
689 section of the document will be approved by a majority vote of the tenured and tenure-
690 track faculty. The department document must:

- 691 • Contain the criteria and procedures for promotion and tenure;
- 692 • Define teaching, research and/or creative achievement, and service, consistent
693 with the mission of the department or school, including criteria for developing a
694 national reputation and an established national reputation;
- 695 • Specify criteria for excellence, satisfactory, and unsatisfactory as it pertains to
696 the evaluation of candidates for promotion and/or tenure;
- 697 • Determine the structure of the department promotion and tenure committee;
- 698 • Specify the criteria for eligibility of full-time faculty to serve on the department
699 promotion and tenure committee; and
- 700 • Describe any specifics, including any uniqueness, of the department or school in
701 which the individual is to be tenured.

702 **F. Procedures for Faculty Promotion and Tenure**

703 **Notification of Application for Promotion and/or Tenure**

704 A candidate for tenure and/or promotion must notify the department head of their intent
705 to submit their application for review on or prior to a date that must be specified in the
706 department promotion and tenure document. Department heads must inform tenure-
707 track assistant professors of this date during the annual faculty review for the fifth year
708 of their employment contract.

709 The date by which candidates must notify their department head of their intent can vary
710 between departments and colleges, but it must provide sufficient time to notify external
711 reviewers and receive their letters of evaluation prior to October 1st or any official stage
712 of application review. The solicitation process for external evaluators will be initiated
713 when the candidate notifies the appropriate department head or unit director of their
714 intent to be considered for tenure and/or promotion.

715 **External Letters**

716 External letters will be solicited from professionals in the field who can provide an
717 impartial evaluation of the candidate's work and accomplishments.

718 In the case of professorial tracks, external reviewers should be faculty at peer to peer-
719 plus institutions, or peer to peer-plus departments. In the case of instructor tracks,
720 external reviewers must be external to the department, but may be internal or external
721 to the university. External faculty reviewers should not include individuals who have a
722 professional or personal conflict-of-interest with the candidate. Conflicts-of-interest in
723 general would include but not necessarily be restricted to previous mentors, previous
724 graduate students, collaborating co-authors, collaborating co-investigators, or
725 relatives/past-relatives. In disciplines or fields where the general conflict-of-interest
726 definition commonly does not apply, external reviewers normally excluded from the
727 process can be utilized if complete and adequate justification is provided. Definition of
728 what constitutes a conflict-of-interest may be further defined in the department
729 promotion and tenure document and be in accord with the Policy and Procedures
730 Document for Conflict-of-Interest and Ethics (Department of Human Resources and
731 Management: Employee Relations Section Mississippi Code of 1972 Sections 25-4-101
732 through 25-4-105). The candidate, the department promotion and tenure committee,
733 and department head will each provide a list of names that will be used to create a
734 master list of potential external reviewers.

735 The department head and department promotion and tenure committee chair will jointly
736 select the final list of external reviewers from whom letters of evaluation will be
737 requested and should include faculty names provided by all three sources. Both the
738 department head and department promotion and tenure committee chair are

739 responsible for eliminating, to the best of their knowledge, all external reviewers that
740 have a conflict-of-interest.

741 Dossiers must contain an explanation of the credentials and qualifications of each
742 external reviewer regarding their training/background in addition to the extent of their
743 contact, interaction or relationship with the candidate. External letters of evaluation must
744 be received from a minimum of four external reviewers for inclusion in the dossier of the
745 candidate. It is the responsibility of the chair of the department committee or the
746 department head to obtain at least the minimum number of letters of evaluation from
747 external reviewers who have agreed to function in this capacity. Should extraordinary
748 circumstances exist which render it impractical for the minimum number of letters to be
749 included, the dossier may proceed with the number of letters that can be obtained. All
750 letters received from external reviewers must be included in the dossier of the candidate
751 unless the department head and department promotion and tenure committee
752 collectively decide to withdraw a letter from the review process if it contains information
753 that refers to or describes a conflict-of-interest. In instances when substantial
754 modifications of the application have occurred (e.g. official notifications of accepted
755 publications or awarded grants) after documentation has been forwarded to the external
756 reviewers, these achievements can be communicated in a letter written by the
757 candidate and forwarded to the department head. The letter should be included in the
758 section of the dossier containing the external letters of review.

759 The identity of the external reviewers will not be revealed to the candidate and
760 communications must not include any information that might indicate the identity or
761 location of any external reviewer. Exceptions may include situations as may be required
762 by law or ordered by a court of competent jurisdiction. The specific procedures
763 regarding solicitation and use of external letters of evaluation are to be detailed in
764 school and department policies.

765 **Candidate Application**

766 The candidate makes a formal application for promotion and/or tenure by completing
767 the Mississippi State University Application for Promotion and Tenure form and
768 attaching supporting documentation. Each unit will specify the format and the level of
769 detail for the supporting documentation. No additional support material may be added or
770 removed from this file after a decision has been made at the department level, unless
771 the candidate, department head and the department committee mutually agree. The
772 request will be made in writing, define what is being added or removed, state the
773 purpose for the change in the application, be signed by all parties, and be included as
774 part of the formal application. Letters of recommendation will be added to the dossier at
775 each level of review. If the candidate submits letters of factual correction for any level of
776 review, those letters and any review-level response (described below) will also be
777 included in the dossier.

778 A complete dossier for promotion and tenure for the official review process will include
779 the application submitted by the candidate and at least the minimum of four external
780 letters of review. Only complete dossiers for promotion and tenure that contain the
781 application for the candidate and the minimum number of external letters will be
782 evaluated at the level of the department promotion and tenure committee, department
783 head, college committee, college dean, or university provost.

784 Except for the candidate's optional letters of factual correction (described below), the
785 candidate takes no part in the process after submission of the application, unless
786 requested to do so by those considering the dossier. No discussion of correspondence
787 relating to the dossier is to be initiated by the candidate with the reviewing authorities.
788 Deliberation at all levels will be confidential.

789 **Dossier Review**

790 The department promotion and tenure committee will review the information in the
791 candidate's promotion and tenure dossier. The committee will make a recommendation
792 on the question of promotion or promotion and tenure by a single vote evaluating the 7
793 criteria required by the IHL Board three areas (teaching, research and/or creative
794 achievement, and service) as a whole. The committee's recommendation will be based
795 on a simple majority vote, conducted by secret ballot. The committee chair will submit a
796 letter of recommendation and rationale to be included in the candidate's dossier. The
797 candidate will receive a copy of the committee's letter of recommendation and rationale
798 that is redacted only insofar as necessary to conceal the identity of external reviewers.
799 The rationale shall characterize external reviewers' comments that informed the
800 committee's decision. The letter of recommendation and rationale of the committee will
801 be included in the dossier as it proceeds through the review process. The chair will
802 notify the department head of the committee's recommendation.

803 The department head or director will ~~separately and independently~~ review the dossier
804 and make a recommendation based on pertinent evidence documented in the faculty
805 member's promotion and tenure dossier and information in the personnel file that is
806 applicable to the candidate's performance in professional activities. Their
807 recommendations will be based on pertinent evidence documented in the faculty
808 member's dossier and information in the personnel file that is applicable to the
809 candidate's performance in professional activities. The department head or director
810 must certify that each of the 7 criteria required by the IHL Board have been satisfactorily
811 met or provide a written explanation of the reason/s that the department head does not
812 believe the criteria has been met. The candidate will receive a copy of the department
813 head's or director's letter of recommendation and rationale that is redacted only insofar
814 as necessary to conceal the identity of external reviewers. The rationale shall
815 characterize external reviewers' comments that informed the department head's or

816 director's decision. The letter of recommendation and rationale of the department head
817 or director will be included in the dossier as it proceeds through the review process.

818 The candidate may respond to the department promotion and tenure committee's
819 and/or the department head's or director's letters to correct any factual errors
820 represented therein within 5 working days of the candidate's receipt of each letter. The
821 candidate's letter(s) of factual corrections must be sent to the review level to which the
822 response was made. That level may address the concerns in a new letter to be included
823 in the application within 5 working days of receipt of the candidate's letter of factual
824 correction. All letters shall be included in the dossier as it proceeds through the review
825 process.

826 The college promotion and tenure committee will review the information in the
827 candidate's promotion and tenure dossier. The committee will make a recommendation
828 on the question of promotion or promotion and tenure by a single vote evaluating the
829 three areas (teaching, research and/or creative achievement, and service) as a whole.
830 The committee's recommendation will be based on a simple majority vote, conducted by
831 secret ballot. The committee chair will submit a letter of recommendation and rationale
832 to be included in the candidate's dossier. The candidate will receive a copy of the
833 college promotion and tenure committee's letter of recommendation and rationale that is
834 redacted only insofar as necessary to conceal the identity of external reviewers. The
835 rationale shall characterize external reviewers' comments that informed the committee's
836 decision. The letter of recommendation and rationale of the committee will be included
837 in the dossier as it proceeds through the review process. The candidate may respond to
838 the college promotion and tenure committee's letter to correct any factual errors
839 represented therein within 5 working days of the candidate's receipt of the letter. The
840 committee may address the concerns in a new letter to be included in the dossier within
841 5 working days of receipt of the candidate's letter of factual correction. All letters shall
842 be included in the dossier as it proceeds through the review process.

843 The dean will review the dossier and make a recommendation based on pertinent
844 evidence documented in the faculty member's promotion and tenure dossier and
845 information in the personnel file that is applicable to the candidate's performance in
846 professional activities. The dean must certify that each of the 7 criteria required by the
847 IHL Board have been satisfactorily met or provide a written explanation of the reason/s
848 that the department head does not believe the criteria has been met. The candidate will
849 receive a copy of the dean's letter of recommendation and rationale that is redacted
850 only insofar as necessary to conceal the identity of external reviewers. The rationale
851 shall characterize external reviewers' comments that informed the dean's decision. The
852 letter of recommendation and rationale of the dean will be included in the dossier as it
853 proceeds through the review process.

854 The candidate may respond to the dean's letter to correct any factual errors represented
855 therein within 5 working days of the candidate's receipt of the letter. The dean may
856 address the concerns in a new letter to be included in the dossier within 5 working days
857 of receipt of the candidate's letter of factual correction. All letters shall be included in the
858 dossier as it proceeds through the review process.

859 The faculty member has the right to discontinue the review process for tenure or
860 promotion at any point before a decision has been made. Their request must be made
861 in writing to the department head or director before a final decision has been rendered.

862 Department and college committees on promotion and tenure will assist their
863 department head or director and dean, respectively, in reviewing the eligibility of all
864 faculty members who have met the minimum requirements for advancement in rank or
865 tenure.

866 On rare occasions and in exceptional circumstances when a -variation of the process
867 described in this document needs to be initiated in order to be fair to the faculty member
868 while still ensuring a rigorous review of the candidate's dossier, the University
869 Promotion and Tenure Committee will review and approve any such appropriate
870 requests during the review process. These approved variations of the process
871 described by this paragraph cannot be the sole basis for an appeal.

872 **Chronology**

873 The receipt dates listed below for the department and college represent suggested
874 guidelines intended to facilitate an organized and efficient review of candidates'
875 dossiers during each official phase of the evaluation process. Minor chronological
876 delays that may occur beyond these dates do not represent a significant procedural
877 error. Departments and colleges may specify deadlines that are earlier, but not later,
878 than those cited below.

879 On a date specified in the department promotion and tenure guidelines but no later than
880 ~~August 16~~~~October 4~~, the candidate for tenure and/or promotion will notify the
881 department head and the chair of the department promotion and tenure committee of
882 their intent to submit their application for tenure and/or promotion. The department head
883 has the responsibility to assist, where appropriate, the faculty member in preparing the
884 application for tenure and promotion review.

885 By October 1 (or first working day thereafter), or earlier if specified in the department
886 promotion and tenure document, a faculty member eligible for consideration for
887 promotion and/or tenure must have provided the department head with all pertinent and
888 available information to apply for consideration.

889 By November 15 (or first working day thereafter), or earlier if specified by the college
890 promotion and tenure document, each faculty member's complete dossier will be
891 provided to the college promotion and tenure committee. This will include letters of
892 recommendation and rationale from both the department promotion and tenure
893 committee and the department head. Each of these letters of recommendation and
894 rationale will be copied to the candidate. The letters will be redacted only insofar as
895 necessary to conceal the identity of external reviewers. These letters must include a
896 summary of the procedures followed by the academic unit in evaluating the candidate
897 and the committee's and head's independent evaluation of the candidate's teaching
898 effectiveness, research and/or creative achievement, and service to the profession and
899 university. The chair of the college promotion and tenure committee is responsible for
900 inserting letters of recommendation and rationale from the department head and the
901 department promotion and tenure committee, along with any letters related to correction
902 of factual errors at the department level, into the dossier of each candidate reviewed by
903 the college promotion and tenure committee.

904 By December 15 (or first working day thereafter) or earlier if specified by the college
905 promotion and tenure document, the college promotion and tenure committee's letter of
906 recommendation and rationale for each candidate shall be sent to the college dean.
907 Letters of recommendation and rationale shall be copied to the candidate. The letters
908 will be redacted only insofar as necessary to conceal the identity of external reviewers.
909 The letter concerning each candidate must include the committee's summary of the
910 procedures followed by the college committee in evaluating the candidate and the
911 committee's evaluation of the candidate in regards to the 7 criteria required by the IHL
912 Board.'s teaching effectiveness, research and/or creative achievement, and service to
913 the profession and university. The college promotion and tenure committee chair is
914 responsible to provide the dean with each candidate's dossier including letters from
915 previous stages of review. For each candidate, the dean is responsible for collection
916 and inclusion of any letters related to correction of factual errors at the college level.

917 By January 15 (or first working day thereafter), the dean's letter of recommendation and
918 rationale for each candidate shall be sent to the provost and copied to the candidate.
919 The letter concerning each candidate must include the dean's evaluation of the
920 candidate with regards to the 7 criteria required by the IHL Board. candidate's teaching
921 effectiveness, research and/or creating achievement, and service to the profession and
922 university. The dean is responsible to provide the provost with each candidate's dossier
923 including letters from previous stages of review. Copies of publications, works of art,
924 etc., will be included only if specifically requested by the provost.

925 By March 10 (or first working day thereafter), the provost will have reviewed each
926 candidate's dossier and will make a recommendation to the university president. The
927 provost must certify that each of the 7 criteria required by the IHL Board have been
928 satisfactorily met or provide a written explanation of the reason/s that the department

929 head does not believe the criteria has been met. Copies of the provost's
930 recommendation will be sent to the candidate with copies to the dean, department head,
931 and chairs of college and department promotion and tenure committees.

932 The university president will review the recommendation of the provost and will decide
933 to accept or reject that recommendation. To grant tenure to a faculty member, the
934 President must sign a written certification that the faculty member has satisfactorily met
935 all 7 of the IHL required criteria.

936 The university president will transmit that decision, together with reasons for a negative
937 decision, to the faculty member directly, with copies to the dean, department head, and
938 chairs of college and department promotion and tenure committees.

939 The decision to award tenure is made by the university president. All judgments made
940 at lower levels of the university are recommendations to the university president.

941 **G. Appeals**

942 Faculty members who have been denied promotion or tenure may, within ten working
943 days of the date on the university president's decision letter, request an appeals hearing
944 before the University Committee on Promotion and Tenure. The request must be made
945 through the provost who will forward the request to the University Committee on
946 Promotion and Tenure. Grounds for requesting an appeal are:

- 947 • That the decision was prejudiced, arbitrary, or capricious; or
- 948 • That the procedures contained in the promotion and tenure policies of the IHL,
949 Mississippi State University, or those in the candidate's college or unit promotion
950 and tenure policies were not properly followed.

951 The University Committee on Promotion and Tenure, upon request of the provost, will
952 review the entire case. The appeal will be heard by at least five members. Members
953 should recuse themselves from appeals by candidates who are relatives or with whom
954 they have some conflict-of-interest, if the committee member has served in the previous
955 levels of evaluation of the appellant or if for any reason the committee member feels
956 he/she cannot be objective. A committee member will not vote on an appeal unless
957 he/she has heard all hearings pertaining to the case. If five members are not available
958 because of absence or recusal, the chair may, with the concurrence of the committee,
959 appoint substitutes from among the professors of the general faculty. In special
960 circumstances potentially prejudicial to the appellant, the chair may, with the
961 concurrence of the committee, appoint an ad-hoc committee to assist in the resolution
962 of the appeal. This ad-hoc committee reports its findings back to the University
963 Committee on Promotion and Tenure.

964 The committee will review all available pertinent information and will conduct interviews
965 with appropriate persons, i.e., appellant, unit head, unit committee chair, dean, college
966 committee chair and provost. The committee will render its recommendation, in writing,
967 to the provost. The committee will also provide a copy of this written recommendation to
968 the candidate.

969 The provost will transmit the committee's written recommendation along with their own
970 recommendation to the university president, who will make the final decision. This
971 decision will end the university appeals process. A copy of each recommendation will be
972 provided to the candidate.

973 The Board of Trustees of the Institutions of Higher Learning may grant a further appeal
974 as outlined in Board of Trustees Policy 403.0105.

975 Candidates who are denied tenure and who have no time remaining in their
976 probationary periods will receive terminal contracts for the following year.

977 **H. Notice of Non-reappointment of Non-tenured, Tenure-track Faculty**

978 Non-tenured, tenure-track faculty members will be notified in writing of the university's
979 intention not to renew their contracts as provided in IHL Board Policy 403.0102:

- 980 • Not later than March 1 before the date of contract termination during the first year
981 of service;
- 982 • Not later than December 1 before the date of contract termination during the
983 second year of service; or
- 984 • Not later than September 1 before the date of contract termination after two or
985 more years of service.

986 This schedule of notification does not apply to persons holding temporary, part-time, or
987 adjunct positions

988 **I. Dismissal of Tenured Faculty**

989 Termination of service of a tenured faculty member is made only under these
990 extraordinary circumstances (as outlined in IHL Board Policy 403.0104):

- 991 • Financial exigencies as declared by the Board;
- 992 • Termination or reduction of programs, academic or administrative units as
993 approved by the Board;
- 994 • Malfeasance, inefficiency or contumacious conduct; or
- 995 • For legitimate and justifiable cause.

996 Termination for cause of a tenured faculty member or the dismissal for cause of a
997 faculty member prior to the expiration of a term appointment will not be recommended
998 by the institutional executive officer until the faculty member has been afforded the
999 opportunity for a hearing. In no event will the contract of a tenured faculty member be
1000 terminated for cause without the faculty member being afforded the opportunity for a
1001 hearing.

1002 In all cases, the faculty member will be informed in writing of the proposed action
1003 against them and that they have the opportunity to be heard in their own defense.
1004 Within ten (10) working days from the date of the university president's decision, the
1005 faculty member will state in writing their desire to have a hearing. They will be permitted
1006 to have with them an adviser of their own choosing who may be an attorney. The
1007 institution is directed to record (suitable for transcription) all hearings. In the hearing of
1008 charges of incompetence, the testimony will include that of faculty and other scholars.

1009 Tenured faculty members, who are dismissed for financial exigencies or termination or
1010 reduction of program, academic or administrative units will remain employed for a
1011 minimum of 9 to 12 months, consistent with current contract periods of time, from date
1012 of notification. Tenured faculty members, who are dismissed for malfeasance,
1013 inefficiency, contumacious conduct or for a legitimate and justifiable cause will have
1014 their contracts terminated at any time subsequent to notice ~~and including the right to~~
1015 have a hearing with no right to continued employment for any period of time. At the
1016 discretion of the Institutional Executive Officer, any faculty member's salary may be
1017 paid, and they may be relieved of all teaching duties, assignments, appointments and
1018 privileges when they are dismissed for any reasons stated above or pending a
1019 termination hearing.

APPROVED:

/s/Rebecca Robichaux-Davis 5/6/2022

Rebecca Robichaux-Davis, Faculty Senate President Date

/s/ _____

David Shaw, Provost and Executive Vice President Date

/s/ Mark E. Keenum _____

Mark E. Keenum, President Date

VI. Department of Human Resources Management Policies and Procedures

Important personnel issues, including those in state and federal law, are established as Human Resources Management Policies and Procedures by the Department of Human Resources Management in consultation with impacted units. These policies are periodically revised by the Department of Human Resources Management. A record of HRM policies is available at the Office of Internal Audit at www.msstate.edu/dept/audit/mainindex.html#VOLUME_V

VII. Other University Policies

It is the obligation of all members of the university community, including administrators, faculty, staff, and students, to adhere to the policies of the university. To ensure the ease and accuracy of compliance, all policies are available at the Office of Internal Audit at www.msstate.edu/dept/audit/mainindex.html

VIII. Employee Benefits

Current records of employee benefits are available for the Department of Human Resources Management and are located at <http://www.hrm.msstate.edu/benefits/>