

ROBERT HOLLAND FACULTY SENATE AGENDA

October 9, 2020

1. Call to Order
2. [Adoption of Minutes, September 11, 2020](#) (p. 2)
3. Introduction of Guests
 - Dr. Mark Keenum, University President
 - Dr. David Shaw, Provost and Executive Vice President
 - Ms. Ra'Sheda Boddie-Forbes, Vice President for Access, Diversity, and Inclusion
4. [Report of the Faculty Senate President](#) (p. 19)
5. [Report of the Faculty Senate Vice President](#) (p. 23)
6. Report from Faculty Senate Designates on University Committees
7. Business to be sent to Committee:
 1. [AOP 12.01 Academic Add-Drop](#) (Academic Affairs) (p. 51)
 2. [AOP 12.22 Undergraduate Student Courseload](#) (Academic Affairs) (p. 54)
 3. [AOP 13.22 Guidelines for Adjunct Faculty Visiting Faculty Visiting Scholar and Visiting Executive Appointments](#) (Faculty Affairs) (p. 57)
 4. [Letter of Request: Teaching Loads, Online Teaching: RE:AOP 13.23 Faculty Workload](#) (Faculty Affairs)..... (p. 60)
8. Standing Committee Reports:
 1. Academic Affairs
 - 8.1.1. [AOP 12.17 Undergraduate Academic Fresh-Start or Academic Amnesty](#)..... (p. 24)
 - 8.1.2. [AOP 13.03 Responsibilities in Instruction and Curriculum and Attendance at Class](#) (p. 29)
 2. Ancillary Affairs
 3. Charter & Bylaws
 4. Faculty Affairs
 - 8.4.1. [AOP 13.09 Credentials for Teaching](#)..... (p. 36)
 5. Student Affairs
 6. University Resources
 - 8.6.1. [AOP 11.01 Shackouls Honors College](#)..... (p. 45)
9. Special Committee Reports
10. Pending Business
11. New Business
12. Adjourn



ROBERT HOLLAND FACULTY SENATE

Uncorrected Minutes of September 11, 2020

The Robert Holland Faculty Senate of Mississippi State University held its regular monthly meeting in the Union Ballroom and via Webex at 2:00 p.m. on Friday, September 11, 2020.

Members absent and excused were: Allison Eddy, Rebecca Long, and Angela Savage

The meeting was called to order by Senate President Rebecca Robichaux-Davis.

President Robichaux-Davis asked for any corrections to the minutes of the August 21, 2020 meeting. Hearing no corrections, President Robichaux-Davis accepted the minutes as presented.

GUESTS

Dr. Clifton Story, Executive Director, University Health Services

Dr. Story began by thanking the senators for the opportunity to address them and answer any questions they have. He said he has three children currently attending MSU. One of his children is a freshman, one is a senior, and one is in graduate school. He said it is a pleasure for him to work for MSU. He has been employed at MSU since 2008 and has held his current position since 2013.

Dr. Story said the employees of the Longest Student Health Center have worked very hard to address the Covid-19 outbreak. The Health Center began looking into the virus in January. From the beginning, when there was barely any information on the virus, it was understood

that the government and other parties could not be relied on to rescue us. We had to be prepared to handle the situation as it evolved. Dr. Story said there is no rule book for dealing with Covid-19 since it is a novel virus. He said it sometimes feels as though the rules are being made up as we go. Dr. Story said his approach to the virus has been to not rely on others, but to come together as a community and work through it. He said he believes this has happened. From the beginning, personal protective equipment (PPE) has been collected and the current stock of PPE in the Health Center is enough to last up to two years. In addition, the PPE is recycled to help ensure the stock lasts. Dr. Story said the second initiative has been to gather enough tests for the campus community. Dr. Shaw and Mr. Zant have helped the Health Center procure sufficient testing supplies. The clinic currently has 9,500 rapid tests and 19,900 PCR tests.

Dr. Story said not having a rule book for the pandemic has presented challenges. Every time a question is answered, it raises many additional questions. It has been a challenge handling this. He said he felt the Health Center was prepared, but the uncertainty of the number of individuals who would want or need to be tested created some instances of extended wait times. He said, as a doctor, he prides himself on seeing patients within 5 to 10 minutes. The extended wait times were unfortunate but reasonable given the circumstances. At one point the Health Center was the only place in town which could test people since the hospitals only tested those who were really sick, and the other clinics ran out of tests. This added to the testing demand at our facility. Dr. Story said he feels we were able to meet the needs of the community to the best of our ability.

Dr. Story said he noticed at the end of last week that things started to settle down a little bit and he is hopeful that this trend will continue. He said he is not sure if students and others are not being seen due to the fact they may end up quarantined, or if the numbers are truly declining. The first two weeks of the semester there were roughly a hundred tests being performed daily. This week, that number has been 40 – 45 daily tests performed.

Dr. Story said he has contingency plans to address the possibility that it could get much worse than it currently is. If it gets as bad as it did in Italy and New York, he plans to turn the Health Center into a hospital and he and the other doctors would stay with the patients overnight. He said the Health Center is prepared with regard to PPE and testing supplies, but he wants people to be aware that this is an unknown situation in which there is bad information, misinformation, and a lack of information.

Senator Memili asked if there was a mechanism or record to determine the immunity on campus. Dr. Story replied there are antibody tests available in the clinic, but the question is what do these test results mean. If a patient has positive IGM or IGG antibodies, it could be from a previous viral infection other than Covid-19. Dr. Story said there is not enough data in the world to determine what immunity really means for people. He said the clinic is not

actively checking antibody levels since it costs the patient money and, in his opinion, does not provide any useful information.

Dr. Shaw said he had some questions posed to him that he believes would be more appropriate for Dr. Story to answer. He asked Dr. Story to speak about mobile testing with OCH and UMMC and how the partnership with the Vet School is going to process PCR samples. Dr. Story said the partnership with UMMC and OCH is providing pop-up testing sites to help provide testing for those that want it. One of these was hosted yesterday and it went very well. Dr. Story said he has not seen results from this yet since PCR tests were performed. These tests are now being processed by the Vet School. The Vet School already had the machinery to process the tests and had personnel willing to perform them. They had to get emergency certification from CLIA to be able to process the tests. He said they wanted to be able to help the community as they could. The PCR test is considered the gold standard for Covid-19 testing. In some cases, results would take 5 to 8 days. The Vet School is able to provide results within 24 hours. He said he does not believe there are many other institutions who have 10,000 rapid antigen tests and 20,000 PCR tests on campus to use at any moment. He said he is proud of the Vet School and proud of how everyone has bought into the idea of community and come together.

Senator Gregory asked why the data on the 14-day look back period changes. She said she can see why the positive results would change over time but asked Dr. Story to clarify why the pending students and tests performed data fluctuates. Dr. Story replied there are several factors which affect the reported numbers. He said the rapid test provides same-day results, but the PCR testing takes 24-48 hours if processed by the Vet School and possibly longer if the sample was sent to an outside laboratory which happens as a result of insurance coverage and other factors. Sometimes test results come back as inconclusive which prompts a call-back of the patient for another test to be performed. It is also possible the data has to be adjusted as it is discovered that there was an error made as to which day the test was performed. Dr. Story said the goal is to provide the data without overwhelming people. He said, in the near future, a new format will be used to present the data. The pending and positive test data is providing a rolling number in a real-time manner. The new format will include graphs to present the data. Dr. Story said we want people to know what is going on, but it is difficult to determine what data people want to see while at the same time not overwhelming or confusing people. Dr. Story said at no time has there been any effort to hide what we are doing on campus. We want to make sure everyone understands where we are by presenting accurate information.

Senator Winer thanked Dr. Story and said he is in awe of the level of operation he has been able to help put together. He said he is very happy to hear Dr. Story's discussion of community and happy to hear he has been reaching out to help as many people as possible. Senator Winer asked what students are told when they want to have a test and what they are told when the test results are positive. He said he has noticed in the data released that a high number of

students are in isolation or quarantine but the number of students in isolation or quarantine on campus has reduced by roughly 40%. He also asked if any student who wants a test can get one, or if the student has to go through the screening process to receive a test. Dr. Story thanked Senator Winer for his kind comments. He said it was a community effort by people like Dr. Shaw and President Robichaux-Davis that helped to get us to where we are. Dr. Story said he is willing to test anyone that wants it. He said early on, due to the limited number of available tests, the guidance was to only test symptomatic individuals. There are circumstances such as when an individual is exposed where it is not helpful to perform a test until a period of time has elapsed since the test results would not be accurate until the virus has had time to propagate. He said an individual in this case should quarantine, but testing is not necessarily helpful. This was communicated to the students in situations like this. Dr. Story said there has been additional staff hired to help deal with Covid-19. Sometimes the message gets diluted when so many people are giving information. He said some complaints have been received and corrective actions have been taken to make sure there is a consistent message being delivered. He said a big part of correcting this was further education on the message. Dr. Story said the intake of potential Covid-19 patients is a much more laborious process due to the screening process, escorting the patient in the clinic, and doctors performing the testing to limit exposure to others. If there are a high number of symptomatic patients to be seen, it is hard to justify expending this effort for those who simply want to have a test. He said when it comes down to it he will test anyone that is insistent on being tested, but an effort is made to make sure those who need to be seen are able to be seen in a timely manner. Dr. Story said there is no mandate that says that infected people cannot return to their homes. He said he looks at how we can best handle the community. Individuals who test positive for the virus are told they cannot be around people and must isolate for 10 days. After 10 days, if the patient has been without fever for 24 hours and the symptoms are improving, they are free to leave isolation. Quarantine is for the people who have been exposed but are not positive for the test. The advice given to students depends on their current living situation. If they live by themselves in town, they can isolate in place. If they live on campus, they must move out of the residence hall and either go to a location where they can isolate, or they can be moved to the isolation space provided by the University. Dr. Story said, having read and seen what other schools are doing, he cannot imagine us doing a much better job.

Senator Pelaez asked how many clusters MSU has had to this point. She also asked if the drive-thru testing was to get a more randomized sample to help determine the true numbers and if not, will there be randomized testing implemented. Dr. Story replied there were a couple of greek houses and a couple of residence hall wings whose residents were isolated/quarantined. He said there have not been any cases of clusters in the work areas of campus. Most if not every residence hall has had cases, but there have been no large outbreaks. Dr. Story said the goal of the mobile testing was to allow those who wanted to get tested the ability to easily do

so. He said the mobile clinic performed 100 tests but had the capability of testing up to 500. This also alleviated some of the pressure on the Health Center which is averaging 100 tests per day. Testing at the Health Center triggers the contact tracing process for those who tested positive. The Health Center staff was having to stay until 8:00 or 9:00 at night to make all of the necessary phone calls resulting from the contact tracing process. Dr. Story said there is no current plan to perform randomized testing at the University.

Senator Eakin asked if drive-thru flu clinics would be held given it is critical to get a flu shot this season and people may be hesitant to go to a public location to receive the shot. Dr. Story said having something like a drive-thru flu shot clinic is very possible. He said in a typical year the clinic orders 2,00 to 2,500 doses of the flu vaccine. This year, 10,000 doses have been ordered. He said there are some complicating factors involving insurance issues when the flu clinic is held outside of the Health Center. The logistics of how to handle flu shot clinics on campus is being examined at this time. All students, faculty, and staff are strongly encouraged to get the flu shot. Dr. Story said to look for information on flu shot opportunities to come out in the near future.

Senator Welch asked if any student had access to the isolation/quarantine space in the local hotels, or if these facilities are only for resident students. Dr. Shaw replied the hotels are for the students housed on campus. This includes the greek houses and the residence halls.

Senator Zuckerman thanked Dr. Story for all of the hard work he and his staff are doing. Dr. Story thanked Senator Zuckerman for her comment and said he would relay the message to his staff.

Dr. Story said the senators can send him any additional questions, comments, or suggestions they have. He said he feels we need to work through this together as a community.

Dr. David Shaw, Provost and Executive Vice President

Dr. Shaw began by saying he would not trade, anywhere in the world, for Dr. Story and his team. He said they have been calm, cool, and collected and have been committed to do what was necessary to get us there. Dr. Shaw said he personally thanks Dr. Story and his team and said their efforts have been greatly appreciated.

Dr. Shaw said he is very excited to say at the last Executive Council meeting both AOP 10.02 Academic Administrators and Directors and AOP 13.05 Faculty Grievance Procedures received final approval. One of the first conversations Dr. Shaw had when he assumed his role with then Senate President, Randy Follett and Vice President, Mary Ann Jones was about these two policies. These policies have been stuck in review for almost six years. He said he is very pleased these policies have been completed.

Dr. Shaw said last year, IHL changed the enrollment policy, and said the official enrollment numbers now are not reported until November 1st. These numbers have traditionally been reported on the tenth day of class. Due to this change, the official enrollment numbers are not permitted to be released at this point. Dr. Shaw said he can say that the enrollment for this semester will set a new record for MSU and it is substantially higher than the record we set last year. We are above 23,000 students for the first time in the history of our institution. Dr. Shaw said when Don Zant asked him what to forecast for this year, his response was that he was hopeful we would not be down more than 5%. Tuition revenue models were run for up to a 15% decline in enrollment. Dr. Shaw said the fact that we did not receive a big budget cut and our enrollment is up, makes him very proud of this institution, very proud of the plan that was created, and excited to know that the students bought into the plan. We knew the probability was that we would have less freshmen since the 18 year-old population in Mississippi is in decline, and the students and their parents would want them to stay closer to home. Dr. Shaw said the new freshmen numbers are the only enrollment numbers which have declined. Returning students, returning graduate student, transfer student and international student numbers are all up. New, first-time graduate student numbers are way up. Dr. Shaw said we have a phenomenal team at MSU. We have a great community that is committed to making the changes in Mississippi that we want to see. Dr. Shaw said it is not surprising that we have experienced some issues with compliance, but he would match us up against any other institution our size and caliber in the country.

Dr. Shaw said there has been one change to one of the task forces. He said the Student Evaluation of Teaching was chaired by Jeffrey Dean. Due to time constraints, Dr. Dean is stepping down as chair of the committee and Dr. Michael Seymour, Director for the Center for Teaching and Learning, will replace him as chair. Dr. Seymour has requested Dr. Kelly Marsh be added to the committee due to her prior experience and her hosting of round-table discussions on student evaluations of teaching. The two students on the committee have graduated so they have been replaced. Dr. Shaw said he also invited Tracy Baham to join the committee.

Dr. Shaw said he was asked to comment on the Diversity Council. He said several things happened right before he took his current position, and the status of the Diversity Council was not previously on his radar. Dr. Shaw said he has spoken to Rasheda Boddie-Forbes about the council and its structure. He said he will speak further with Dr. Boddie-Forbes and the committee will begin moving forward.

Dr. Shaw said he very much appreciated President Robichaux-Davis opening the meeting with the moment of silence for 9/11. He said he appreciated the opportunity to take a moment to think about the lives that were lost and the things that happened 19 years ago today.

Senator Freeman asked if graduate students on assistantship will have tuition waivers for the winter intersession and asked Dr. Shaw to discuss financial aid for undergraduates. Dr. Shaw

said the conversation on these subjects are currently ongoing. The current conversation is to allow graduate students to take a course during the winter intersession, but they have to be mindful of their cap for the winter and spring semesters combined. Dr. Shaw said when the final decisions are made in the next few weeks, this information will be released. He said he believes scholarships will be treated similarly and any credits taken during winter will also be added to the spring credits toward the 18-hour cap.

Senator Memili asked for an update on international students and researchers trying to travel to MSU. Dr. Shaw said the consulates are open and they are accepting applications. Some of the graduate students who have enrolled but were not able to get here may be able to arrive as early as next month. The challenge is, even though the consulates are open, they operate via appointment and they are very backed up. There are a number of students who will not be able to get here until January due to the delays. Dr. Shaw said he is hopeful all of the students who want to be here will be able to get here. Senator Memili asked if MSU is issuing the documents the students need for their applications to be processed. Dr. Shaw replied MSU has never stopped processing the paperwork for international students. The bottle neck is the processing by the consulates.

Senator Williams asked for an overview of what football gamedays will look like and who is in charge of safety and security for gamedays. Dr. Shaw said he would address what he could, but Sid Salter, Chair of the Gameday Committee and John Cohen would be the individuals leading the planning for gameday and could answer some more specific questions. There will be 25% capacity in the stadium. Per a ruling from the SEC, the band will not be able to play on the field at halftime. The SEC was concerned the band could introduce the virus to the field and their main concern is player safety. A 25% capacity in the general admission seating is fairly easy to determine, but that is not the case for club level, the lodge level, and the boxes. These decisions are not final, but there have been discussions with medical advisors including Dr. Thomas Dobbs, the State Health Officer. Only players and coaches will be on the field. There is an effort to make the regulations consistent across all SEC institutions. There will be no tailgating allowed at all. Dr. Shaw said there has also been a lot of conversation about how to seat students. He said there is a good plan in place to enforce the designated seating.

Senator Tagert asked if there are plans for an in-person graduation ceremony. Dr. Shaw replied it is hoped that we will be able to have an in-person graduation ceremony or multiple in-person ceremonies. He said a team from the Registrar's Office attended the summer graduation held by the University of Alabama, Tuscaloosa. We are very impressed with what they did. The current discussion is to hold multiple ceremonies as UA did. They limited each ceremony to 900 students. Each student received 4 tickets and it was strictly enforced. Dr. Shaw said our team feels we can do something similar and maintain the safety of everyone involved. The only speaker at the UA ceremony was the University President and the ceremonies were condensed

to roughly 45 minutes each. Dr. Shaw said the focus of our efforts is on the student experience of receiving the degree and being recognized by their families. There is also discussion of holding earlier ceremonies to accommodate the spring graduates. The Meridian ceremony can move to the next week without any issue. Dr. Shaw said this is preliminary planning and as such, it is subject to change. Plan B would be to hold a virtual ceremony again. He said nobody on campus wants to be able to hold a face-to-face ceremony more than President Keenum.

Senator Freeman asked if the spring semester will start late or end early. Dr. Shaw replied various groups have been polled to determine what would be best. The unanimous feedback received, including by the medical community, is to start on time and end early. This would benefit the students by allowing them extra time for co-ops, study abroad, or to work if they have lost income. The plan right now is to start on January 5th, skip spring break, and end a week early. Dr. Shaw said the removal of spring break has not been popular with the students, but all of the same reasoning for the removal of fall break still apply.

REPORT OF THE FACULTY SENATE PRESIDENT

President Robichaux-Davis began by congratulating Senator Ganesh Bora for accepting a position as a National Program Leader with the National Institute of Food and Agriculture of the USDA. President Robichaux-Davis thanked Senator Bora for his service and contributions to the Faculty Senate.

President Robichaux-Davis said as a result of Senator Bora's departure, she is asking for a volunteer to serve on the Faculty Research Advisory Committee.

The majority of the activities that have occurred over the summer focused on planning for our return to on-campus classes in the Fall 2020 semester, as well as a smooth transition of Jason Barrett and I into our Senate leadership roles. During the month of June, Jason and I met regularly with out-going president, Randy Follett, and out-going vice-president, Mary Ann Jones and Provost Shaw. Beginning in July, Jason and I have met weekly and we have continued to meet regularly with Provost Shaw. I am looking forward to continuing to foster a great collaborative working relationship with Provost Shaw, as he remains steadfast in his commitment to working closely with the Robert Holland Faculty Senate.

With the start of a new academic year, one of my first responsibilities as President was to assign senators to the various university committees for which we have a designated seat. Many of the committee representatives are specifically identified based on position, which is true of those that I and Vice-President Barrett currently serve. The others are open to any current senator. To determine which senators would be appointed to each of the other committees, I requested in two consecutive summer update emails that senators who were

willing to represent the Senate on one of the university committees communicate that to me via email this past summer. In instances where no one had volunteered for a committee, I asked the previous representative. Through this, I was able to confirm appointments to each of the university committees for which we have a seat. The current list of representatives for each of the standing university committees is provided below.

Committee	2020-21
Academic Accommodations Committee	Ted Wallace
Academic Deans Council	Jason Barrett
Academic Review Board	Missy Hopper
Associate Deans Council	Randy Follett
Athletic Council	Rebecca Robichaux-Davis
Calendar Committee	Randy Follett
Commencement Committee	Brian Davis
Committee on Campus Access	Jason Barrett
Committee on Courses and Curricula	Kathy Sherman-Morris
Community Engagement Committee	Jason Barrett
Dining Advisory Committee	Patty Lathan
Dining Advisory Committee	Sorina Popescu
Diversity Council	Rebecca Robichaux-Davis
Employee Benefits Committee	Molly Zuckerman
Executive Council	Rebecca Robichaux-Davis
Executive Enrollment Management Committee	Rebecca Robichaux-Davis
Faculty Research Advisory Committee	Ganesh Bora
Faculty/Staff Housing Appeals Committee	Rebecca Robichaux-Davis
Galleries and Museums Committee	Kevin Williams
Gerontology Committee	Lyndsey Miller
Information Technology Council	Rebecca Robichaux-Davis
Institutional Effectiveness Committee	Erdogan Memili
Instructional Improvement Committee	Tom Carskadon
Instructional Improvement Committee	Stephanie King
Instructional Technology Advisory Committee	Chien Yu
Library Committee	Derek Marshall
Master Plan Development and Advisory Committee	Rebecca Robichaux-Davis
Master Plan Development and Advisory Committee	Jason Barrett
Parking and Traffic Regulation Committee	Rebecca Robichaux-Davis
President's Committee on Planning	Rebecca Robichaux-Davis
Registration and Scheduling Committee	Rebecca Long
Special Events and Game Day Operations	Rebecca Robichaux-Davis
Sustainability Committee	Rebecca Robichaux-Davis

Teaching Evaluation Committee	Alexis Gregory
Textbook Committee	Paul Spurlin
Undergraduate Research and Creative Discovery Committee	Jason Barrett
University Health & Wellness	Sol Pelaez
Work Life Balance Committee	Kimberly Kelly

Thank you to each of the senators who volunteered and accepted an appointment to represent the Senate on the above standing university committees. I appreciate your time and committee to that service.

Status of AOPs:

The following AOPs are not under review to the best of my knowledge, but are past the four-year review cycle:

AOP	Title	Date
10.05	Nepotism	12/5/2012
10.08	Classroom Regulations	4/26/2016
12.01	Academic Add-Drop	7/23/2015
12.04	Final Examination	7/23/2015
12.22	Undergraduate Student Courseload	8/25/2015
13.06	Sabbatical Leave for Faculty Members of State IHL	6/9/2014
13.12	Summer School Teaching	3/28/2016
31.02	Legal Resident Status	2/5/2013

Reports from Committees on which I Serve:

Athletic Council – This committee has not met since July 1, but I met with Brent Fountain, the new chair, to discuss meeting times and dates, as well as the potential faculty members who could replace those faculty who have rolled off of the council. Our monthly meetings will begin in September.

COVID-19 Future Planning Task Force –This task force met and continues to meet weekly. Information from each of these meetings is provided through my bi-weekly updates, the Provost’s weekly updates, as well as other email correspondence from the Office of the Provost and the Division of Student Affairs. An extensive website with guidance, information and other resources concerning COVID-19 has been developed with specific web pages for faculty, students and employees at www.msstate.edu/covid19. To launch the Cowbell Well Campaign, I participated in an educational video about the Cowbell Well “steps” for staying healthy. This video was released on August 3rd. Additionally, when students first log into their MyState accounts, they are prompted to sign an acknowledgement concerning the Cowbell Well Code of

Conduct, which includes the policy that requires that face coverings be worn in all indoor spaces on campus. It is critical that everyone, faculty, staff and students, adhere to this policy. More recently, the Task Force recommends that assigned seating be used in all classes and that classes be dismissed “by rows” to assist students in maintaining social distancing while exiting classes. The Task Force also acknowledges that some courses do not lend themselves to being recorded for those students who are absent to view later, but faculty who choose not to record classes should have a plan in place for how students who miss class can still receive the information presented when the absence(s) occurred. All classrooms should have a bin of disposable masks, sanitizer spray and wipes. Lastly, one look around campus and one can see the predominant use of signage to communicate the university’s expectations concerning the behaviors of anyone on campus. These signs reference the various components of “Cowbell Well”, including the requirement to wear face coverings and to socially distance. In looking around campus, one can also see large tents and spaces with seating. Those are intended to provide students with a place to eat and/or “attend” online classes in between face to face classes.

Diversity Council – This committee has not met since July 1st.

Executive Council – This committee has not met since July 1st.

Executive Enrollment Management Committee – This committee has not met since July 1st.

Fall Convocation Group – This committee met on July 20th to discuss the feasibility of Convocation for the upcoming academic year. It was decided that there will be no Convocation for 2020, but the Keynote Speaker may still come to campus and speak to smaller groups of students in a venue where social distancing could be maintained. Coins will still be provided to new students, transfer students and potentially new graduate students through the deans of the colleges.

Game Day and Special Events – This committee has not met since July 1st.

Information Technology Council – This committee met most recently on August 4th. This semester students needing an ID card were allowed to upload their own photo for the ID and then the ID was mailed to them prior to arriving on campus for classes. Updates to Canvas and WebEx occur often and faculty will be notified of such updates by ITS. One of the most recent updates is that virtual backgrounds are now available in WebEx which is something that many faculty requested. Through a new initiative, DawgTech Connect, student volunteers have been trained to provide assistance to teaching faculty during the first two weeks of class. These volunteers will be wearing name tags that say “DawgTech Connect” and will be assigned to specific classrooms. If these volunteers are unable to address whatever technology issue a faculty member is having, the volunteer will contact ITS to get additional support to the

classroom. Please remember these students are volunteers. ITS has worked around the clock during the past week to install video cameras and other technology so that all classrooms have needed technology, including the non-traditional spaces that are being used as classrooms. To prepare for the arrival of these cameras, over 26,400 feet of network cable was pulled into the various teaching spaces. ITS has also offered and will continue to offer training on the use of classroom technological equipment. In terms of Return to Campus Safety Measures, MSU has 50 Temperature Detection Kiosks that you may have seen in various buildings across campus. These kiosks are touchless and when the user positions his/her head in a certain space the machine can detect the user's temperature. Additionally, the Everbridge App which was previously our Maroon Alert app can now be used for daily health checks.

Master Plan Development and Advisory Committee – This committee has not met since July 1st.

Parking and Traffic Regulations Committee – This committee has not met since July 1st.

Sustainability Committee - This committee has not met since July 1st.

Senator Gregory asked about the scheduling process for the winter intersession and the spring semester. She said it seems the one-day break between the semesters will lead to exhausted faculty and students. She said faculty spent the summer preparing their fall classes, taught and intensive fall semester, will teach an intensive winter session and immediately teach another intensive spring session. President Robichaux-Davis replied she was in limited conversations about this, but the winter session is strictly for those faculty who want to participate. Faculty should not feel pressured to teach winter intersession courses. She said faculty can take the full five weeks to rest if they choose. President Robichaux-Davis said she is asking for faculty to be able to take the week after the fall semester ends to rest. If a faculty member chooses to teach the winter intersession, they would not be able to take this week. She said she understands that faculty may be experiencing burnout. Senator Gregory asked if there was any discussion of having a week between the end of the winter and the beginning of spring. She said some students may have to take winter session courses to catch up from last spring. President Robichaux-Davis said she was not positive why the 5 weeks could not be shifted but she believes it is because of Thanksgiving.

REPORT OF THE FACULTY SENATE VICE PRESIDENT

Academic Deans Council –

September Meeting

- Scheduled for September 17th

Committee on Campus Access –

Has not met since I have been assigned to the committee.

Community Engagement Committee –

Email received on September 1 stated that we will have ‘No meetings in the Fall 2020 semester’. I do not anticipate having a report for this committee for the remainder of the Fall 2020 semester.

Master Plan Development and Advisory Committee –

There were no agenda items for a September meeting, so no meeting was held. Has not met since I have been assigned to the committee.

Textbook Committee –

Has not met since I have been assigned to the committee.

Undergraduate Research and Creative Discovery Committee –

Has not met since I have been assigned to the committee.

Vice President Barrett said he is part of a group of faculty spearheading an effort to highlight the accomplishments of faculty with regard to Covid-19 or as a result of Covid-19.

Senator Gregory asked when the Textbook Committee meets. She said she published a textbook last August and she was informed it had to be approved by the Textbook Committee before she could require it in her lecture course, which is why she created the textbook. She said she the Textbook Committee reviewed it and said it was approved for a year, but her department had to create a textbook committee to review it. She said her curriculum committee asked how they were supposed to review it. There is no information about the university requirements versus the departmental or college requirements. She said she believes the university committee should set the standard and colleges and departments can adjust from there. Vice President Barrett said he was unfamiliar with the approval process but would be in contact to get the question addressed.

Senator Tagert said even though the Community Engagement Committee may not be meeting this semester, the Center for Community Engaged Learning is available. She said they are a great resource for community engaged teaching, learning, or service. They have scheduled a Webex roundtable discussion on October 7th at 12:00 p.m.

FACULTY DESIGNATES ON UNIVERSITY COMMITTEES

Senator Yu: Report from Instructional Technology Advisory Committee (ITAC)

Meeting Summary

- The Committee met on 8/6; 8/13; 8/20; 8/27, Thursday, consecutively, at 9:00 AM, chaired by Dr. Michael Seymour, Acting Director of Center for Teaching and Learning.

- Issues discussed:
 - The Committee is tasked with identifying 100 rooms for a classroom technology upgrade. Some rooms may have existing equipment that will be replaced.
 - In these meetings, mainly discussed the equipment that would be included. The Committee took time to review a prototype and advocate for other equipment.
 - There was some discussion of adding a document camera and the need for quality audio equipment in some rooms like seminar spaces.
 - It was agreed that one of the benefits of these upgrades is the consistency that will occur from room to room which will help faculty and with support.
 - The Deans and others have been made aware of this process, but it's very important that each representative work to involve the group they represent. The goal is to have this equipment in place in time for the spring.
 - Mr. Steve Parrott provided a definition of the Level 2 and Level 1 classrooms as there was some confusion about that. The Level 2 classrooms are separate from this and many of them are being upgraded already for the fall.

Level-1 Classroom

- Laser (bulbless) projector or flat panel on wall depending on size of the room
- Input panel on the wall consisting of an input (depending on age of room, can be HDMI, DVI and/or VGA port)
- Wireless connection ability for laptop or portable device
- Small amplifier and speakers for enhancing PC/laptop sound
- Lightweight integrated control system to remove need for remotes

- All components, sans projector and speakers, are installed in-wall and above ceiling with no lectern provided.

Level-2 Classroom

- Laser (bulbless) projector sized appropriately for room size and ambient light
- Projector screen - typically motorized unless very tight budget
- Custom designed and built double bay lectern to hold components
- High Definition A/V media switcher with integrated microphone mixer
- High Definition document camera with 14X optical and 2X digital zoom
- Dell Optiplex PC with Core i7 processor, 16GB RAM and 256GB SSD
- Ultra-High Definition (UHD) Blu-ray disk player
- Front panel HDMI and VGA input port for laptop with 3.5mm (headphone) jack for optional laptop sound input
- Lectern mounted monitor for local feedback of displayed content
- Wireless connection ability for laptop or portable device
- Touch panel graphical integrated control system to provide control for devices without using remotes
- In-house designed and built security system to protect components

All components included in both levels strive toward an overall robust design to enhance longevity for components in typically harsh environments. Included A/V components are rack mounted to be accessible in an otherwise closed and secured lectern and to protect from damage and modification of the system. This robust and protected design has also allowed a smaller support footprint than would normally be necessary. Two guiding principles in the design of the system are that no components are provided that can "walk away" and no components are provided that require the use of batteries (remote controls).

The components listed above constitute a pre-COVID design focused on enhancing face-to-face lecture delivery. A post-COVID design requires at a minimum to add a PC where one would otherwise not be included, and PTZ cameras to capture and store the lecturer via Webex. A level 2+ room is suited to adding these additional components with minimal extra supporting equipment. Since a Level 1 classroom has been designed with a minimalist approach, adding the ability to capture a lecture requires adding more equipment than can be easily contained in a wall. A lectern would need to be added to this system to allow for the storage of a PC and other A/V equipment. In addition, several components will need to be added to support the acquisition of the A/V sources to be captured while still being available for presentation locally.

- After discussion, approx. 82 rooms were nominated and made the recommendations to the Provost.

BUSINESS TO BE SENT TO COMMITTEE

STANDING COMMITTEE REPORTS

Academic Affairs **No Report**

Ancillary Affairs **No Report**

Charter & Bylaws **No Report**

Faculty Affairs **No Report**

Student Affairs **No Report**

University Resources

1. AOP 11.01 Shackouls Honors College

Senator Marett, on behalf of the University Resources Committee, presented the committee report on AOP 11.01 Shackouls Honors College.

Secretary Follett said the current phrasing does not imply the faculty teaching the honors sections are designated faculty members. Secretary Follett made a motion to change the second sentence to “These honors courses and seminars are limited enrollment sections taught by designated faculty members in addition to the regular departmental sections of those courses.” Senator Marett said Secretary Follett contacted him this morning and he spoke to Dean Snyder. He said Secretary Follett’s proposed change provides more clear wording based on the fact that honors sections are not necessarily taught by the faculty who teach the regular section. Senator Memili seconded the motion.

Senator Gregory said the College of Architecture, Art, and Design does not have the resources or the space to have separate honors sections for design studios. Honors sections are integrated into existing courses. She said this statement is very limiting for colleges such as CAAD. Senator Marett said he discussed some of the differences between colleges with Dean Snyder this morning. He said he does not believe the wording is limiting the college. Secretary Follett said it was his understanding that if an honors section is combined with the regular section, the honors section is listed separately from the regular section. Senator Gregory said

the issue is the faculty must provide a higher level of engagement and it is more work for the faculty member. She said in the combined courses the faculty are only getting credit for one course and are really teaching two. There is funding through the Honors College for things like the Oxfords Tutorial, but additional honors sections do not include additional funding.

The vote to change the second sentence of the policy to read “These honors courses and seminars are limited enrollment sections taught by designated faculty members in addition to the regular departmental sections of those courses” passed by majority electronic vote.

Senator Sebba said if faculty want to get the resources, they have to open a class under the Honors College. She said the faculty member has a choice to accept the honors section or not.

Senator Pelaez asked if there was anything that could be added to the policy to recognize the extra effort of teaching honors sections. Senator Pelaez made a motion to return the policy to committee for further consideration. Senator Gregory seconded the motion. She said this is the same as the split-level graduate and undergraduate courses. Her concern is that with a mixed honors section, faculty are teaching a 4-4 but are only getting credit for a 3-3. Senator Sebba agreed that faculty should be recognized for the extra effort required to teach honors students. President Robichaux-Davis said the purpose of this AOP is to promote understanding of the Honors College. She said she does not believe the scope of this policy covers workload issues. Senator Pelaez agreed with President Robichaux-Davis. She said the committee could approach Dean Snyder to determine if anything can be done to handle the split regular and honors courses. Senator Gregory said the policy does not state that there has to be separate courses. She said the wording could be changed to say that the courses need to be separate for faculty credit.

Senator Williams asked that the committee review the Faculty Workload policy along with this policy to answer to the concerns. He said this goes beyond the honors conversation. Senator Williams said he teaches a split-level course with 35 students 15 of which are graduate students. He said it should really be its own graduate class since it has 15 students. President Robichaux-Davis said another request has been made to review Faculty Workload. She asked if it was acceptable with Senator Williams to follow the normal process of assigning the workload policy to committee at the next meeting. Senator Williams agreed.

Senator Zuckerman said she agrees with Senator Gregory and Senator Williams. She said she has faced similar issues.

The motion to send AOP 11.01 Shackouls Honors College back to committee passed by majority electronic vote at 4:10 p.m.

SPECIAL COMMITTEE REPORTS

PENDING BUSINESS

NEW BUSINESS

Secretary Follett made a motion to adjourn. Senator Tagert seconded the motion.

The motion to adjourn passed by unanimous electronic vote.

Submitted for correction and approval.

Randy Follett, Secretary

Jason Cory, Administrative Assistant II

INTRODUCTION OF GUESTS

Dr. Mark Keenum, University President

Dr. David Shaw, Provost and Executive Vice President

Ms. Ra'Sheda Boddie-Forbes, Vice President for Access, Diversity, and Inclusion

REPORT OF THE FACULTY SENATE PRESIDENT

Report of the Faculty Senate President

Since our last meeting, the College of Engineering elected a new senator, Dr. Lauren Priddy, to finish out the term of former Senator Ganesh Bora who has left MSU. Please join me in welcoming Dr. Priddy, who is an Assistant Professor in the Department of Agricultural and Biomedical Engineering, to the Robert Holland Faculty Senate. We now have a full 50-member Senate.

A majority of the university standing committees on which I serve have met this past month, but weekly COVID-19 meetings, preparations for Spring 2021, and ongoing discussions concerning COVID-19 remain a priority. Having made it successfully through the first half of this semester, it is clear that what we are doing as an MSU community to prevent the spread of COVID-19 is working. We have learned some lessons thus far this semester that we will address for Spring 2021 as we work towards offering more face-to-face courses than were offered this semester. I'm very proud of the student body, staff, and faculty for how they continue to practice the Cowbell Well safety measures of wearing face coverings whenever social distancing is not possible, maintaining social distancing as much as possible, washing hands frequently, and using the sanitizing wipes provided to us to help keep our classroom spaces clean. I remain grateful to our administration for the priority that they give to making sure everyone remains employed during this time. While we are all dealing with many levels of stress, at least we have not had to worry about remaining employed.

The Fall 2020 General Faculty Meeting was held at the Hunter Henry Center on September 22nd. Although we had technical difficulties and were not able to live-stream the entire meeting, the entire meeting was recorded and has been posted to the RH Faculty Senate website. It was also broadcast multiple times on the MSU TV station. If you have not yet viewed this meeting, I hope you will consider doing so. As always, Dr. Keenum's address was thorough, informative, and affirming of all of the great things we have going on here at Mississippi State University.

By the end of the day on Friday, October 9th, you will receive a survey from me asking about various aspects of the Student Evaluation/Opinion of Teaching surveys. Please respond to this survey and reply by Wednesday, October 14th so that I can pass along the results to OIRE.

Once again this year, the RH Faculty Senate will host the nominations for the SEC Faculty Achievement Awards. Please watch for an email asking for nominations and please consider nominating colleagues who are Full Professors and have taught predominantly undergraduates. Details of the nomination requirements will be forthcoming via email.

In light of the shortened semester, I encourage you to take time to reflect on your own successes and lessons learned for this semester once classes have ended. I hope as you begin to think about the Spring 2021 semester, you will use these successes and lessons learned to enhance and strengthen your teaching, research and service.

Status of AOPs:

The following AOPs are not under review to the best of my knowledge, but are past the four-year review cycle:

AOP	Title	Date
10.05	Nepotism	12/5/2012

10.08	Classroom Regulations	4/26/2016
13.06	Sabbatical Leave for Faculty Members of State IHL	6/9/2014
13.12	Summer School Teaching	3/28/2016
31.02	Legal Resident Status	2/5/2013

Reports from Committees on which I Serve:

Athletic Council – This council met on September 9th. Brent Fountain is the new chair. Christine Jackson, the Executive Director of Athletic Academics, reported that this past year our athletes collectively earned the highest grade point average on record. Overall, 108 student athletes had a 4.0 grade point average and 122 student athletes graduated during the 2019-2020 academic year. For this football season, the football players’ helmets for all football programs across the state of Mississippi will include a sticker “Stronger Together”. “Stronger Together” will also be painted along the sidelines of our football field. In terms of football tickets, the bowl of the stadium will be at 25% capacity while the premium areas will be at 50% capacity. We will play 10 SEC football games this year with 2 open dates built into the schedule in the event that we have to postpone a game because of COVID-19. Other fall sports that will be played with limited fan attendance will be soccer and volleyball. We will compete in 8 soccer games, 4 of which will be at home with up to approximately 263 “seats” available for fans. The volleyball team will also compete in 8 games with two matches a week for 4 weeks. Approximately 500 fans will be allowed to attend each volleyball game. Social distancing and various facial covering requirements will be in place at all sporting events. All athletes who play a fall sport will receive an extra year of eligibility. Overall, it will be a very tight year financially for athletics due to the impact of COVID-19.

COVID-19 Future Planning Task Force – Since the last meeting of the RH Faculty Senate, our discussions have focused primarily on gradually allowing student groups to host events for up to 100 students at off campus outdoor venues with face covering and social distancing requirements in place along with random testing of those students attending such events, random testing of students living in on-campus housing, as well our plans for Spring 2021. A new Dashboard for COVID-19 information has been created and is now live. This new Dashboard presents COVID-19 testing and positive case data in a line graph format, including a 7-day rolling average of positive cases, so that trends can be followed. Additional information from our meetings continues to be provided by the Provost through emailed updates, as well as other email correspondence from the Division of Student Affairs. If you have any feedback and/or thoughts regarding our current COVID-19 situation or plans for next semester, please send them my way or communicate them directly to Drs. Hyatt and Shaw. We continue to discuss each and every concern at our meetings.

Diversity Council – This council has not met yet.

Executive Council – The committee has not met since my last report.

Executive Enrollment Management Committee – This committee met on September 23, 2020. Enrollment updates were given which indicated that overall, our enrollment remains higher than ever. We appear to be heading towards a record enrollment of over 23,000. Retention rates look good as well. The Honors College now has a podcast, “Honorable Mentions” that is available on iTunes, Spotify, Amazon Music, and other venues. The average ACT of our Honors College students is 31 and the average entering high school grade point average is 4.01^{[CJ1][RR2]}. We currently have 2,330 honors students. Dr. Ryan reported that the Graduate School enrollment is 16% of the total MSU enrollment with the goal being 20%. He also noted that 28.5% of our graduate students receive some type of financial assistance. Regarding Undergraduate Recruitment and Admissions, our freshman applications are up 2% from a year ago. Additional information about our enrollment data can be found at <https://ir.msstate.edu/research/unofficial.php>.

Game Day and Special Events – This committee met on September 23rd and September 30th primarily in preparation for the opening football game against the University of Arkansas held on Saturday, October 3rd. The Longest Student Health Center requested permission to set up a flu-shot tent by the student gate, but the committee agreed to table this request until after the Arkansas game. MSU Police Chief Rice noted that there had been no big issues concerning tailgating violations at other SEC schools hosting home games during the first weekend of SEC football. He did not anticipate that we would have any big issues either. The Famous Maroon Band will consist of 100 members for each game and will be seated in Section 15 and spread apart to maintain appropriate social distancing. Student guidelines and protocols for attending football games have been developed and will be shared via email and various social media outlets. Gates will open two hours and fifteen minutes prior to kick-off. All gameday information can be found at www.hailstate.com/gameday and www.hailstate.com/feature/COVID.

Information Technology Council – This council has not met since my last report.

Master Plan Development and Advisory Committee – This committee has not met since July 1st.

Parking and Traffic Regulations Committee – This committee has not met since my last report.

Sustainability Committee - This committee met on September 30th. Thus far in the fiscal year, our waste numbers have slightly increased and our recycling numbers have seen a minimal decrease, overall. One of our goals for this year is to see a decrease in contamination, facilitated through education and training. Projected Sustainability Event include Green Week, October 19-23, 2020; Dorm Wars, a student hosted sustainability event; and America Recycles Day, November 15th. Project Sustainability Projects include Website Improvements, a

Cartridge/Toner Recycling Program, Mapping Recycle/Waste Bins, and the Retrofitting of Buildings to include Waste and Recycling options (i.e., McCool, McCain, Allen).

REPORT OF THE FACULTY SENATE VICE PRESIDENT

Academic Deans Council –

Met September 17th

Committee on Campus Access –

Has not met since I have been assigned to the committee.

Community Engagement Committee –

Email received on September 1 stated that we will have ‘No meetings in the Fall 2020 semester’. I do not anticipate having a report for this committee for the remainder of the Fall 2020 semester.

Master Plan Development and Advisory Committee –

Has not met since I have been assigned to the committee.

Textbook Committee –

Has not met since I have been assigned to the committee.

Undergraduate Research and Creative Discovery Committee –

Has not met since I have been assigned to the committee.

REPORT FROM FACULTY DESIGNATES ON UNIVERSITY COMMITTEES

BUSINESS TO BE SENT TO COMMITTEE

1. [AOP 12.01 Academic Add-Drop](#) (Academic Affairs) (p. 51)
2. [AOP 12.22 Undergraduate Student Courseload](#) (Academic Affairs) (p. 54)
3. [AOP 13.22 Guidelines for Adjunct Faculty Visiting Faculty Visiting Scholar and Visiting Executive Appointments](#) (Faculty Affairs) (p. 57)

4. [Letter of Request: Teaching Loads, Online Teaching: RE:AOP 13.23 Faculty Workload \(Faculty Affairs\)](#)..... (p. 60)

STANDING COMMITTEE REPORTS

ACADEMIC AFFAIRS

1. **AOP 12.17 Undergraduate Academic Fresh Start or Academic Amnesty**

Report to the Robert Holland Faculty Senate

Academic Affairs Committee

Report on AOP 12.17 Undergraduate Academic Fresh-Start or Academic Amnesty

September 23, 2020

Background

AOP 12.17 came to Faculty Senate and was assigned to the Academic Affairs Committee at the August Faculty Senate meeting of 2020. Although it had not expired, requests to clarify the process and to shorten the timelines brought it to Associate Deans Council for consideration. Following their re-write, it was approved at Deans Council and sent to Faculty Senate.

Recommendation

The Academic Affairs Committee recommends approval of this policy as amended.

Discussion

The only changes made were grammatical or stylistic changes. All of the recommended changes from the Associate Deans Council are reasonable, and should help students make use of these two policies. The only substantive change made was to shorten the length of time for eligibility for Academic Amnesty from five years to four years, and to only require that they not have attended MSU during those years, instead of the previous requirement that they not have attended any post-secondary institution of higher education during that time. It was noted that with this change, we'll still be on the high end of time requirements as compared to other SEC schools with this type of policy.

Committee Members: Randy Follett (Chair), Robert Banik, Brian Davis, Alexis Gregory, Rebecca Long, Erdogan Memili, Andy Perkins, Chien Yu



**AOP 12.17: UNDERGRADUATE ACADEMIC FRESH-START
or ACADEMIC AMNESTY**

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to assist undergraduate students in making timely progress toward obtaining their first baccalaureate degree by invoking either a fresh start or amnesty.

POLICY/PROCEDURE

Academic Fresh Start and Academic Amnesty are designed to provide former undergraduate students, either at Mississippi State University or elsewhere, an opportunity to reenter higher education at Mississippi State University without the burden of past low grades. Students admitted under these policies must complete current curriculum requirements in residency to earn a degree. ~~This~~ These policies pertain only to Mississippi State University and students should be advised that they may not be honored in other institutions of higher learning.

A. Academic Fresh Start

To be eligible for Academic Fresh Start, an individual must be pursuing their first baccalaureate degree and ~~may not have attended any post-secondary institution of higher education~~ may not have not-attended Mississippi State University for a period of at least twenty-four consecutive months. The individual may petition for admission or readmission through their academic dean's office under the academic fresh-start policy. If the academic dean approves the petition, all college credits earned prior to being granted academic fresh start will be eliminated from the computation of the student's grade point average and may never be used toward graduation at Mississippi State University.

When submitting the petition, the student must specifically identify the twenty-four consecutive months of their absence that they wish to be used in evaluating their petition. All courses taken during the identified twenty-four consecutive months and all courses taken prior to that period will be eliminated from the student's grade point average and may never be used towards graduation at Mississippi State University.

The student's transcript will reflect the complete academic record but will contain the notation at the appropriate point that all academic work prior to the consecutive twenty-four months absence would be declared void for the purposes of academic standing and

graduation. The notation will be made upon the successful completion (GPA 2.00 or better) of at least 12 credit hours at Mississippi State University.

B. Academic Amnesty

To be eligible for Academic Amnesty, an individual must be pursuing their first baccalaureate degree and may not have attended ~~any post-secondary institution of higher education~~ Mississippi State University for a period of at least ~~five~~ four consecutive years. The individual may petition for admission or readmission through the student's academic dean's office under the academic amnesty policy at any time up until the end of the semester preceding that in which the student graduates. When submitting a petition, the student must specifically identify the four consecutive years of their absence they wish to be used in evaluating their petition. If the academic dean approves the petition, all credits earned, regardless of grade, during the specified four consecutive years will be eliminated from the student's grade point average and may never be used towards graduation at Mississippi State University. In addition, a student may have specific previously completed courses, wherein which grades of D or F were assigned, eliminated from the computation of his or her grade point average. These eliminated courses may also never be used toward graduation at Mississippi State University.

Academic amnesty will be applied to the student's record only once, and the new grade point average will be noted on the transcript at the end of the semester during which the request was approved. The notation will be made upon successful completion (GPA 2.00 or better) of at least 12 credit hours at Mississippi State University.

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:

Associate Provost for Academic Affairs

Provost and Executive Vice President

President, Robert Holland Faculty Senate

Assistant Vice President and Director
Institutional Research and Effectiveness

General Counsel

APPROVED:

President

2. AOP 13.03 Responsibilities in Instruction and Curriculum and Attendance at Class

Report to the Robert Holland Faculty Senate

Academic Affairs Committee

Report on AOP 13.03

September 23, 2020

Background

AOP 13.03 came to Faculty Senate and was assigned to the Academic Affairs Committee at the August Faculty Senate meeting of 2020. Although it had not expired, there were several requests that had been made for changes, so it was edited and approved through the Associate Deans Council and the Deans Council before being sent to Faculty Senate.

Recommendation

The Academic Affairs Committee recommends approval of AOP 13.03 as amended, including the addition of a specific mechanism for amending a syllabus during the semester, and a clarification of the requirement of a statement of the instructor's attendance and participation policy in the syllabus.

Discussion

The Academic Affairs Committee made several stylistic changes, in order to improve the wording or eliminate minor points of confusion. However, the main changes fell into a couple of different items, mostly focused on the syllabus requirements as listed in this AOP. Since we have historically been told that the syllabus is viewed as a form of contract between the faculty and the students, a suggestion was made to require an addendum, rather than simply a new syllabus, much as one would experience when an actual contract modification is necessary. The modified syllabus would obviously need to be distributed to all students and posted online as required for the original syllabus, and would be subject to the limitations in policy item A.1.ii for modifying syllabi during a semester.

The second major change is in the wording of item A.1.iv., where a clarification was made regarding the requirement for an attendance and participation policy in the syllabus. (See AOP 12.09 for details.) Additionally, a minor change was to move the note about example syllabi to

the introductory part of A.1., since it is not really an obligation to the students, but simply a helpful pointer for someone who chooses to avail themselves of those examples.

Committee Members: Randy Follett (Chair), Robert Banik, Brian Davis, Alexis Gregory, Rebecca Long, Erdogan Memili, Andy Perkins, Chien Yu



**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) 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. (Note that example syllabi may be found on the website of the Center for Teaching and Learning (<http://www.ctl.msstate.edu>.)
 - i. 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.
 - ii. The course syllabus ~~should~~ **must** be presented at the first class meeting to all students, and ~~there should be no~~ variation from the syllabus should only occur under rare circumstances following clear communication with the students[RP3]. In such cases, an addendum to the existing syllabus should be created, and the new version with the addendum must be provided to all students.

- iii. The course syllabus (with any addendums added during the semester) should be available electronically to students throughout their time in the course^[RP4]. 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 Disability Services at~~ https://www.sss.msstate.edu/disabilities^[RP5]/~~⊖~~.
 - iv. ~~If an~~ The syllabus must describe the instructor's -attendance and class participation policy as policy is referenced in the course syllabus, it should follow the guidelines set forth prescribed in AOP 12.09 Class Attendance and Reporting of Absences^[RP6].
 - v. It is recommended that that the syllabus draw attention to campus safety and refer the students to the Campus^[RP7] Safety Information website (https://www.emergency.msstate.edu/).
- ~~1. Please refer to see the syllabus templates on the Center for Teaching and Learning website at http://wwwctl.msstate.edu/.~~

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, 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 a 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.
- 11.12. Instructors of record are expected to provide an undergraduate students with significant evidence or assessment of his/her/their class performance within the first 30 class days of the semester (see also AOP 12.01 Academic Add-Drop). [RP8]

B. Modification of Teaching Responsibilities

In cases where a tenured, or tenure-track faculty member 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 to arrange a temporary reduced or modified teaching load as appropriate.

Department Heads/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 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, 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 for Academic Affairs_ Date

Provost and Executive Vice President_ Date

President, Robert Holland Faculty Senate_ Date

Interim Director_ Date
Institutional Research and Effectiveness

General Counsel_ Date

APPROVED:

President_ Date

ANCILLARY AFFAIRS

CHARTER & BYLAWS

FACULTY AFFAIRS

1. AOP 13.09 Credentials for Teaching

Report to the Robert Holland Faculty Senate

Faculty Affairs Committee

Report on AOP 13.09 Credentials for Teaching

October 9, 2020

Background

AOP 13.09 Credentials for Teaching was assigned to committee at the March 2020 senate meeting. It had been modified to update the credentials required to teach online and also to include a new section on program coordination.

Recommendation #1

We recommend 4 changes to AOP 13.09

1) We recommend removing the degree program coordination information from this AOP. Doing so will involve the following changes:

- a) Removing that information from the title of the AOP.
- b) Removing the program coordination portions from page 4-5
- c) Removing headings 1 and 2 on pages 1 and 4 because these are no longer needed.

Discussion

We believed this information was a better fit for AOP 12.08 (Requirements for Degrees, Academic Minors, Certificate Programs, and Academic Consortial/Contractual Agreements) because what was added was not about credentials. It was primarily about the requirements of program coordination. We plan to recommend changes to the requirements for program coordination when we present our recommendations for modifying AOP 12.08.

Recommendation #2

2) We recommend the following edits in Credentials, section 1 for teaching an undergraduate course:

Undergraduate courses: The instructor of record must possess a doctorate or master's degree in the teaching discipline or a related discipline. Additionally, the instructor of record must possess ~~a master's degree with~~ a concentration in the teaching discipline ~~with of~~ at least 18 graduate semester hours ~~in the same or related teaching discipline.~~

Discussion

The way this was originally worded would seem to preclude someone from teaching in a discipline other than the one they have a master's or doctorate degree in, even if they also had 18 hours in the teaching field. We sought guidance from Tracey Baham and she confirmed that someone with 18 hours in the teaching field and a graduate degree would be considered eligible to teach.

Recommendation #3

3) We recommend the following changes to section 3 a-c, credentials for online instructors of record for clarity and consistency:

3) Online instructors of record must either acquire or demonstrate proficiency in suitable online education methodologies by one of the following:

a. Successful **and verified** completion of the MSU Center for Teaching and Learning (CTL) course focusing on best practices in online education methodologies (Online Teaching 101) **before or during the first semester of teaching an online course.**

b. Successful **and verified** completion of a course equivalent to Online Teaching 101 **before or during the first semester of teaching an online course.** The appropriateness of a proposed substitute will be determined by the CTL.

c. Successful and verified completion of 4 hours of workshops and/or seminars focused on online teaching methodologies and best practices **and successful completion of module 2 from the Online Teaching 101 course, "Regular and Substantive Interaction."** ~~(e.g., Suitable workshops or seminars include CTL online teaching workshops, CDE Center for Distance Education (CDE) pedagogical lunch and learns, College/Departmental -led workshops offered by individuals certified by Quality Matters certified individuals and/or professional development courses provided by disciplinary professional associations.) to be completed within 2 years of the beginning of their initial online class at MSU. In addition to these 4 professional development hours, each faculty member will be required to complete the week 2 module from the Online Teaching 101 course, which deals with "Regular and Substantive Interaction."~~

i. Module 2, *Regular and Substantive Interaction*, from the Online Teaching 101 course must be completed before or during their first semester of teaching an online course at MSU.

ii. **The remaining 4 hours of workshops and/or seminars must be completed by online instructors of record** ~~Instructors of record who teach online will need to complete the remaining requirements~~ within 2 years of the beginning of their initial online class at MSU.

iii. ~~External adjunct faculty's 2-year clock will coincide with their employment.~~

Discussion

The AOP came to us with new language on credentials needed to teach an online class. We made changes to the language in sections a, b, and c to make each point consistent and clearer. We added 'and verified' to 3 a and b to be consistent with 3 c. We struck 3. a. iii for two reasons. First, per AOP 13.22, MSU does not consider adjunct faculty employees. If this was intended to refer to part-time lecturers, we believe they are sufficiently covered by 3.a.ii.

Recommendation #4

4) We recommend the following changes to 3d to modify how extensive experience is defined and eliminate the last sentence, which was incorporated earlier.

- d. Instructors who have recent (within the last three years), extensive experience (3+ years) teaching online education courses (defined as teaching either the same course at least three different times or different courses a combined total of at least six times) may substitute the above requirements with a successful evaluation of their course(s) and the methodologies used in the course(s) from the CTL. CTL in conjunction with the College will elect credentialed evaluators proficient in the assessment of online education-teaching methodologies to perform the evaluation.

~~With the exception of the 4 workshop hours in part c, these items must be completed before or during the first semester of teaching an online course.~~

Discussion

The most substantive change to part 3 was to section d, where we recommended modifying the definition of ‘extensive experience.’ We believe our recommendation clarifies the requirement by referencing courses in addition to time. We also believe our changes honor the spirit of the original language but also allow greater flexibility for instructors who teach primarily online and may thus gain experience quicker than the typical instructor. The recommended changes are based on recommendations from experienced online instructors and published definitions of experience [e.g. McGee et al 2017 (<https://link.springer.com/article/10.1007/s12528-017-9140-6#Tab1>) and Kumar et al., 2019 (<https://files.eric.ed.gov/fulltext/EJ1237800.pdf>)].

Committee Members: Kathy Sherman-Morris (Chair), Kimberly Kelly, Stephanie King, Lyndsey Miller, Todd Mlsna, Joel Paz, Amanda Stone, Chinling Wang



**AOP 13.09: CREDENTIALS FOR TEACHING AND
DEGREE PROGRAM COORDINATION**

PURPOSE

The purpose of this Academic Operating Policy (AOP) is to define the credentials for an individual to teach courses.

POLICY/PROCEDURE

Credentials for Teaching

Standard Faculty Credentials for Teaching

The instructor of record for each academic credit course offered at Mississippi State University must possess the proper credentials for the discipline in which he or she is teaching. Credentials are determined as follows:

1. Undergraduate courses: The instructor of record must possess a doctorate or master's degree in the teaching discipline or a related discipline. Additionally, the instructor of record must possess ~~a master's degree with~~ a concentration in the teaching discipline ~~with of~~ at least 18 graduate semester hours ~~in the same or related teaching discipline~~.
2. Graduate and post-baccalaureate courses: The instructor of record must possess an earned doctorate/terminal degree in the same or related teaching discipline.
- ~~2. Distance courses: Any instructor teaching an online course must first complete training in online instruction offered by the Center for Teaching and Learning (CTL) or be verified by CTL as being qualified to teach online courses.~~
3. Online instructors of record must either acquire or demonstrate proficiency in suitable online education methodologies by **one of the following**:
 - a. Successful ~~and verified~~ completion of the MSU Center for Teaching and Learning (CTL) course focusing on best practices in online education methodologies (Online Teaching 101) ~~before or during the first semester of teaching an online course~~.
 - b. Successful ~~and verified~~ completion of a course equivalent to Online Teaching 101 ~~before or during the first semester of teaching an online course~~. ~~The appropriateness of a proposed substitute will be determined by the CTL.~~

- c. Successful and verified completion of 4 hours of workshops and/or seminars focused on online teaching methodologies and best practices and successful completion of module 2 from the Online Teaching 101 course, “Regular and Substantive Interaction.” (e.g., Suitable workshops or seminars include CTL online teaching workshops, Center for Distance Education (CDE) pedagogical lunch and learns, College/Departmental-led workshops offered by individuals certified by Quality Matters certified individuals and/or professional development courses provided by disciplinary professional associations.) to be completed within 2 years of the beginning of their initial online class at MSU. In addition to these 4 professional development hours, each faculty member will be required to complete the week 2 module from the Online Teaching 101 course, which deals with “Regular and Substantive Interaction.”
- i. Module 2, Regular and Substantive Interaction, from the Online Teaching 101 course must be completed before or during their first semester of teaching an online course at MSU.
 - ii. Instructors of record who teach online will need to complete the remaining requirements. The remaining 4 hours of workshops and/or seminars must be completed by online instructors of record within 2 years of the beginning of their initial online class at MSU.
- External adjunct faculty’s 2-year clock will coincide with their employment.
- d. Instructors who have recent (within the last three years), extensive experience (3+ years) teaching online education courses (defined as teaching either the same course at least three different times or different courses a combined total of at least six times) may substitute the above requirements with a successful evaluation of their course(s) and the methodologies used in the course(s) from the CTL. CTL in conjunction with the College will elect credentialed evaluators proficient in the assessment of online education teaching methodologies to perform the evaluation.

With the exception of the 4 workshop hours in part c. these items must be completed before or during the first semester of teaching an online course.

Graduate Teaching Assistants as Instructors of Record.

Graduate teaching assistants may serve as instructors of record only for undergraduate courses. These graduate students must possess a master’s in the teaching discipline, or at least 18 graduate semester hours in the teaching discipline and obtain classroom certification from the Graduate School. Graduate teaching assistants must receive direct supervision by a faculty member experienced in the same teaching discipline, regular in-service training, and planned periodic evaluations. Graduate teaching assistants cannot serve as instructors of record for graduate level courses, regardless of qualifications.

Alternative Certification through Commensurate Experience.

An individual may be certified to teach courses at the undergraduate or graduate level based on commensurate experience in the same or related discipline. Professional certification, licensure or documented record of professional practice will be utilized to evaluate commensurate experience. The alternative certification of an instructor should be requested [in a letter of justification](#) by the department head, recommended by the academic dean, [supported by Institutional Research and Effectiveness](#), and approved by the Provost.

Instructor of Record.

An official transcript for each degree earned, along with any other documentation required or associated with the discipline that demonstrates experience or expertise (e.g. licensure, certification) must be on file with Human Resources Management in order for the individual to be listed as the instructor of record for any academic credit course.

Assignment of Instructor of Record.

The official instructor of record must be assigned for each academic credit course by the end of the 10th day of classes during each fall and spring semester. The official instructor of record for each academic credit course offered during any summer term must be assigned by the end of the 3rd day of classes.

Primary and Secondary Instructors

In the case of two or more instructors being assigned to teach a course, there will be a primary instructor and one (or more) secondary instructors. The primary instructor must be an individual who is credentialed to serve as the instructor of record for the course. The primary instructor has full responsibility for all aspects of the development and delivery of the course, and determination of final grades for the students. If utilized, a secondary instructor provides support to the primary instructor. In this capacity, a secondary instructor may teach lectures and/or labs, grade papers or provide other support functions. In the case that the secondary instructor is credentialed to serve as an instructor of record for the course, he/she would have the same rights and responsibilities as the primary instructor.

When there is a primary and one or more secondary instructors assigned to a course, it is the responsibility of the department head each semester to ensure that each individual has a complete understanding of their role and responsibilities. In such cases where a secondary instructor is not credentialed to serve as the instructor of record, the dean's office of the college will maintain a signed record of the primary and secondary instructors' acknowledgment of their roles and responsibilities. A copy of the signed acknowledgment will be maintained in the Faculty Credentials database.

Multidisciplinary and Interdisciplinary Instruction

[Multidisciplinary and interdisciplinary programs need to follow the Standard Faculty Credentials for Teaching; however, further information is needed to explain how the instructors' disciplines are related to the mission of the program. Each program may submit one justification letter stating the mission of the program and the types of disciplines that support this mission. This letter must be submitted by the department head, recommended by the academic dean, supported by Institutional Research and Effectiveness, and approved by the Provost. A brief summary of qualifications for each instructor of](#)

record will be needed in the Faculty Credentials database, and a letter of justification is only needed if the instructor does not meet the Standard Faculty Credentials for Teaching.

Non-Degree Program Instruction

- 1.—Certificate programs, developmental courses, and courses that do not contribute to a degree program (e.g., English as a Second Language) have unique missions that may not fit the Standard Faculty Credentials for Teaching. In these cases, the course content may be more valuable to students when the instructor has commensurate experience rather than academic qualifications. Each program may submit one justification letter stating the mission of the program and the types of commensurate experiences desired to support this mission. This letter must be submitted by the department head, recommended by the academic dean, supported by Institutional Research and Effectiveness, and approved by the Provost. A brief summary of qualifications for each instructor of record will be needed in the Faculty Credentials database, and a letter of justification is only needed if those qualifications do not clearly align with the commensurate experience detailed in the program justification letter.

Degree Program Coordination

Each degree program will select a member of the faculty to serve as degree program coordinator. The department head(s)/dean, in consultation with the degree program faculty, will coordinate the selection process. Program coordination will be included in the annual review process.

Undergraduate Degree Program Coordinators

Qualifications and responsibilities in collaboration with the department head(s)/dean

- Be academically qualified in the field
- Ensure the degree program adheres to all University policies
- Lead degree program faculty in curriculum review and development
- Review all course and curriculum proposals for the degree program
- Facilitate the annual assessment of the degree program
- Participate in university undergraduate degree program coordinator workshops

Graduate Degree Program Coordinators

Qualifications and responsibilities in collaboration with the department head(s)/dean

- Be academically qualified in the field and be a tenured member of the graduate faculty
- Ensure the degree program adheres to all University policies
- Interact with the Dean of the Graduate School to ensure adherence to all Graduate School policies and procedures
- Lead degree program faculty in curriculum review and development

- [Review all course and curriculum proposals for the degree program](#)
- [Facilitate the annual assessment of the degree program](#)

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 to the Provost and Executive Vice President.

REVIEWED:

Associate Provost for Academic Affairs

Provost and Executive Vice President

President, Robert Holland Faculty Senate

Assistant Vice President and Director
Institutional Research and Effectiveness

General Counsel

APPROVED:

President

STUDENT AFFAIRS

UNIVERSITY RESOURCES

1. AOP 11.01 Shackouls Honor College

Report to the Robert Holland Faculty Senate

University Resources Committee

Report on AOP 11.01 (Shackouls Honors College)

September 11, 2020

Background

The University Resources Committee was assigned AOP 10.11 for review at the August 2020 meeting of the Faculty Senate. We received the policy with changes having been made to the final two sentences of the procedure (see attached). At the September 2020 meeting, a friendly amendment to change the order of wording was approved by the senate by a vote of 39-2. The approved wording is provided below:

For many courses both required and elective, Honors sections have been established. These Honors courses and seminars are limited enrollment sections taught by designated faculty members in addition to the sections of regular departmental courses.

Following the vote, discussion turned to including additional language to AOP 10.11 proposing course credit and other incentives be provided to faculty members teaching honors students in addition to the rest of their teaching workload. A motion was made to return the AOP to committee in order to consider this proposed addition. The senate approved the motion.

The committee discussed the matter and agreed that a formal letter submitted by concerned faculty would be a more appropriate manner with which to proceed.

The committee also discussed the addition of language to the AOP acknowledging the procedure for students wishing to receive honors credit when no honors section for a course is offered. The following statement (bolded below) would be added to the final paragraph.

To enroll in Honors courses, one must have been admitted to the College, which is

University-wide. In addition to Honors courses, Shackouls Honors College promotes development opportunities for Honors students, including undergraduate research, international study, ~~and prestigious~~ national scholarships, ~~and creative performance art activities~~. **The procedure for students wishing to receive honors credit in a course with no dedicated honors section can be found in the Honors student handbook (<https://www.honors.msstate.edu/curriculum/student-handbook/>).** Requirements for joining the College and a full explanation of its offerings can be found in the University catalog (consult the index) ~~and on the College's web page ([honors.msstate.edu](https://www.honors.msstate.edu))~~.

The change we propose would result in the following revised policy:

POLICY/PROCEDURE

The Shackouls Honors College offers a challenging variation of the standard curriculum, through which qualified undergraduate students throughout the University enrich their academic experiences. For many courses both required and elective, Honors sections have been established. These Honors courses and seminars are limited enrollment sections taught by designated faculty members in addition to these sections of regular departmental courses.

To enroll in Honors courses, one must have been admitted to the College, which is University-wide. In addition to Honors courses, Shackouls Honors College promotes development opportunities for Honors students, including undergraduate research, international study, ~~and prestigious~~ national scholarships, ~~and creative performance art activities~~. ~~The procedure for students wishing to receive honors credit in a course with no dedicated honors section can be found in the Honors student handbook (<https://www.honors.msstate.edu/curriculum/student-handbook/>).~~ Requirements for joining the College and a full explanation of its offerings can be found in the University catalog (consult the index) ~~and on the College's web page ([honors.msstate.edu](https://www.honors.msstate.edu))~~.

Recommendations

We recommend that the statement regarding students receiving honors credit be added to the policy.

Committee Members: Kent Marett (Chair), Thu Dinh, Sol Pelaez, Rosangela Sebba, Beth Stokes, Mary Love Tagert, Brad Trinkle, Molly Zuckerman



AOP 11.01: Shackouls Honors College, Division of Academic Affairs

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to promote an understanding of the Shackouls Honors College at Mississippi State University.

REVIEW

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

POLICY/PROCEDURE

The Shackouls Honors College offers a challenging variation of the standard curriculum, through which qualified undergraduate students throughout the University enrich their academic experiences. For many courses both required and elective, Honors sections have been established. These [Honors courses and seminars](#) are limited enrollment sections [in addition to the sections of regular departmental courses](#) taught by designated faculty members.

~~There are Honors courses and seminars in addition to these sections of regular departmental courses.~~ To enroll in Honors courses, one must have been admitted to the College, which is University-wide. In addition to Honors courses, Shackouls Honors College promotes development opportunities for Honors students, including undergraduate research, international study, ~~and prestigious~~ national scholarships, ~~and creative performance art activities~~. Requirements for joining the College and a full explanation of its offerings can be found in the University catalog (consult the index) [and on the College's web page \(honors.msstate.edu\)](http://honors.msstate.edu).

APPROVED:

_____	_____
Dean, Shackouls Honors College	Date
_____	_____
Provost and Executive Vice President	Date
_____	_____
President, Robert Holland Faculty Senate	Date

REVIEWED:

_____	_____
Assistant Vice President and Director Institutional Research and Effectiveness	
_____	_____
General Counsel	Date

APPROVED:

_____	_____
President	Date

SPECIAL COMMITTEE REPORTS

PENDING BUSINESS

NEW BUSINESS

ADJOURN



AOP 12.01: Academic Add/Drop

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to stimulate a greater sense of responsibility and commitment in students relative to choice of courses, course requirements, and the decisions to drop courses; and to establish an add/drop policy that consists of a definitive set of guidelines.

POLICY/PROCEDURE

I. Regular Sessions

A. Add/Drop without penalty – A student has through the fifth class day (by 11:59 pm, Central Time Zone) into the semester to drop a course and until the sixth class day (by 8:00 am, Central Time Zone) to add a course without being assessed a fee or academic penalty.

B. Add after 8:00am on the sixth class day -- An Add/Drop form must be used. The student must obtain the Professor's/Instructor's, Advisor's and Dean's approval for adding (registering for) classes after the registration period has ended. Each class added late will be assessed a fee, and the student will be responsible for any additional tuition and/or course fees[RP9].

A-C. Add after a Force Drop -- -- An Add/Drop form must be used. The student must obtain the Professor's/Instructor's, Advisor's and Dean's approval for re-adding the course.

B-D. Drop after the fifth class day through the 36th class day into the semester – A student who elects to drop a course during this period must receive the approval of his/her advisor, will be assigned a grade of W on his/her academic record, and will be assessed a fee. The advisor who permits the drop will specify its effective date.

C-E. Drop after the 36th class day into the semester – A student cannot drop courses after this period except in documented cases of serious illness, extreme hardship, or failure of the instructor to provide an undergraduate student with significant assessment of his/her performance. (Claims of lack of assessment within the designated time period must include documentation from the instructor of record.) A request to drop a course during this period must be approved by the student's advisor and academic dean. The dean who permits the drop will specify its effective date. A student receiving permission to drop will receive a grade of W[GT10] on his/her academic record and be assessed a fee.

D-F. Instructors of record are expected to provide an undergraduate student with significant evidence or assessment of his/her class performance within the first 30 class days of the semester.

II. Other Session Formats

Sessions with other formats follow the same rules as in Section I, but with the cutoff dates as shown in Table 1. “Add Day” shows the last day to add without being assessed a fee or academic penalty, “Drop Day” shows the last day to drop without a grade, “Drop with W Day” shows the last day to drop with a grade of “W”. As in the case for regular sessions, a drop with a grade of “W” requires advisor permission, and the student will be assessed a fee. The requirement for providing significant assessment has the same date as the last day with a grade of “W_[RP11]”.

Table 1. Cutoff dates for sessions with other formats

Format	Add Day	Drop Day	Drop with W Day
5-week Session	2	2	14
10-week Session	3	3	28
Shortened Format (10 -15 class meetings)	2	2	5
Shortened Format (16 -24 class meetings)	2	2	9

III. Relationship to the Honor Code

Students who violate the Honor Code Council Procedure are not allowed to drop a course or to withdraw from the University in an attempt to escape honor code violation consequences. The University Registrar is authorized to reinstate a dropped or withdrawn course on a student’s schedule (and assess appropriate tuition and fees) should a student attempt to avoid the honor code sanction.

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 presented 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

Director
Institutional Research and Effectiveness
Date

General Counsel
Date

APPROVED:

President
Date



AOP 12.22: Undergraduate Student Course Load

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to establish the policy regarding student course load at Mississippi State University.

POLICY/PROCEDURE

The following policies will apply:

1. A student on academic probation (AOP 12.15 Academic Probation, Suspension and Dismissal for Undergraduate Students) ~~should be is~~ limited ~~by his or her academic advisor~~^[RP12] to an enrollment of 16 credit hours (including ensemble and academic support/developmental ~~classes~~^[RP13].)
2. Students in good academic standing can take a total of up to 19 credit hours per semester without special permission. Requests to take 20 or 21 credit hours total must be approved at the level of Advisor, Department, and Dean. Requests to take 22 or more credit hours total must be approved at the levels of Advisor, Department, Dean, and Provost.
3. A student in a five week summer session may take one course in addition to the normal maximum load (two courses) if his or her cumulative MSU Grade Point Average is between 3.0 and 4.0 and if he or she secures approval at the levels of Advisor, Department, and Dean.
4. An entering first-year student with low ACT scores or sub-scores is required to take appropriate developmental and/or learning skills courses and should schedule them within the first two semesters of enrollment, and should be limited by his or her academic advisor to an enrollment of 16 credit hours (including ensemble and academic support/developmental classes.)
5. Any exceptions to points 1, 2, 3, and 4 above or special circumstances not covered by points 1, 2, 3, and 4 above would require approval at the levels of Advisor, Department, Dean, and Provost.

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 presented to the Provost and Executive Vice President.

REVIEWED:

_____	_____
Executive Vice Provost and	Date
Dean of the Graduate School	

_____	_____
Provost and Executive Vice President	Date

_____	_____
President, Robert Holland Faculty Senate	Date

_____	_____
Director	Date
Institutional Research and Effectiveness	

_____	_____
General Counsel	Date

APPROVED:

_____	_____
President	Date

|



AOP 13.22: GUIDELINES FOR ADJUNCT FACULTY, VISITING FACULTY, VISITING SCHOLAR AND VISITING EXECUTIVE APPOINTMENTS

PURPOSE

The purpose of this Academic Operating Policy and Procedure (AOP) is to establish guidelines for Adjunct Faculty, Visiting Faculty, Visiting Scholars/ Scientists and Visiting Executive Appointments.

POLICY/PROCEDURE

Utilization of talents and expertise of scholars, professionals and executives from external organizations greatly enhances the ability of a university to conduct its teaching, research and service missions. Access to highly qualified people who complement the skills of university faculty, staff and administrators is a cost- effective way of enhancing programs. There are four types of external appointments: Adjunct Faculty, Visiting Faculty, Visiting Scholar/Scientist and Visiting Executives. All individuals invited to campus as a visitor or in any of the above capacities must abide by applicable university policies. Additionally, those individuals invited to campus by means of a formal external appointment to participate in and perform in research/scholarly activities at the university as a collaborator must have a written agreement in place.

Each initiating Department~~department~~, unit or College~~college~~ must have written guidelines for the appointment of Adjunct Faculty, Visiting Faculty, Visiting Scholars/ Scientists and Visiting Executives prior to engaging in such programs.

Adjunct Faculty appointments are ~~courtesy appointments~~^[GT15] awarded to individuals who do not currently hold a faculty position in the department or unit, but who are qualified for an academic appointment and have the potential to contribute to the mission of the unit. These appointments may be external or internal to MSU. Adjunct faculty are not reflected in the budget of the appointing unit and ~~may or may are typically~~ not be remunerated for services. Appointments are initiated at the department or unit level and submitted to the college dean for approval. There should be a fixed term of appointment of three ~~or less~~ years or less with the possibility for reappointment. If approved, the dean will inform the initiating department and the Provost of the appointment. The Provost will inform the Department of Human Resources Management. Adjunct faculty, unless otherwise employed in the university, are not employees and are not entitled to employee benefits; they may be provided access to university facilities, but this will depend upon circumstances related to the appointment and will be specified at the time of appointment. Responsibilities are usually less than those associated with a Visiting Faculty position.

Visiting Faculty are employed by the University as a means of accommodating a particular temporary need in instruction, research, or other professional activities of the unit in which they are appointed. Appointments are initiated at the department, unit, or college level where the person will teach, assist with the conduct of research, or provide a professional service and are submitted to the usual levels of approval for university employment. Such appointments are active for a specified period of time, not expected to exceed one year, and may not exceed a maximum cumulative appointment of two years.

Visiting Scholar/Scientists appointments are based upon an individual's possession of knowledge and experience in a given field considered complementary to the ongoing efforts of the unit. Appointments for Visiting Scholars/Scientists may be initiated by an academic department, college or other unit of the University. Approval of the appointment is required by the MSU collaborator, Dean, Department Head, Director (if applicable), and the appropriate Vice President. Requests must be justified on the basis to benefit MSU. The expected time of service ranges from ~~a few~~ two weeks to one year. An extension beyond one year must be approved by the Dean, Department Head, Director (if applicable), and appropriate Vice President, and will be granted only for compelling circumstances. Visiting Scholars/Scientists are not employees and are not entitled to employee benefits, ~~although arrangements may include limited funds for expenses such as travel, supplies, etc.~~ A department may elect to provide a non-salary stipend to defray the cost associated with the Visiting Scholar/Scientist's collaboration with the University for supplemental research expenses for the Visiting Scholar, but the Visiting Scholar/Scientist should not be paid as an intermittent worker. Appointments for Visiting Scholars/Scientists may be initiated by an academic department, college or other unit of the University. Approval of the appointment by the appropriate Vice President and, if applicable the initiating college Dean or unit Director is required; the appointment letter should specify the expected duration of participation by the Visiting Scholar/Scientist and other special conditions. Notification of the President is required. The title of the appointment may carry the identity of the sponsoring unit.

Visiting Executive status is offered to individuals with exceptional leadership and management experience from education, government, business or industry whose appointment is considered beneficial to the University. Appointees are normally expected to serve for one year, but the appointment may be renewed by mutual agreement. Visiting executives are not employees and are not entitled to employee benefits, although arrangements may include limited funds for expenses such as travel, supplies, etc.

Appointments may be initiated by an academic department, college or other unit of the University. Approval of the appointment by the appropriate Vice President and, if applicable the initiating college Dean or unit Director is required; the appointment letter should specify the expected duration of participation by the Visiting Executive and other special conditions. Notification of the President is required. The title of the appointment may carry the identity of the sponsoring unit.

REVIEW

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

REVIEWED:

~~Associate Executive Vice~~ Provost for Academic Affairs

Provost and Executive Vice President

President, Robert Holland Faculty Senate

~~Assistant Vice President and Interim~~ Director
Institutional Research and Effectiveness

General Counsel

APPROVED:

President

From: Memili, Erdogan <em149@ads.msstate.edu>

Sent: Friday, September 4, 2020 1:26 PM

To: Robichaux-Davis, Rebecca <rrobichaux@colled.msstate.edu>; FacultySenate <faculty senate@senate.msstate.edu>

Subject: Agenda item for the next Faculty senate meeting & Re: September Update

Dear Rebecca,

Thanks for the updates and I appreciate your leading the efforts.

I would like to suggest an agenda item on the faculty teaching requirements, i.e., how many courses per semester for faculty with split appointments such as 70% research, 25% teaching, and 5% service. In addition, would the teaching requirements be modified if the courses are online?

Thanks for your consideration.

Sincerely,

Erdogan