Faculty Handbook
2021-2022

Welcome from the Provost

We are pleased to support the University of Mississippi's *Faculty Handbook*. Inside you will find information about the university, along with resources, policies, and procedures that are essential to the faculty experience.

We are proud of our vibrant community of scholars that is committed to educating and serving the citizens of our state, nation, and world, and creating knowledge that shapes our perspectives and understanding. The work you do here is incredibly meaningful, quite simply, it changes lives. This handbook is meant to be a helpful guide to the most relevant policies and procedures. I hope it helps you find and make use of the many opportunities and resources the university offers, whether you are just beginning your career or have been with us for many years.

The University of Mississippi is a better place when you succeed. We are committed to nurturing a culture that respects the dignity of every person. This is fundamental to our community's values and is critical to fairness, civility, integrity, academic honesty, and academic freedom.

Faculty are the foundation of our university. We are glad you are here and appreciate the great things you are accomplishing as members of our community.

Sincerely,
Noel E. Wilkin, Ph.D.
Provost and Executive Vice Chancellor for Academic Affairs

PREFACE

The Faculty Handbook is a compilation of administrative policies and procedures of the university, general guidelines, and campus resources that affect faculty and academic units. Reasonable efforts have been made to cover important matters and to ensure that the contents are accurate. However, there are additional university policies and procedures as well as specific College/School and department policies that are not presented in the Handbook. All official university policies can be found in the online University of Mississippi Policy Directory, a collection of policies governing the university and subject to change at any time. You will find a Provost/Vice Chancellor for Academic Affairs section that includes many policies and procedures related to faculty. Use this handbook as a guide, but be sure to check the Policy Directory for all current and updated policies at the University of Mississippi. In the event that areas of policy have been omitted in the Handbook or are not stated clearly, or if ambiguities or inconsistencies are found, decisions will be made by the Provost and other senior leaders of the university, as appropriate.

Other resources for important university-wide information:

- IHL Policies and Bylaws

- University of Mississippi Online Academic Catalog

- University of Mississippi M-Book (a student handbook that includes certain policies, such as those related to academic discipline)

- Emergency Information website (information on what to do in case of emergencies)

- myOleMiss (University's Web portal)

- UM Today

- RebAlert (emergency text message notification system)

- Severe Weather Information

*******PLEASE NOTE INFORMATION AND POLICIES RELATED TO COVID-19 CAN BE FOUND ON THE OFFICE OF THE PROVOST WEBSITE and THE COVID-19 FACT SHEET FOR FACULTY WEBSITE. THERE ARE RESOURCES AVAILABLE FOR THE HEALTH AND SAFETY OF THE COMMUNITY, PROTOCOLS FOR THE CLASSROOM, ACADEMIC RESOURCES AND SYLLABUS LANGUAGE, STUDENT ACCOUNTABILITY, OUTDOOR CLASSROOM GUIDANCE, AND HUMAN RESOURCE GUIDANCE. ALL TENURE-TRACK FACULTY WHO WERE IN THEIR PROBATIONARY PERIOD UP TO THE 2020-2021 ACADEMIC YEAR HAVE BEEN GRANTED A ONE-YEAR EXTENSION TO THEIR PROBATIONARY PERIOD. SEE APPENDIX A OF THE HANDBOOK FOR MORE DETAILS OR THE OFFICE OF THE PROVOST WEBSITE. (updated July 15, 2021)

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UNIT1
ORGANIZATION AND STRUCTURE

Section 1: Mission, Values, and Strategic Plan

Founded in 1848, the University of Mississippi is Mississippi's flagship university. It is included in the elite group of R-1: Doctoral Universities - Highest Research Activity by the Carnegie Classification. The University has 15 academic divisions including a major medical school, nationally recognized schools of accountancy, law, and pharmacy, the Sally McDonnell Barksdale Honors College, the Croft Institute for International Studies, and the Chinese and Arabic Flagship Programs. It has a history of producing leaders in public service, academics, and business.

History

When it chartered the University of Mississippi on February 24, 1844, the Mississippi Legislature laid the foundation for public higher education in the state. The university opened its doors to 80 students four years later and for 23 years was Mississippi's only public institution of higher learning. For 110 years, it was the state's only comprehensive university.
More about the Institution's History

Vision, Mission, Philosophy

Our Vision

The University of Mississippi aspires to be a preeminent public international research university and a leading force for innovation and opportunity in Mississippi, the United States, and the world.

Our Mission

As Mississippi's first comprehensive, public university and academic medical center, the University of Mississippi transforms lives, communities, and the world by providing opportunities for the people of Mississippi and beyond through excellence in learning, discovery, healthcare, and engagement.

The mission of the University of Mississippi is to create, evaluate, share, and apply knowledge in a free, open, and inclusive environment of intellectual inquiry. Building upon a distinguished foundation in the liberal arts, the state's first comprehensive university serves the people of Mississippi and the world through a breadth of academic, research, professional, and service programs. The University of Mississippi provides an academic experience that emphasizes critical thinking; promotes research and creative achievement to advance society; uses its expertise to engage and transform communities; challenges and inspires a diverse community of undergraduate, graduate, and professional students; offers enriching opportunities outside the classroom; supports lifelong learning; and develops a sense of global responsibility.

In pursuing its mission, the University of Mississippi community:

- Reaffirms its identity and purpose as fundamentally academic,
- Nurtures excellence in teaching, learning, creativity, and research,
- Provides the best accessible undergraduate education in the state of Mississippi,
- Offers high-quality undergraduate, graduate, and professional programs, and
- Devotes its knowledge and abilities to serve the state and the world.

Creed

The University of Mississippi is a community of learning dedicated to nurturing excellence in intellectual inquiry and personal character in an open and diverse environment. As a voluntary member of this community:

I believe in respect for the dignity of each person

I believe in fairness and civility

I believe in personal and professional integrity

I believe in academic honesty

I believe in academic freedom

I believe in good stewardship of our resources

I pledge to uphold these values and encourage others to follow my example

Strategic Plan

The power of higher education can truly transform lives, communities, and the world. FLAGSHIP FORWARD, the strategic plan of the University of Mississippi, is our roadmap to doing so.

Accreditation

The [University of Mississippi is accredited](#) by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, specialist, first professional, graduate certificates, and doctoral degrees.

Governing Board: Mississippi Institutions of Higher Learning (IHL System)

The University of Mississippi's governing board is the [Mississippi Institutions of Higher Learning](#) (IHL). The IHL, under the governance of its Board of Trustees, operates as a strong public university system with eight distinct, mission-driven universities and enhances the quality of life of Mississippians by effectively meeting their diverse educational needs. The IHL system will be characterized by, and become nationally recognized for, its emphasis on student achievement and on preparing responsible citizens; its adherence to high academic standards and to quality in instruction, research, service and facilities; and its commitment to affordability, accessibility, and accountability.

Leadership and Organizational Structure

The Chief Executive Officer for the University is the Chancellor. The Provost/Executive Vice Chancellor for Academic Affairs is responsible for overseeing the entire academic enterprise of the University of Mississippi and reports directly to the Chancellor. The Office of the Provost assists academic units with budgets, faculty matters, academic issues, policies, accreditation, and interactions with our governing board as they relate to academic issues, planning and strategic issues, student services, research, and minority and diversity support programs. The primary goal is to provide students with a quality, competitive education and to arm them with every opportunity to succeed in life and in their chosen professions.

The Vice Chancellors for the Division of Diversity and Community Engagement, the Division of Research and Sponsored Programs, and the Division of Student Affairs report to the Provost. Additionally, the registrar, academic deans, chief information officer, senior international officer, and other academic directors report to the Provost.

[Organizational Charts](#)
[Senior Leadership](#)

Shared Governance

The University of Mississippi adheres to the principles of shared university governance enunciated in the "Statement on Government of Colleges and Universities" jointly formulated in 1966 by the American Association of University Professors, the American Council on Education, and the American Association of Governing Boards of Universities and Colleges. In accordance with that document, the University of Mississippi recognizes that: "the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process." The university, therefore, endorses a process of consultation to assure that academic decisions are made through a joint effort of the faculty and administrators and with the cooperation and support of a majority of the faculty constituency affected.

The university recognizes that the faculty has special concern and responsibility for the establishment of the university's general education policies and goals and particularly for their implementation regarding curriculum, instruction, research, faculty status, and degree requirements. In addition, the university recognizes the faculty's necessary participation in shared governance regarding long-range plans for the institution, the allocation and use of physical resources, budgets, compensation, and the selection of academic officers. The university acknowledges that true faculty participation in the governance of academic affairs requires good faith on the part of both the faculty and administration and genuine commitment by both to a program of shared governance.

The University of Mississippi Article II of the Faculty Senate Constitution states, "the Senate of the Faculty shall be empowered to make recommendations to the Chancellor and Academic Council on policies affecting the university and to advise on such matters as the Chancellor shall lay before it. It shall also keep the General Faculty fully informed of its recommendations." Faculty participate in University Standing Committees, search committees, Undergraduate Council, Graduate Council, and the Council of Academic Administrators.

Faculty Senate

The [Senate of the Faculty at the University of Mississippi](#) is empowered to make recommendations to the Chancellor and the Council of Academic Administrators on policies affecting the university and to advise on such matters as the Chancellor shall lay before it. It should also keep the General Faculty fully informed of its recommendations.

The Senate membership is limited to Faculty who qualify as Eligible Faculty, defined as full-time, budget-listed, or full-time equivalent (defined as those teaching 4-or-more courses per semester) Regular, Support, or Research Faculty of the University of Mississippi (excluding the University of Mississippi Medical Center). The Faculty Senate webpage has the Faculty Senate Constitution and bylaws, membership, meeting agendas, resolutions, and other resources related to the Faculty Senate.

Standing Committees

The University Standing Committees are appointed by the Chancellor to bring together faculty, staff, alumni, students, and administrators for the purpose of collecting, exchanging, and weighing information and opinions and submitting to the Chancellor and/or Provost recommendations for changes that the committees deem necessary for the general good of the University. Each committee has the responsibility of continually reviewing practices and policies in its area of concern, as well as performing specifically designated duties. The University Standing Committees are advisory to the Chancellor and/or Provost and, as such, perform a significant role in the governance of the university.

Standing Committee Policy

Standing Committee Charges and Membership

Curriculum Development

Normally, recommendations about curricular matters are initiated at the program level and are reviewed at appropriate administrative levels. Curricular matters are approved by department faculty and college/school curriculum committees and entered into Academic Workflow. The curricular matters are then routed through the Undergraduate Council and/or the Graduate Council, as appropriate, then to the Council of Academic Administrators, and then to the Chancellor for final approval. New degree programs, significant modifications to programs such as renaming or suspending the program, creating new academic units, and renaming, reorganizing, or deleting academic units require IHL approval also.

General Education Committee

The General Education Committee is a standing university committee that holds the broad responsibility of leading the university in fulfilling its general education mission for all undergraduate degrees at the university. General Education at the University of Mississippi is that body of curricular and co-curricular educational experiences that instills core competency and student learning skills.

Undergraduate Council

The Undergraduate Council has broad responsibility for advising on all undergraduate academic policies and activities of the university on its Oxford and satellite campus locations (excluding the University Medical Center). This includes the consideration of new degree programs, formulation and refinement of undergraduate regulations, consideration of undergraduate courses for approval, and decisions on petitions from students who are requesting waiver of campus-wide (as opposed to departmental or school) undergraduate degree requirements. Recommendations from the Undergraduate Council and minutes of its meetings are forwarded to the Provost and to the Council of Academic Administrators, and ultimately to the Chancellor. The faculty representatives on this committee must be tenured professorial faculty.

Graduate Council

The Graduate Council has broad responsibility for advising on all graduate academic policies and activities of the university on its Oxford campus and satellite campus locations (excluding the University Medical Center). This includes the consideration of new degree programs, formulation and refinement of graduate regulations, consideration of all graduate and Law courses for approval and decisions on petitions from students who are requesting waivers of campus-wide (as opposed to departmental or school) graduate degree requirements. Recommendations from the Graduate Council and minutes of its meetings are forwarded to the Provost and Council of Academic Administrators, and ultimately to the Chancellor. The faculty representatives on this committee are tenured professorial faculty.

Council of Academic Administrators

The Council of Academic Administrators has broad responsibility for all academic activities of the university on all its campuses (excluding the University Medical Center). The Council of Academic Administrators oversees the conduct of ongoing academic programs; it recommends the establishment of new programs and the terminations of, or changes in, existing programs. It receives copies of minutes and recommendations from the Undergraduate Council and the Graduate Council. It receives reports of the Calendar Committee and makes final recommendations to the Chancellor for all academic calendars. It is concerned with the development of the university budget, with the approval of policies related to academic affairs, research, and student affairs, with the approval of new academic units and research centers, with university service to the State, and with relationships with other educational institutions and organizations. The Council of Academic Administrators expects the Undergraduate and Graduate Councils, the Faculty Senate, or other standing committees or ad hoc appointed committees to have provided input or approval of the various items presented to the Council, as appropriate.

The following policies provide detail about the development of courses and programs at the undergraduate and graduate level.

- **Approval Process-Curricular and Course** policy describes how proposals for curricular and course changes, additions, or deletions must be approved by the department or program faculty and the relevant College or School, the Undergraduate and/or Graduate Council, the Council of Academic Administrators, and the Chancellor.

- **Creating New Undergraduate Programs** policy describes how new undergraduate degree programs must be approved by the department or program faculty, the relevant College or School, the Undergraduate Council, the Council of Academic Administrators, and the Chancellor. In addition, new degree programs must be approved by the Mississippi Institutions of Higher Learning (IHL) Board of Trustees.

- **Creation, Suspension, Deletion, and Review of Graduate Degree Programs** policy provides guidelines for the creation, suspension, deletion, and review of graduate programs.

- **Distance Education-Off-Campus Programs** policy describes the policies and procedures for distance education and off-campus courses and programs.

- **Course Numbering System/Prerequisites** policy describes course numbering.

Faculty Titles and Ranks

The Mississippi Board of Trustees of the Institutions of Higher Learning (IHL) empowers the IHL Commissioner and the Chancellor of the University of Mississippi to make all appointments and promotions of faculty and staff, with the exceptions indicated in section 401 of the IHL Policies and Bylaws. Actively employed faculty members have primary appointments in one of the following categories: Regular, Support, and Research Faculty. These categories reflect the principal duties of the faculty members. Those faculty members in the Support and Research Faculty categories have a prefix associated with their title and are not eligible for tenure. Additionally, the university recognizes Emeritus Faculty.

- **Faculty Titles and Ranks** policy defines the various categories, titles, and ranks for faculty, including regular, support, and research faculty. The policy also defines contracts and terms of employment for faculty members.

- **Distinguished Professor Title** policy defines the title of Distinguished Professor and gives procedures for promotion of faculty to this title.

- **Faculty Emeritus** policy provides the eligibility criteria for emeritus status and the benefits.

- **Graduate Faculty Status** policy pertains to the eligibility, rights, and responsibilities of members of the Graduate Faculty and defines Associate Graduate Faculty Status and Full Graduate Faculty Status.

Academic Freedom

The university's Statement on Academic Freedom is codified in policy. The University of Mississippi is a community of teachers and students bound together by a common love for learning and by their cooperative efforts to preserve and increase their intellectual heritage. Good learning increases, minds are creative, and knowledge is turned to useful purposes when men and women are free to question and seek answers, free to learn, and free to teach. The teacher, therefore, is entitled to freedom in research and in the publication of his/her results, subject to the adequate performance of his/her other academic duties. The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. All members of the faculty, whether tenured or non-tenured, enjoy this same academic freedom, with the rights and responsibilities that the term implies.

The university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember

that the public might judge his/her profession and his/her institution by his/her utterances. Hence, he/she should strive at all times to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

The University of Mississippi endorses the [1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors](#), as revised and refined since 1940, and also the Statement on Professional Ethics of the same organization, insofar as these are not limited by State law or the policies of the Mississippi Board of Trustees of State Institutions of Higher Learning.

The [Academic Freedom and Faculty Responsibility Policy](#) defines the role of the Committee on Academic Freedom and Faculty Responsibility. The standing University Committee on Academic Freedom and Faculty Responsibility will conduct hearings, when such are required, in cases of the dismissal or termination of tenured faculty, the nonrenewal of a contract for a non-tenured faculty member when there is a substantial claim that such action violates academic freedom or equal employment rights, or the dismissal of a non-tenured faculty member prior to the expiration of a term appointment. In addition to its responsibilities as a hearing body, this committee is empowered to initiate and consider matters pertaining to academic freedom and faculty responsibility at the University of Mississippi Oxford campus.

Code of Ethics and Conduct

All employees, including faculty, are expected to maintain the highest standards of ethical conduct. The [Code of Ethics and Conduct](#) policy outlines some of the information concerning ethical standards on campus.

Faculty Meetings

University Faculty Meetings usually occur at the beginning of the fall semester, at the end of the fall semester, and the end of the spring semester. Faculty are expected to attend Faculty Meetings, unless they are teaching at the time of the meeting.

Commencement

The university's [Commencement Ceremonies](#) occur in May. They are divided into two parts: the morning convocation and the individual school ceremonies. Faculty are encouraged to participate in Commencement activities.

UNIT2
FACULTY SELECTION, DEVELOPMENT, AND PROMOTION

Section 4: Faculty Selection and Credentialing

Faculty/Administrator Appointments Policy

The Faculty/Administrator Appointments policy outlines the process for the selection of faculty members, department chairs, academic deans, directors, associate or assistant directors, associate or assistant deans, the associate vice chancellor for academic affairs, and the vice chancellor for academic affairs. Faculty participation in the selection of academic administrators occurs through the appointment of faculty members to each search committee.

Search Committees

The Equal Opportunity and Regulatory Compliance and Human Resources provide Search Committee Guidelines. The Search Committee policy states that all search committees for faculty and administrators' positions that report to a Vice Chancellor or the Chancellor must have a member recommended by the Faculty Senate. Additionally, the Division of Diversity and Community Engagement seeks to support the equitable and inclusive recruitment and hiring practices by providing Search Committee Trainings related to conducting equitable faculty searches and understanding implicit bias.

Faculty Credentialing

The University of Mississippi (UM) is responsible for justifying and keeping a record of the credentials and qualifications of all faculty. The Faculty Credentials Manual discusses the credentialing process and the responsibilities of faculty, chairs, and deans offices. This credentialing process is how we document that our faculty members are qualified to deliver course learning outcomes appropriate for the curriculum. It is an essential part of our SACSCOC reaccreditation process and must be followed.

Section 5: Faculty Evaluation, Promotion, and Tenure

Annual Evaluations/Faculty Activity Reports

The Faculty create an annual Faculty Activity Report (FAR), which is due around April 15. Department chairs evaluate all faculty members on an annual basis; annual evaluations are due May 1. The Faculty Evaluation/Faculty Activity Report can be found in the myOleMiss interface. The interface provides a mechanism for faculty to create/edit scholarly activity, build the annual faculty activity report, and view current and previous annual evaluations by the chair. Staff employees are also evaluated annually using the connectU platform.

Promotion and Tenure

The promotion and tenure review process occurs on an annual cycle, with awards of promotion and tenure taking effect on July 1 of the year following application. Applications for promotion and tenure are due on September 1. Faculty should receive promotion and tenure guidelines with evaluation criteria from their department.

- **External Letters of Evaluation** policy provides a set of guidelines regarding the external letters of evaluation for faculty candidates for tenure and promotion.

- **Post Tenure Review** policy pertains to the systematic process for the review of faculty who have been tenured.

- **Promotion of Faculty** (professorial appointments, both tenure-track and non-tenure-track) policy and procedure pertains to the promotion of faculty in rank.

- **Promotion of Instructors** policy and procedure pertains to the career ladder promotion for full-time instructors (instructors, lecturers, senior lecturers).

- Promotion Policy for Research Faculty and Scientists policy sets forth criteria, ranks, and procedure for the promotion of non-tenure track research faculty and research scientists.

- **Tenure of Faculty** policy and procedures pertains to the tenure process, including eligibility and criteria, the annual review of faculty, the tenure review procedure, and appeal procedure. The policy also contains a section on the termination of tenured faculty. The policy also provides information on Stopping the Tenure Clock. ADDITIONALLY ALL TENURE-TRACK FACULTY WHO WERE IN THEIR PROBATIONARY PERIOD DURING THE 2019-2020 ACADEMIC YEAR HAVE BEEN GRANTED A ONE-YEAR EXTENSION TO THEIR PROBATIONARY PERIOD. SEE APPENDIX A OF THE HANDBOOK FOR MORE DETAILS AND HOW TO OPT-OUT.

Quadrennial Review of Administrators

The Quadrennial Review of Administrators policy states that all administrators, including department/unit chairs, directors with 50% or greater of time devoted to administration, academic deans, associate/assistant deans, vice chancellors, associate/assistant vice chancellors, and any other administrator at a similar level shall be reviewed after they have served four full years in office and every fourth year thereafter.

Section 6: Faculty Consulting, Sabbatical, and Awards

Faculty Consulting and Outside Employment

The IHL Policy 801.08 pertains to faculty consulting and states:
OUTSIDE EMPLOYMENT Members of the faculty and staff are permitted to engage in outside employment, provided permission is first obtained from the executive officer of the institution concerned and, provided further, that the executive officer of the institution concerned shall grant permission to engage in outside employment only after having first determined that the said outside employment will interfere in no way with institutional duties of the individual requesting such permission. In addition, such individuals will not engage in a business or profession that would in any manner compete with a similar business or profession over which he or she would have direct supervision, inspection, or purchasing authority within the university or agency, such being a conflict of interest. (BT Minutes, 9/90; 1/98; 11/2005)

In accordance with these regulations established by the IHL Board of Trustees, employees are permitted to engage in outside employment provided it will not interfere with the institutional duties of the individual and permission has been obtained from the Chancellor. The university's mechanism to provide faculty and other employees the opportunity to gain permission from the Chancellor to engage in consulting and outside employment can be found in the Faculty Consulting Policy and the Non-Institutional Employment Practices Policy. The university recognizes the value of faculty consulting and engaging in other outside professional activities. Consulting allows faculty to experience aspects of their field through interactions with industry, business, government, foundations, and other institutions and to transfer knowledge for the public good. These interactions and experiences ultimately enrich the educational programs.

As outlined in these policies, faculty and staff members must complete the HR Form 9, Application for Permission to Engage in Outside Employment or Practice of Profession, and forward through the proper channels. If anyone questions an employee's consulting or outside employment, this Form provides a mechanism for the institution to demonstrate that the employee had permission to engage in the consulting work and/or to receive compensation for work completed. The Frequently Asked Questions related to Form 9 has additional information about when a form needs to be completed.

National Center for Faculty Development

The Office of the Provost and the Division for Diversity and Community Engagement support an institutional membership with the National Center for Faculty Development and Diversity. As an institutional member, all faculty, postdocs, graduate students and staff have access to the following member resources at no additional cost:

- Weekly Monday Motivator
- Twelve monthly core training webinars and guest expert webinars
- Multi-week courses
- Audio, slides, and transcripts of all workshops so members can learn at their convenience

- Private Discussion Forum for peer-mentoring and problem solving
- Moderated monthly writing challenges
- Member Library, which includes workshop materials, referrals, and readings

To take advantage of this opportunity, faculty may activate their confidential, personal membership by completing the following steps:

1. Go to the [Center's webpage to activate the membership](#)
2. Choose "University of Mississippi" from the drop-down menu.
3. Select "Activate My Membership"
4. Complete the registration form using your institutional email address (i.e., @olemiss.edu)
5. Go to your email to find a confirmation email. Click "Activate Account" in the confirmation email.

Sabbatical Policy

The [Sabbatical policy](#) defines the eligibility of faculty for sabbatical leave and the procedures and approval process.

University Faculty Awards

A [listing of faculty and staff awards](#) can be found in the UM Online Catalog. We also participate in the SEC Faculty Achievement Award program and nominate faculty for this award.

Awards presented at commencement or university faculty meetings include:

- [Award for Excellence in Graduate Teaching and Mentoring](#)
- [Distinguished Professor Title](#)
- [Distinguished Research and Creative Achievement Award](#)
- [Donald R. Cole Excellence in Promoting Inclusiveness in Graduate Education](#)
- [Elsie M. Hood Outstanding Teacher Award](#)
- [Excellence in Advising Award](#)
- Faculty Achievement Award, coordinated by the Office of the Provost in late spring and awarded at the Fall Faculty Meeting
- [Frist Service Award](#)

UNIT3
TEACHING AND LEARNING RESOURCES

<center>Section 7: Academic Support Services</center>

Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) serves the needs of students and faculty in improving teaching and learning across campus, by offering a range of services including:

- Development luncheons on a range of topics from teaching with technology, improving student motivation, teaching effectively in large classrooms, and reducing workload;
- Grant programs for the teaching of critical thinking skills;
- New faculty development communities;
- Improvement of teaching through effective observations; and
- Support of student learning with supplemental instruction.

Division of Outreach and Continuing Education

The mission of the Division of Outreach and Continuing Education is to serve the university and the community by facilitating and providing high-quality learning experiences. Within the Division is the Office of Academic Research which works closely with academic departments in course planning, design, and support to faculty teaching online courses and those who are positioning themselves to do so in the future. The Division of Outeach and Continuing Education also desires to work collaboratively with university faculty to develop programs for K-12 students, college students, adult learners, and the community.

Institutional Research, Effectiveness, and Planning (IREP—Institutional Statistics and Tableau)

IREP provides institutional statistics and a wealth of information on students, faculty, and staff, university operations, activities designed to improve student learning, strategic planning, and institutional facts and statistics. IREP provides the University Tableau interface for faculty to access various information. Faculty can access the Ole Miss Tableau server using their existing WebID accounts.

Office of Global Engagement/Office of International Programs (OGE/OIP)

The Office of Global Engagement is responsible for the development, promotion, and support for all global engagement activities on campus. OGE is made up of four constituent offices and special programs, including the Office of International Programs (OIP), Intensive English Program (IEP), Study Abroad Office (SAO), and the US Japan Partnership Program (USJP). OIP helps international faculty and scholars adapt to a new culture as well as the educational

system. OGE is excited to work with faculty to help develop study abroad opportunities for students.

Office of Information Technology (IT)

The Office of Information Technology (IT) provides many [information technology services](#) to faculty through teamwork, partnership, and innovation. Faculty are expected to adhere to the [IT Appropriate Use](#) policy.

Faculty Technology Development Center (FTDC)

The goal of the [Faculty Technology Development Center](#) (FTDC) is to offer the training, assistance, and technical support required to enhance faculty use of technology in classrooms, laboratories, and online applications such as Blackboard.

IT Helpdesk

The [IT Helpdesk](#) is located in Weir Hall; open Monday – Friday 8 am to 5 pm. The Helpdesk personnel assist the university community with issues related to software, hardware, networking, email, Web pages, and other applications that run on the university's campus-wide systems.

Box

Box is a secure, online file sharing and storage service. Content on Box can be accessed from your computer and through tablet and phone devices. Box content can also be shared internally and externally and can be extended to partner applications such as Google Docs.

Email for Employees

All UM employees are issued an *@olemiss.edu* email address. To check your email, use Office 365 Mail or an email client such as Microsoft Outlook. Access is secured with your WebID account. Faculty and staff may also sign up for a Google email (Gmail) account. This account will be an additional account for UM Gmail and other Google apps, leaving the Office 365 Mail account to be used for official UM correspondence.

myOleMiss

[myOleMiss](#) (my.olemiss.edu) is the university's Web portal. Numerous self-service Web applications for students, faculty, and staff have been made available via this portal. This is the portal where faculty members can find their course offerings, enter course materials, find class rolls, and submit grades.

OleMiss Online

Faculty can find resources to assist with the development of online courses at [OleMiss Online](#), housed in Academic Outreach. Before a faculty member can become an instructor for a "web-

based" course, he/she must be endorsed by the Office of Academic Outreach. In order to be endorsed, faculty members must complete the eLearning Endorsement Program (eEP). Successful candidates receive an Award of Completion (including a statement for addition in Faculty Activity Reports) and are eligible to teach online at the University of Mississippi. We recommend that prospective online instructors enroll in the course at least one semester before they plan to teach online for the first time.

University Libraries

The University of Mississippi Libraries include the John Davis Williams Library, the Science Library located in the Thad Cochran Natural Products Center, and an Annex building housing the Modern Political Archives and low-use materials. The Williams Library and the Science Library are open to the public, while the Annex is closed to the public; materials are retrieved for users. The Williams Library is the general library for the university community and houses the main collection of books, periodicals, microforms, manuscripts, government publications, audiovisual materials, and maps. The libraries have 2,538,471 volumes, 1,139,177 electronic resources and 2,667,771 unique titles.

Section 8: Course and Classroom Policies

Faculty members should review these policies when designing their syllabi and before teaching a course.

Academic Calendar

Academic Catalog

Academic Conduct and Discipline

The Academic Conduct and Discipline policy states the expected standards for student academic integrity, describes examples of academic misconduct, including cheating and plagiarism, and explains disciplinary procedures, sanctions, and appeal procedures.

Accommodating Students with Disabilities

The Accommodating Students with Disabilities policy describes ways in which the university complies with state and federal laws and makes available accommodations or services to assist any student, who, through a verified assessment, can document a disability.

Accessibility of Technology Services

The Accessibility of Technology Services policy outlines the importance of providing information technology services that are accessible to everyone and of adhering to the principles of "universal design."

Class Attendance Guidelines

The Class Attendance Guidelines policy provides class attendance policies and "best practices" statements about the responsibilities of instructors in establishing and informing students about the attendance policy for courses and the responsibilities of students in complying with attendance policies.

Consensual Relationships

The Consensual Relationships policy highlights the risks of sexual or romantic consensual relationships in the workplace or academic settings. Sexual or romantic consensual relationships between students and employees, as well as between supervisors and subordinates, who have authority or influence over aid, benefits, services, or the academic progress of that student may create an appearance of impropriety that is contrary to the values and interest of the University of

Mississippi. Certain consensual relationships are prohibited, while others must be disclosed and may also require that an individual recuse himself or herself from supervising or evaluating their partner. The purpose of this policy is to clarify appropriate student/employee and employee/employee consensual relationships.

Course Evaluations

Students enter online evaluations of faculty and courses during the last three weeks of each full semester. The interface is turned off during finals week and then opened again until students view their grades. Faculty are able to review the student evaluations for their courses a few weeks after the end of each regular semester.

Credits and Grades

Credits and Grades policy defines the semester hour, sets the requirements for class attendance and the pass-fail grading option, defines the grading system, and explains the rules related to repeating a course and invoking forgiveness for up to four courses.

Examination Policies

The Examination Policies give regulations related to examinations, including the final examination for courses and guidelines for assignments during the week preceding final examination week.

Grade Appeal Policy

The Grade Appeal Policy is designed to provide an undergraduate or graduate student at The University of Mississippi with a clearly defined avenue for appealing the assignment of a course grade he/she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance.

Retention of Records

As part of the university's grade appeal procedure, faculty members are required to keep grade-related materials until the completion of the next regular (spring or fall) semester. Material that applies to an ongoing grade appeal process must be retained for six months following completion of the grade appeal process. Grade-related material refers to examinations, projects, term papers, records on grades, attendance records, electronic files, and other material that is used in the grading process and is not returned to the student. If materials are returned to the student, a student desiring to appeal must present any tests, examinations, term papers, or other graded material that form the basis for his or her appeal.

Royalty from Assigned Books

The [Royalty from Assigned Books](#) policy provides a structure for ethically dealing with the assignment of textbooks or other class materials by a faculty member where a faculty member may benefit financially from the assignment.

Textbook Assignments

[Textbook Assignments](#) policy is a set of requirements and guidelines for the assignment of textbooks and other course materials by instructors. In part, the policy reads, "The announced deadline for assigning course materials will be the day before priority registration begins (October 31 and March 31) for these two Event Planning Sessions." The guidelines also include recommendations regarding the adoption of course materials for multi-section courses, the minimum period of adoption of course materials, procedures for ensuring compliance with the Higher Education Opportunity Act of 2008, and the dissemination of information to students and faculty.

Students' Right to Privacy and Access to Students' Records

The [Family Education Rights and Privacy Act of 1974](#) (FERPA) ensures that students have the right of privacy with respect to personal information. The University of Mississippi adheres to FERPA. The [Right to Privacy](#) policy informs students about their right to privacy. The [Office of the Registrar can provide additional information](#) and answer questions.

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that limits the disclosure of a student's education records. The purpose of FERPA is to protect the privacy of students and to ensure that students have access to their own records. University of Mississippi employees responding to requests for student information must be aware of the protected status of such information. Employees must not provide requested information to third parties unless the student consents to the release or unless FERPA specifically permits the release of the information without consent. The student has the right to inspect and review any department or college record, including emails between faculty and staff, that is maintained on him/her.

Under FERPA, a student's records are presumed to be private and may not be disclosed to the public without the student's consent. A "student" is defined as a person who has attended an educational institution at any time and with respect to whom the institution maintains educational records or personally identifiable information. In order to safeguard the privacy of the information, rights derived from FERPA vest in the student who has either attained eighteen years of age or who is attending an institution of postsecondary education (regardless of age).

Disclosure is defined as permitting access to, or the release, transfer, or other communication of personally identifiable information, contained in education records to any party, by any means, including oral, written, or electronic.

As a faculty member, you have a legal responsibility under FERPA to protect the confidentiality of student educational records in your possession. You have access to student information only for legitimate use in the completion of your responsibilities as a university employee. Your access to information, including directory information, is based on your faculty role.

Student educational records are considered confidential and may not be released without written consent of the student. Student information stored in electronic format must be secure and available to only those entitled to access the information. If you are in doubt about a request for a student, please contact the Registrar's Office at 662-915-7792 or your Dean's office.

- Do not release student education record information, including a student's personal information, University ID number, enrollment records, disciplinary files, grades, GPA, social security number, race, ethnicity, parent information, gender, financial aid information, total credits, emergency contacts, course schedule, credits enrolled per semester, or student employment records to anyone without the written consent of the student.
- Do not post grades or other information publicly by student name, University ID number, or social security number.
- Do not link the name of a student with that student's University ID in any public manner.
- Do not leave graded tests or other materials for students to pick up in a stack that requires other students to sort through.
- Do not circulate a printed class student with student names, ID numbers, photos, or grades in an attendance roster.
- Do not discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- Do not provide lists or files of student information to any third-party or for any commercial purpose.
- Do not provide a student schedule to anyone or help someone (other than an employee) find a student on campus.
- Do not access the records of any student for personal reasons.
- Do not store confidential information on any computer unless the information is required and secure from intrusion.
- Do not expose the names or other identifying information of students participating in an online classroom assignment without the student's written consent.

The information maintained by Student Disability Services (SDS) falls under the definition of "education records." As defined by FERPA, an "education record" is any material that contains information directly related to a student and is maintained by an educational institution or someone acting on its behalf. Under FERPA, SDS will disclose a student's SDS records without the student's consent only in limited circumstances. Examples include disclosure to:

- Officials at the educational institution with a legitimate educational interest;
- A person who obtains a judicial order or subpoena directing release of the information;
- Appropriate individuals during a health or safety emergency.

Because of these legal and University requirements, as well as the basic human right to privacy, it is essential that faculty understand the expectations of privacy guaranteed to students with disabilities. When communicating directly with a student who has a disability, faculty can ask how the student is impacted in the classroom by his or her disability; however, faculty cannot ask a student to disclose his or her diagnosis. In addition:

- Faculty must ensure that all Instructor Notification forms are kept in a secure location. It is essential that faculty not lose or misplace these forms.
- Faculty must not identify a student as having a disability. For instance, on a test day, do not announce to the class, "All students who get accommodations go to the conference room." Students with disabilities will be identified when they leave the classroom.
- If there is classroom discussion regarding an issue directly related to disability, faculty should not direct comments or questions specifically to a student in the class who has a disability.

Faculty should be conscientious of how communication and actions in the classroom may impact the privacy or comfort of a student with a disability.

Student information may be disclosed under the following circumstances without the consent of the student:

- **In an emergency if necessary to protect the health and safety of a student.**
- To other university employees with a legitimate educational interest.
- To the appropriate individuals who are processing financial aid.
- To the public or individual doing research if the information is in aggregate form, meaning the record of any individual student cannot be identified.
- To local, state, and federal officials under some circumstances.
- To other entities as determined by law or by the General Counsel's office.

Section 9: Instructional Support

Technology Support

Blackboard Course Management System

Blackboard provides an easy way for instructors to place materials online. Workshops are offered throughout the year, and one-on-one training is provided as needed. If you need assistance with any aspect of Blackboard, consult the Blackboard Help Pages, Blackboard FAQs, or email blackboard@olemiss.edu.

Faculty Technology Development Center (FTDC)

The Faculty Technology Development Center (FTDC) offers training, assistance, and technical support to enhance faculty use of technology in classrooms, laboratories, and online applications such as Blackboard. Faculty should review the FTDC Facts for Faculty and contact the FTDC for training and information about campus technology and software.

- UM PowerPoint template
- Use of clickers or Turning Point App
- TACIT program to help replace faculty computers – Faculty Computer Replacement Program
- Attendance verification
- Faculty test scanning
- Access to computer teaching labs
- Software packages at reduced cost including Microsoft products, Adobe products, antivirus software, and statistical software (SPSS and Mathematica)
- UM Box (cloud storage)
- Multimedia equipment/digital audio/video and camera checkout
- Classroom technology

Class Roll/Grades

myOleMiss is where faculty members view and download course rolls, export course rolls into Excel, view student photos, post textbook/course materials assignments for courses, view the "waitlisted" students for courses, enter and view midterm grades, enter and view final grades, view the results of the plagiarism quiz for individual students in courses, perform grade changes (after they grades are finalized), initiate academic discipline cases, or send an email or text message to students in courses.

- The university uses a plus/minus grading scale (A, A-, B+, B, B-, C+, C, C-, D, and F, along with an Incomplete, I, and other miscellaneous grades). See the Academic Catalog for a

description of the grading scale. If an instructor assigns an incomplete, I, the instructor must also enter specific requirements to complete the course, along with a deadline.

- After the drop/withdrawal deadline, a student can only withdraw from a course if there is a verified medical (or related) reason. If a student requests a late withdrawal, he/she should be referred the Department Chair or Dean.
- Grades are entered online, via the myOleMiss portal (under Class Info>Rolls and Grades).
- Faculty are asked to submit midterm grades, especially for 100-200 level courses.
- There is an absolute deadline for submitting final course grades.
- FERPA and confidentiality: In general, only discuss a student's grades with the student, and not with his or her parents or anyone else. A student can sign a FERPA release to allow discussion with parents. This release shows up on the class roll. See Section 8 of this Handbook for additional information about confidentiality of student information.

Classroom Management

Student Conduct/UMatter

UMatter serves the University of Mississippi community by coordinating support efforts both on and off campus to assist students facing challenges in order to promote personal and academic success. The referral process begins by making a CARE report. Once a referral is made about a student of concern, a staff member from the university's Behavioral Intervention Team (BIT) or Student Intervention Team (SIT) will review the information and may contact you for additional information about the student.

The Behavioral Intervention Team (BIT) exists to address faculty, staff, and student behavioral concerns that are not supportive of the university's central function and are not addressed by an existing agency of the university. Included in, but not limited to, the list of behaviors are threats, aberrant behavior, violent or perceived violent behavior, repeated threats of suicide or violence against others, etc. In case of emergency, please call the University Police Department at (662) 915-4911.

A Bias Incident is characterized as a behavior or act that targets an individual or group based on perceived or actual characteristics, such as, but not limited to, race, religious belief, sexual orientation, disability, or age. To report an incident, refer to the Reporting Bias page and please complete the Bias Incident Reporting Form. The Bias Incidence Response Team (BIRT) will respond to all reports within two business days. BIRT provides support and a process for effective advocacy on behalf of the student, faculty, or staff member who is a recipient of bias. BIRT also promotes educationally driven outcomes to enable students, faculty, and staff to learn about discriminatory behavior and language.

Academic Discipline and Plagiarism

The university takes a strong stance on academic discipline. Freshmen are expected to take an online tutorial on plagiarism through myOleMiss Class Info. You can view whether or not students in your course have taken this tutorial/quiz. Many instructors use the SafeAssign function within Blackboard to evaluate the likelihood that files turned in

by students have been plagiarized. The university's policy on academic dishonesty is defined in the *M-Book,* and faculty are encouraged to report cases of academic dishonesty through the myOleMiss Class Info interface.

Syllabus Guidelines

The UM Syllabus Sample Template (updated 2019) provides a guide for creating your syllabus. A basic syllabus establishes expectations for the course. It should include the following information:

- Course number, name, meeting times, and location
- Instructor's contact information, office hours, phone, e-mail address, etc.
- Learning objectives
- Structure and sequence of class activities, including due dates for major assignments, tests, and projects
- Text and other required reading material
- Grading procedures
- Course policies: attendance, late homework, make-up exams, penalties for academic misconduct, etc.
- An expected response time for communication
- Process and contact for technical assistance
- Disability Access Statement
  - Approved Disability Access Statement from Students with Disabilities Services

Different schools and departments may have additional requirements to be included in the syllabus. Please check with your department for these additions.

Beyond the basics: Since the syllabus is one of the first ways for an instructor to communicate with students, it is a good opportunity to engage students with the course before the first class meeting. Visuals, text, and tone are just a few ways to transform a syllabus from simply an information packet to a tool for promoting content, community, and accessibility in the course. It is also important that the syllabus document be accessible with appropriate use of headers, lists, hyperlinks, and image alt-text when images are used. Refer to the Accessible Syllabus for more information and suggestions.

Education/Training

New Faculty Learning Community Program (FLC)

The Office of the Provost, Vice Chancellor for Diversity and Community Engagement, Center for Excellence in Teaching and Learning, and College of Liberal Arts work together to support the New Faculty Learning Community Program.

A FLC is a group of cross-disciplinary faculty engaging in an active, collaborative, semester, or yearlong program. The goals of the FLC are to enhance faculty development by (1) integrating new faculty into a community of scholars; (2) promoting active-

learning approaches, (3) supporting new faculty by introducing them to resources and opportunities, and (4) building a more collaborative university community.

The FLC members participate in social events, speaker events, discussions, and activities that aim to achieve the stated goals of the program. Generally, FLC participants have an opportunity to meet colleagues from across the university, discuss concerns or problems related to their transition, and get peer feedback. We hope this feedback allow you to improve course exercises, make better use of faculty support resources, and become a more productive faculty member.

The objectives of the New Faculty Learning Community are to:
- Create a place for new faculty to meet each other;
- Strengthen diversity and inclusion among all faculty and in their classrooms;
- Help with new faculty transition;
    - Offer opportunities to discuss and practice innovative teaching and uses of technology;
    - Strengthen basic teaching skills, for example, leading class discussions, testing, and balancing both lecture and active learning;
- Investigate and incorporate student engagement to enhance teaching and learning;
- Opportunities to share ideas and advice with faculty mentors and associates;
- Promote awareness of teaching, research, and faculty support across campus.

To learn more about the FLC, please contact the Office of the Provost.

Academic Innovations Group (AIG)

To better serve faculty and seek out new classroom and teaching inventiveness, the university launched its Academic Innovations Group (AIG). The group supports UM faculty in improving classroom teaching and learning through the invention, adoption, and improvement of evidence-based strategies. AIG consists of the

- Office of Academic Innovation,
- Center for Excellence in Teaching and Learning (CETL),
- Personalized Learning and Adaptive Teaching Opportunities (PLATO) Program, and
- THINK FORWARD, a quality enhancement plan and faculty development program. THINK FORWARD is the 2019 Quality Enhancement Plan that focuses on critical thinking and provides resources, workshops, and grant opportunities to help faculty teach and assess critical thinking.

CETL was established to promote student learning by continually improving teaching at the university. The Center works to provide resources and assistance to faculty members related to their teaching endeavors. It is essential that faculty engage in dialogue about teaching and learning issues so that we can continue to adapt to the changing technology, student body, and understanding in our fields. CETL provides:

- Monthly Faculty Development Lunches, FacChats, and workshops on various teaching topics throughout the year
- Teaching grants
- Faculty showcase poster session annually to highlight the Scholarship of Teaching and Learning
- Non-evaluation support on a voluntary, confidential basis, including portfolio support, individual consultations, classroom observations, analysis of student evaluations, and assessment of student learning.

CETL provides many [teaching resources](#) on its website including the following.

- Information about teaching and learning theories, semester behavior analysis, integrated course design, active learning techniques, and assessments.
- Information about the copyright law with respect to photocopies and other reproductions of copyright material for teaching purposes.
- A [list of PDF documents related to teaching](#): student learning, learning objectives, teaching methods, assessment methods, how to develop a teaching portfolio, etc. It also includes information on the Teacher Behavior Checklist (TBC) and how to upload it into Blackboard. The TBC is a great way to get feedback from students on how you are doing while you can still adjust your teaching style.
- [Things new faculty need to know](#).

Section 10: Accommodating Students with Disabilities

Student Disability Services

The University of Mississippi supports the letter and spirit of the Americans with Disability Act of 1990 (as amended in 2008) and Section 504 of the Rehabilitation Act of 1973, recognizing disability as a civil rights and social justice issue. Being committed to providing inclusive, accessible learning environments for all students, the university eliminates unintentional curricular and programmatic barriers to learning, assessment, and participation. The elimination of barriers and the provision of reasonable accommodations/modifications enable students with disabilities an equal opportunity to attain the same level of performance and enjoy the benefits and privileges available to similarly situated students without a disability.

Accommodating students with disabilities in the classroom can be complicated. [Student Disability Services (SDS)](#) provides guidance, support, and resources to faculty navigating the accommodation process. Contact SDS at 662-915-7128 or [sds@olemiss.edu](#) with any questions or concerns related to students with disabilities in the classroom.

The [Students with Disability Policy](#) describes ways in which the university complies with state and federal laws and makes available services to assist any student, who, through a verified assessment, can document a disability. Services include support, counseling, and information as well as academic assistance services and accommodations in courses.

Overview of Providing Accommodations

- Providing a fully inclusive and equitable environment for students with disabilities is not possible without collaboration and engagement with the faculty.

- To be approved for accommodations, students must first be admitted to the university and complete a rigorous approval process through SDS, including the submission of comprehensive medical documentation and the completion of an in-depth interview.

- Students with apparent and less apparent disabilities may qualify for accommodations. These include, but not limited to, students who are deaf/ hard of hearing and blind/low vision, students with learning and attentional disabilities, those with psychiatric disabilities, and students with chronic illnesses.

- Common classroom accommodations include extended time on tests, technology to assist with notetaking, distraction reduced testing environments, ASL interpreting, alternate format reading materials that include audio, Braille, and tactile imaging. Accommodations that are less common include copies of notes, reasonable modifications of attendance policies, and reasonable brief exits from class.

- Accommodations are approved on a case-by-case basis depending on the *impact* of a disability and not just the *presence* of a disability. Accommodations are provided to ensure students have *equal opportunity for success; however, they do not guarantee success.*

Students with disabilities are expected to meet course evaluation standards and required outcomes, and academic standards should not be lowered for students with disabilities.

- When a student requests accommodations in a class, the faculty will receive a Faculty Notification email detailing the student's approved accommodations. Students are required to provide the faculty with timely notice of the need for accommodations, allowing time for the faculty time to arrange the requested accommodations. Faculty should not provide accommodations to any student until a Faculty Notification email has been received.

- After receiving a Faculty Notification email, faculty should log into the university's Rebel Access system at www.sds.olemiss.edu/rebel-access-portal to confirm the approved accommodations. In addition to this, faculty choosing to use the SDS Testing Center to provide accommodated tests must use Rebel Access to complete the testing agreements and upload tests.

- It is a legal requirement that all course materials and content be accessible to all students. This includes all technology products and electronic information used to deliver academic programs and services. All video content shown in class or posted on learning management systems must be captioned. Extra credit, optional video resources, third party resources, and other supplemental resources/materials must also be captioned. Course documents, including PowerPoints, PDFs, Word documents, images, and graphics must be created to be accessible with text-to-speech software. Websites must be coded to be accessible with screen reading software. There are resources available on campus to assist faculty in making course materials and content accessible.

- Faculty should include the following statement on all syllabi:
  Disability Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access Portal to request approved accommodations. If you are NOT registered with SDS, you must Apply for Services.

- Though faculty cannot refuse to provide approved accommodations, they do have the right to appeal against an approved accommodation if it is believed the accommodation fundamentally alters the essential elements of the curriculum, evaluation standards, or expected outcomes of a course. To appeal against an approved accommodation, faculty must contact SDS, upon which SDS will schedule a meeting with the faculty and the relevant department chair. Faculty must continue to provide the accommodation in question while the appeal is considered.

- The privacy and confidentiality of students with disabilities is protected by federal law. Faculty must ensure all Faculty Notification emails are kept in a secure location and must not identify a student as having a disability. Additionally, faculty must not ask students to disclose the nature of their disabilities; however, faculty can ask about how students are impacted by their disabilities.

- The information maintained by Student Disability Services (SDS) falls under the definition of "education records." As defined by FERPA, an "education record" is any material that contains information directly related to a student and is maintained by an educational institution or someone acting on its behalf. Under FERPA, SDS will disclose a student's SDS records without the student's consent only in limited circumstances. Examples include disclosure to:

  - Officials at the educational institution with a legitimate educational interest;
  - A person who obtains a judicial order or subpoena directing release of the information;
  - Appropriate individuals during a health or safety emergency.

  Because of these legal and University requirements, as well as the basic human right to privacy, it is essential that faculty understand the expectations of privacy guaranteed to students with disabilities. When communicating directly with a student who has a disability, faculty can ask how the student is impacted in the classroom by his or her disability; however, faculty cannot ask a student to disclose his or her diagnosis. In addition:

  - Faculty must ensure that all Instructor Notification forms are kept in a secure location. It is essential that faculty not lose or misplace these forms.
  - Faculty must not identify a student as having a disability. For instance, on a test day, do not announce to the class, "All students who get accommodations go to the conference room." Students with disabilities will be identified when they leave the classroom.
  - If there is classroom discussion regarding an issue directly related to disability, faculty should not direct comments or questions specifically to a student in the class who has a disability.

  Faculty should be conscientious of how communication and actions in the classroom may impact the privacy or comfort of a student with a disability.

Accessibility of Electronic Course Materials

All University of Mississippi programs, services, and activities should be accessible to all students, staff, faculty, and the public. This includes all technology products used to deliver academic programs and services, electronic and information resources, student services, information technology services, and auxiliary programs and services. **As the experts on the electronic course materials used in their course, faculty/instructors are responsible for ensuring that course content is accessible.** Accessibility is an institution-wide responsibility

that requires commitment and involvement from all members of our campus community. It is the right thing to do. It is the smart thing to do. It is the law.

- Captions or transcripts of video and audio content are required by law and must be provided in "a timely manner" as an accommodation for a student with a disability. "A timely manner" has been interpreted by the courts to be no more than 24-48 hours after receipt of the request. Faculty/instructors should contact SDS at sds@olemiss.edu for information regarding captioning for students with an accommodation. SDS will help you meet the requirements to ensure accessibility of your materials.
- If a student in your class has an accommodation related to hearing, video content must be captioned, or it cannot be shown in class. This includes extra credit, optional video resources, third-party resources, or other supplemental resources, to provide individuals with an equitable educational experience.
- Most automatically generated captioning programs, such as YouTube, Echo360, or others, are not ADA compliant because of accuracy issues, misspellings, and a lack of proper punctuation. Therefore, automatically generated captions *must* be edited to 99% accuracy to meet the university's legal requirements for students with accommodations. Watch CAPTION FAIL: Jamaican Vacation Hoax (5 mins) for an example of how automated captioning can fail. Always ensure that the captions are reviewed before showing the video.
- Best practice calls for captions and transcripts to be provided for video and audio content shown in class or used as a supplemental resource. Captioning course content proactively ensures that you are prepared if you receive an accommodation request from a student with a disability. To learn more about captioning priorities, contact Accessibility at accessibility@olemiss.edu. Individual schools/college/departments/units are responsible for the cost of preparing materials to be accessible.
- Accessibility benefits everyone, not just people with disabilities. The following are considered best practices for accessibility and are legally required when there is a student with an accommodation:
    - Provide concise, descriptive 'Alt Text' for all images, objects, and graphics used in documents, presentations, Blackboard Learning Management System (LMS), or other resources. Alt Text is the written copy that appears in the place of an image in a document, presentation, or other resource. Alt Text is important because it helps screen-reading tools describe images to visually impaired readers. Microsoft provides helpful documentation on how to create Alt Text for images, graphs, charts, shapes, etc. as part of their Accessibility Help series.
    - Ensure course documents (Word, PowerPoint, PDF, etc.) are shared in an accessible format with clear, consistent layouts and proper document structure. Utilize the style features built into the Blackboard LMS, Word, PDFs, etc., and use built-in designs and layouts for PowerPoint slides. Refer to Microsoft's documentation on accessible documents for further explanation.
    - Use Microsoft (Word, PowerPoint, Excel, etc.) and Adobe built-in Accessibility Checkers to identify and correct any accessibility issues. Microsoft's guide to using the Accessibility Checker and Adobe's Accessibility Checker guide (Acrobat only) offer helpful information on this feature.

- o Minimize the use of PDFs unless you saved the PDF from Word or another Microsoft program that is already accessible. Avoid PDFs that have been scanned or otherwise presented as an image because they will not be accessible to a screen reader. If you need assistance making a scanned PDF accessible, please contact accessibility@olemiss.edu.
- o Ensure that all content linked from Blackboard to outside sources is accessible using the guidelines above.

The University's digital Accessibility website provides the following resources on making course content accessible:

- Course Accessibility Checklist
- Microsoft Word Document Accessibility
- Microsoft PowerPoint Accessibility
- Video Captioning with YouTube
- Social Media Accessibility
- Principles of Accessible Web Design
- Testing for Website Accessibility with WAVE

Service and Emotional Support Animals on Campus

The University of Mississippi supports and embraces both the letter and the spirit of the Americans with Disabilities Act, recognizing disability as a civil rights and social justice issue. The University is committed to full inclusion in its courses, programs, and physical environments.

Because the issue of animals on campus can be confusing, the university offers the following guidance to assist in managing encounters with animals on campus. If a university community member has questions about a service animal or feels uncomfortable determining if a dog is a service animal, contact Student Disability Services at 662-915-7128, the Office of General Counsel at 662-915-7014, or EORC at 662-915-7735.

The university follows all federal guidelines and regulations as they apply to service animals. As defined by the US Department of Justice, a service animal is a dog or a miniature horse, that has been *individually trained to perform a specific task, or tasks, directly related to the person's disability.* Tasks include, but are not limited to, guiding through physical spaces, picking up dropped objects, interrupting self-harm behaviors, alerting to sound (door knock, etc.), pulling a wheelchair, and getting help during a medical emergency. Dogs who provide only comfort and support are not recognized as services animals under the ADA.

There are no restrictions on the breed or size of a service dog. With an exception for reasonable health and safety issues, service animals may accompany their handler (the disabled person using the service animal) to any environment in which the general public is allowed, as well as other university environments such as the classrooms, eating establishments, and residence halls.

Service animals are not required to be registered or certified and handlers are not required to submit documentation indicating the animal is a service animal. They are also not required to wear identifying service animal vests.

Service animals are NOT pets and should not be treated as such. Service animals are working animals and must focus on their jobs. They should not be petted, played with, or fed without the permission of the handler.

If it is not obvious what service an animal is trained to provide, it is allowable to ask only two questions of the handler:
1. Is the dog a service animal required because of a disability? This is a yes or no question. Staff cannot ask for specifics regarding the handler's disability.
2. What *specific tasks* has the dog been *trained* to perform? Staff cannot ask that the dog demonstrate the tasks it has been trained to perform. See above for examples of specific tasks.

As stated, service animals are not required to be certified or licensed. There are organizations and individuals that sell service animal or emotional support animal certificates or registration documents online. The ADA and the Department of Justice do not recognize these documents as proof a dog is a service animal.

The university also supports the use of emotional support animals (ESA). Also known as comfort or assistance animals, they provide companionship and comfort and may help to alleviate the symptoms of depression and anxiety. Unlike services animals, ESAs are not recognized by the Americans with Disabilities Act. Instead, they are recognized by the Federal Housing Act and the Air Carrier Access Act. In terms of the university, this means ESAs are allowed in campus housing but are not allowed access to public or private spaces, such as restaurants and classrooms. Of course, ESAs are allowed in public spaces that are also available to pets. ESAs can also accompany owners on airplanes. Unlike service animals, those with ESAs are *required* to submit documentation from a qualified medical professional confirming a disability-related need for an ESA. At UM, this documentation must be submitted to Student Disability Services.

ESAs are not limited to dogs. They can be any animal that does not create a danger or hazard to the living environment or to those residing in the living environment.

Service animals and ESAs can only be excluded from an allowable environment based on the following reasons. Faculty and staff should consult with SDS, General Counsel, or EORC before determining that a service animal or ESA can be excluded.
- *The handler is not in full control of the animal.* A service animal must be harnessed or leashed while in a public place, except when the use of such interferes with the duties of the service animal. In these situations, the handler must use voice commands, hand signals, or other means to control the animal. Handlers cannot allow the animal to wander an environment.
- *The animal is disruptive or out of control and the handler does not take action to control the animal's behavior.* Examples of disruptive behavior include excessive barking and/or

whining, damaging property, and threatening behavior including growling, snapping, or lunging.

- *The animal is not house trained.*
- *The animal poses a health or safety risk in a particular environment.* For instance, a service animal may be allowed in a patient's hospital room but not in a surgical suite or it may be allowed on the deck of a public pool but not in the pool itself.
- *The presence of a service animal or emotional support/comfort animal fundamentally alters a program or environment.* In most settings, a service animal will not create a fundamental alteration of a program or environment.

Section 11: Additional Resources for Online Courses

The Office of Academic Outreach works closely with academic departments in course planning, design, and support by offering a variety of services and resources to faculty teaching online courses and those who are positioning themselves to do so in the future. Their website serves as an online education resource center providing information regarding support services, professional development workshops, instructional design support, online training resources and tools, accessibility support, educational opportunities, online faculty travel grants, and an interactive community.

Before an instructor can be added to teach a "web-based" course, he/she must be endorsed by the Office of Academic Outreach. In order to be endorsed, instructors must complete the eLearning Endorsement Program (eEP). Successful candidates receive an Award of Completion (including a statement for addition in Faculty Activity Reports) and are eligible to teach online at the University of Mississippi. It is recommended that prospective online instructors enroll in the course at least one semester before they plan to teach online for the first time. The goal of the eEP is to familiarize online instructors with the pedagogical concepts of effective and engaging online teaching and learning, as well as to give them hands-on experience in designing and developing their online course. The eEP is offered fully online in Blackboard Learn.

- Attendance Policy for Online Education provides guidelines for establishing and monitoring active participation by students in online courses.

- Online Courses Testing Policy describes the procedures if an online or web-based course requires proctored assessments.

- Proctored Assessments in Online Education provides guidelines for proctoring exams in an online course.

- Student Information and Privacy in Online Education policy outlines the provisions necessary for verification of student identity and the student's right to privacy in online and distance learning courses.

Section 12: Additional Resources for Graduate Education

The Graduate School provides forms and manuals for graduate education, workshops for graduate assistants, and policies related to graduate student enrollment, programs, and assistantships.

- Graduate Catalog

- Graduate School Admissions Standards

- Academic Regulations for Graduate Students

- Administration of Graduate Assistantship

- Dismissal of Graduate Students

- Graduate Faculty Policy

- Graduate Program Coordinators Handbook
  (includes information related to graduate enrollment, academic progression, graduate faculty, Graduate Council, courses and programs, fellowships and awards, and other graduate forms)

- Graduate Student Employees Course Load

- Individual Development Plans for Graduate Students

UNIT4
PERSONNEL AND WORKPLACE

Section 13: Faculty Employment and Compensation Policies

- Counter Offer Policy

- Dual Career Accommodation Statement

- Employee Complaint and Grievance Procedure for Faculty Personnel

- Extra and Supplemental Compensation Policy

- Extra Pay for Extra Work

- Faculty Workload Flexibility and Modified Work Assignments
  This is a statement of the discretionary authority of academic administrators to exercise flexibility and to provide modified work assignments to faculty to meet the wide range of activities that are integral to a department's mission and to address the particular area of interest/expertise of faculty members.

- Faculty Release Time Practices
  This policy defines faculty release time practices and the normal teaching load and how this load is reduced when the faculty member has additional research and service commitments.

- Faculty Research Incentive Program – Salary Enhancement
  The University of Mississippi provides financial incentives to reward meritorious research efforts of faculty and research scientists who obtain external funding in support of their research activities. In addition to rewarding productive researchers, it is the intent of the program to provide a strong incentive for faculty to increase extramural funding.

- Salary Increases

- Summer Pay for Regular Faculty

- Termination of Tenure-Track/Tenured Faculty

- Termination of Non-Tenure Track Faculty

Section 14: Human Resource Benefits

For the 11th consecutive year, the University of Mississippi is one of the best colleges in the nation to work for, according to a survey by *The Chronicle of Higher Education*. The results are based on a survey of 236 colleges and universities. In all, 85 of the 236 institutions achieved "Great College to Work For" recognition for specific best practices and policies.

The University of Mississippi Department of Human Resources administers a wide array of benefit offerings for UM faculty and their families that can be found on the Human Resources website.

Below is a listing of some of the key information related to Human Resource policies for faculty.

- o Fringe Benefits (including discounted meal plans, athletic tickets, UMC physician discount)

- o Education Discounts

- o Holiday Schedule

- o Non-Institutional Employment Practices

    - Faculty Consulting Policy
    - Form 9
    - Frequently Asked Questions related to Form 9

- o Types of Leave
  (*Note, when a faculty member takes leave, the faculty member should record the time-off on the TimeSheet in the employee tab in MyOleMiss.)

    - Family and Medical Leave (FMLA) and FMLA Policy

- o Retirement Plans

- o Staff Directory

- o What to Expect When You Are Expecting

Section 15: Equal Opportunity and Regulatory Compliance (EORC)

EORC is responsible for the implementation, monitoring, and evaluation of the university's Affirmative Action Program. EORC's mission is to ensure the university's compliance with federal regulations regarding fair treatment of faculty, staff, and students; to ensure equal employment opportunity; and to ensure equal access to a quality education for students. EORC is also responsible for investigating complaints of discrimination and serves as a liaison between the university and federal enforcement agencies concerned with equal opportunity and non-discrimination.

- Americans with Disabilities Act or ADA
- Affirmative Action Guide for Employees
- Consensual Relationships
- Equal Employment and Affirmative Action
- Non-Discrimination and Complaint Procedure
- Preventing Sexual Harassment Brochure
- Sexual Harassment
- Supervision of Minors
- Temporary Injury or Illness
- Title IX Policy
- UMatter
- UM SAFE

Faculty are required to go through Title IX and Preventing Harassment and Discrimination online trainings. The University of Mississippi is committed to fostering an environment that prevents discrimination, sexual harassment, and other unwelcome sexual contact of employees, students, applicants for admission or employment, visitors to campus, or third parties who are participants in University of Mississippi programs or activities. Students, faculty, and staff should be able to live, study, and work in an environment free from sexual misconduct. The purpose of this policy is to promote a community of learning dedicated to nurturing excellence and intellectual inquiry and provide students, faculty, and staff notice about their duty to respect the dignity of each person by refraining from prohibited behaviors. This policy outlines prohibited conduct, including sexual harassment and other types of sexual misconduct, as well as unlawful discrimination, disparate treatment, and relationship violence. Completion of Title IX and Preventing Harassment and Discrimination online courses is mandatory within the first 30 days of employment.

Faculty are mandatory reporters. Faculty who have observed or received reports of sexual harassment, sexual violence, domestic violence, dating violence, sexual assault, or stalking must notify the Title IX Coordinator. The Guide for Title IX Mandatory Reports of Sexual Misconduct, Relationship, Violence, and Stalking and the Title IX Training provide additional information.

Faculty must adhere to the [Supervision of Minors Policy](#). All Departments or Sponsoring Units offering or approving a Program which involves Minors shall follow all University polices and other laws or regulations applicable to Program activities, including those listed in the Supervision of Minors policy. All individuals who supervise, chaperone, or otherwise oversee Minors in Programs must undergo and pass a current background check initiated by the University within the previous three years, though background checks may be conducted more frequently at the Program Director's discretion. Those individuals must also participate in annual mandatory Supervision of Minors training approved by the Title IX Coordinator or designee. [Additional requirements and restrictions](#) for high school students and/or Minors in research areas may apply.

<h1 style="text-align: center; color: #3a5a9c;">Section 16: Accessibility</h1>

The University of Mississippi is committed to the provision of reasonable accommodations and modifications to university students with disabilities, staff and faculty, and visitors to campus on an individualized and flexible basis as mandated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

In January 2010, the Chancellor reaffirmed the university's commitment to students, staff, and visitors with disabilities in the [Accessibility Statement](#). In accordance with the goals and creed of the University of Mississippi, and to support a campus rich in diversity, the university will encourage excellence, inclusion and respect for the dignity of those with disabilities and will recognize and promote the value of individual differences.

The Committee on Accessibility advises university leadership in the centralization and coordination of efforts to foster a fully accessible university. The committee connects university and community members with campus resources to enable maximal participation in the university's physical, educational, virtual, and social environments. The committee will make recommendations to university leaders and participate in the assessment of efforts to achieve the highest level of accessibility on campus. The committee fosters and supports an accessible and welcoming campus culture for all.

Additional information and resources related to Accessibility are provided by several offices, including EORC, Student Disability Services, Academic Outreach Accessibility, Office of Information Technology, and Academic Innovations.

Refer to Section 10 of this Handbook for additional information about accessibility as it relates to teaching and course materials. The [University's digital Accessibility website](#) also provides the resources on making course content accessible:

Accessibility Basics for Public-Facing Electronic Material

All University of Mississippi programs, services, and activities should be accessible to all students, staff, faculty, and the public. This includes all technology products used to deliver academic programs and services, electronic and information resources, student services, information technology services, and auxiliary programs and services. Accessibility is an institution-wide responsibility that requires commitment and involvement from all members of our campus community. It is the right thing to do. It is the smart thing to do. It is the law. The following strategic areas were identified because of their impact on students, employees, and visitors.

Websites and Social Media
- Ensuring our websites are accessible means providing everyone equal access and equal opportunity to access online resources, documents, and multimedia. Federal regulations require public universities to have accessible websites. The Web Content Accessibility

Guidelines 2.0 (WCAG 2.0) are the prevailing standards of website accessibility the guide to our practice at UM.

- Captions are required by law when videos are published on UM-sponsored and UM-affiliated public-facing websites, including social media accounts. All videos on UM-sponsored and UM-affiliated public-facing websites *must* include captions.
- Most automatically generated captioning programs, such as YouTube, Echo360, or others, are not ADA compliant because there are accuracy issues, misspellings, and a lack of proper punctuation. Automatically generated captions *must* be edited to 99% accuracy to meet the university's legal requirements for public facing websites.
- Alt Text is the written copy that appears in the place of an image on a webpage or social media account. This text helps screen-reading tools describe images to visually impaired readers and can allow for better search engine optimization. Concise, descriptive Alt Text *must* be provided for all images, objects, graphics, and animated GIFs used on all UM-affiliated websites and social media accounts.
- Use good semantic structure by using headings in a logical order (h1, h2, h3, etc.); do not skip heading levels so that a screen reader can properly relay information.
- Make sure all content and navigation is accessible using the keyboard only.
- Use the WAVE Accessibility Tool to assess accessibility issues. The tool is available online and as a browser extension for Firefox and Chrome.
- Use descriptive wording for hyperlink text ("DO-IT Knowledge Base" rather than generic "click here" or "read more").
- Use strong color contrast and avoid using color as only means of relaying information.
- Departmental or program social media accounts, including Facebook, YouTube, and Vimeo should include closed captions. If necessary, generate and edit captions in YouTube and link from YouTube to a social media platform.
- When using Instagram, free or paid app options are available to add captions as an overlay on the video file. A transcript of the video can also be provided in the caption space using #Transcript.
- Use CamelCase hashtags that utilize initial capitalization for each word so screen readers know there are different words. Example: #AccessibilityIsImperative instead of #accessibilityisimperative

Events

- All informational, promotional, and registration materials for all campus events, including departmental events and student organization events, **must** include an accessibility statement with a contact person and information on requesting accommodations, i.e., *"If you require special assistance relating to a disability, please contact (enter name, number of contact person, email of contact person)."*
- If a request is received, you are legally required to provide the appropriate accommodation. For additional information or assistance in providing requested accommodations, contact Student Disability Services, Accessibility, or EORC.
- All pre-recorded videos/films shown at campus events open to the public must include captions.
- For large events open to the public where the audience is unknown, consider working with the Accessibility office to provide live captioning and/or a sign-language interpreter

to ensure effective communication with deaf or hard of hearing individuals. Live captioning is preferred because it reaches a wider audience.

Public Spaces

- When choosing content or creating new content to display in promotional videos, PowerPoint presentations, or other promotional materials played in a public place (e.g., common areas, hallways, the Student Union, the Pavilion, Rebel Market, academic buildings, etc.) captions are required by law and must be 99% accurate.
- Whenever captions are already available (e.g., television) they should be displayed. TVs located in UM public spaces **must** have closed captions turned on at all times (e.g., the Student Union, the Turner Center, the South Campus Recreation Center, Rebel Market, The Pavilion, housing, academic buildings, etc.).

UNIT5
Diversity, Inclusiveness, Community Engagement

Division of Diversity and Community Engagement

The University of Mississippi is committed to embracing the broadest definition of diversity, including race, gender, disability, sexual orientation, religious choice, ethnicity, economic status, age, and geographic affiliation. This commitment stems from our mission as a flagship institution in the state's higher education system, with the obligation to serve a diverse population through teaching, research, and service. Moreover, as an institution with a marked history of struggle with racial diversity, the University of Mississippi today realizes its unique obligation to educate and lead the state with unquestionable and unwavering commitment toward the goal of embracing all aspects of diversity. The presence of a diverse mix of students, faculty, and staff, with their individual intellectual perspectives and contributions, enriches the university community.

The Division of Diversity and Community Engagement leads the institution to instill in its students and employees a lifelong appreciation for the value of diversity and community engagement. The Division of Diversity and Community Engagement is home to the Center for Inclusion and Cross Cultural Engagement, Office of Community Engagement, and the Ronald E. McNair Scholars Program.

Departments and units have diversity liaisons and diversity officers who work with the Division of Diversity and Community Engagement.

All faculty, staff, and students receive diversity and inclusiveness training. Search committee members also receive diversity training.

The Division supports M Partner, a community partnership program that seeks to match university capabilities with the goals and needs of local communities. Faculty are encouraged to participate in M Partner.

The Division, along with the Office of the Provost, supports the institution's membership with the National Center for Faculty Development and Diversity. As an institutional member, all faculty, postdocs, graduate students and staff have access to the following member resources at no additional cost:

- Weekly Monday Motivator
- Twelve monthly core training webinars and guest expert webinars
- Multi-week courses
- Audio, slides and transcripts of all workshops so members can learn at their convenience
- Private Discussion Forum for peer-mentoring and problem solving
- Moderated monthly writing challenges
- Member Library, which includes workshop materials, referrals and readings

To take advantage of this opportunity, faculty may activate their confidential, personal membership by completing the following steps:

6. Go to National Center for Faculty Development and Diversity to join.
7. Choose "University of Mississippi" from the drop-down menu.
8. Select "Activate My Membership."
9. Complete the registration form using your institutional email address (i.e. @olemiss.edu).
10. Go to your email to find a confirmation email. Click "Activate Account" in the confirmation email.

Awards and Grants

The Division along with the McLean Institute for Public Service and Community Engagement recognize faculty for their efforts in diversity and community engagement and provide grant opportunities.

- **The Algernon Sydney Sullivan Award**
  The Algernon Sydney Sullivan Award was established in 1890 to honor individuals who exhibit nobility of character, exemplified by selfless service to others and the community. This is the University of Mississippi's highest award in honor of service.

- **Diversity Incentive Fund**
  The Division of Diversity and Community Engagement encourages students, faculty, and staff to create new opportunities that increase the understanding of, appreciation for, and advocacy of diversity issues. The Diversity Incentive Fund is a pilot program specifically designed to provide support for new, innovative, and creative approaches to raise awareness, engage learners, and change behaviors around diversity and inclusion within the university community.

- **Diversity Innovator Award**
  The Diversity Innovator Award recognizes a faculty or staff member who has demonstrated a commitment to the advancement of diversity, equity, and inclusion at the University of Mississippi.

- **University of Mississippi Excellence in Community Engagement Award**
  The University of Mississippi Excellence in Community Engagement Award recognizes outstanding accomplishments in community-engaged (CE) research, learning, and service, and engaged scholarship. One CE Finalist will be selected from each of the following project areas: CE Research, CE Learning, CE Service, and Engaged Scholarship.

Section 18: Initiatives and Resources

Career Center-Resources for Diverse Populations

Chancellor's Advisory Committee on History and Context

Center for Inclusion and Cross Cultural Engagement

Chancellor's Commission on the Status of Women

Chancellor's Standing Committee on LGBTQ Affairs

Chancellor's Standing Committee on Sensitivity and Respect

Diversity Initiatives– Action Plan Update

Diversity Liaisons

Equal Opportunity & Regulatory Compliance (EO/RC)

M Partner

MPride and Allies at Ole Miss

Office of Global Engagement

Sarah Isom Center for Women and Gender Studies

Search Committee Diversity Training

Student Disability Services

Veteran and Military Services

Section 19: Bias Incident Response Team (BIRT)

A Bias Incident is characterized as a behavior or act that targets an individual or group based on perceived or actual characteristics such as, but not limited to, race, religious belief, sexual orientation, disability, or age. To report an incident, refer to the Reporting Bias webpage and please complete the Bias Incident Reporting Form. BIRT will respond to all reports within two business days. BIRT provides support and a process for effective advocacy on behalf of the student, faculty, or staff member who is a recipient of bias. BIRT also promotes educationally driven outcomes to enable students, faculty, and staff to learn about discriminatory behavior and language.

Unit6
Research and Creative Achievement

Section 20: Research and Sponsored Programs

The University of Mississippi is included in the elite group of R1: Doctoral Universities – Very High Research Activity in the Carnegie Classification of Institutions of Higher Education, the definitive list of the top doctoral research universities in the United States.

The university is among a distinguished group of 120 institutions that includes Ivy League research powerhouses and major, public flagship institutions. It places the university in the "very high research activity," or R1 category, and means the state is represented among the top 2.7 percent of research institutions of higher education.

Earning this designation is a tribute to our outstanding faculty, staff and students. The University of Mississippi provides many resources and services to support faculty in their research and creative efforts.

The Office of Research and Sponsored Programs (ORSP) at the University of Mississippi serves faculty and staff who are pursuing research or other sponsored projects funded by federal, state, or private agencies and organizations.

What does "Research and Sponsored Programs" include?

- All research, scholarship, and creative activity regardless of discipline
- Any funds applied for and awarded from outside the university as a grant or contract

ORSP is divided into four units to support faculty: Research Development, Sponsored Programs Administration, Research Integrity and Compliance, and Technology Commercialization.

Section 21: Research Development

The primary mission of [Research Development](#) is to assist the UM community in developing nationally prominent programs of research and scholarly activities, and to bring recognition and reward for outstanding accomplishments in these areas. Research Development provides the following services as well as other requests from administrators and researchers across campus.

- Internal Grants Programs to develop research capacity and competitiveness for extramural funding
- Increasing faculty competitiveness for externally-sponsored funding through [Enhanced Review, Grant Mentorship Incentives,](#) Professional Development, and other programs
- Management of limited submission funding opportunities
- Grant prospecting
- Facilitating interdisciplinary research collaboration
- Facilitating access to instrumentation and other resources to support research
- **[Engaging Students in Research](#)**; Expanding and enhancing opportunities for students to participate in research
- Supporting the development of research-focused centers and institutes

Section 22: Sponsored Programs Administration

It is important for faculty to work with the Office of Research and Sponsored Programs (ORSP) because only ORSP has the authority to commit the university to a sponsored activity. The policies administered by ORSP are to benefit and protect you and the university. The regulations governing sponsored activities are varied and complex, and ORSP can help you comply with the rules and regulations.

ORSP can help you identify possible sponsors for your work, help you develop your proposal, help you submit your proposal on time, provide internal funding for small projects and travel, and help keep you informed of research regulations.

When your proposal is funded, ORSP will handle the legal aspects like the contract or agreement, authorize the accounting office to set up your grant account, help you with fiscal aspects of your award, and work with you on grant management issues.

Proposal Development Policies and Procedures
When conducting research or projects on campus, there are many proposal development policies and procedures to follow.

Submitting Funding Proposals
Faculty should submit their funding proposals to ORSP for approval. The ORSP accepts Sponsored Project Proposals electronically through our Transmittal Sheet System (TSS). The online transmittal should be completed for all projects for which external funds are sought or received by the university, excluding gifts. The Principal Investigator or Project Director is responsible for completing the form and obtaining signatures of the department chair, dean, regulatory committees as applicable, and other unit signatures or initials as required.

Faculty Research Incentive Program-Salary Enhancement
The University of Mississippi provides financial incentives to reward meritorious research efforts of faculty and research scientists who obtain external funding in support of their research activities. In addition to rewarding productive researchers, it is the intent of the program to provide a strong incentive for faculty to increase extramural funding.

Research Integrity and Compliance works to ensure that research activities follow established and ethical principles and comply with federal, state, and UM regulations and policies-while minimizing the administrative burden on researchers.

Conduct of Research

Responsible conduct of research includes:

- Compliance with regulations and policies that govern:
    - Research with human subjects (IRB)
    - Research with vertebrate animals (IACUC)
    - Research with biospecimens, recombinant nucleic acids, and/or hazardous materials (IBC)
    - Export controls
    - Research misconduct
    - Disclose and management of conflicts of interest and/or conflicts of commitment

- Conduct of research with integrity and in accordance with accepted best practices in areas such as:
    - Data management
    - Mentoring of graduate and undergraduate students
    - Authorship credit
    - Peer review
    - Collaborations
    - Reproducibility

Institutional Review Board (IRB)

The role of the Institutional Review Board (IRB) is to review all proposed research involving human subjects to ensure that subjects are treated ethically and that their rights and welfare are adequately protected.

The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work, researchers whose primary interests are non-scientific, as well as members from the community. Investigators may not solicit subject participation OR begin data collection until they have received approval from the IRB. IRB forms should be submitted at least three weeks prior to the anticipated start of research.

All faculty, students, and staff who have contact with human subjects or human subject data must receive training in the protection of human subjects and follow IRB Policies and Procedures. IRB applications will be accepted only when all project staff have completed this education requirement. There are two training options, depending on the level of IRB review required for the project.

Institutional Animal Care and Use Committee

All animal research conducted at, by, or under the auspices of the University of Mississippi, whether funded or not and whether conducted by administrators, faculty, staff, or students, must be *reviewed and approved* by the Institutional Animal Care and Use Committee (IACUC) before the research begins. The IACUC serves to assure the humane care and use of animals for instructional, demonstration, or research purposes.

The IACUC, appointed by the Chancellor, is responsible for institutional compliance with the Public Health Service Policy on Humane Care and Use of Laboratory Animals mandated by the Office of Laboratory Animal Welfare, the Animal Welfare Act of the U.S. Department of Agriculture, and all other applicable state and federal laws and regulations.

Faculty should review and follow the various institutional animal care policies and procedures.

Institutional Biosafety Committee

The role of the Institutional Biosafety Committee (IBC) is to review proposed research conducted by or at the University of Mississippi, whether funded or not, involving pathogens, recombinant nucleic acids, and/or human blood, other bodily fluids, or tissue. IBC review and approval must be obtained before the research begins.

Section 24: Technology Commercialization

The Office of Technology Commercialization (OTC) is to stimulate, protect, manage and transfer intellectual property from the university to the private sector for commercialization. Our goal is to fulfill this mission while also enabling faculty to freely publish and present their work as part of their scholarly research activities.

The OTC provides services related to materials transfer agreement management, licensing, intellectual property management, assistance with research disclosure submission, patent and literature searches for patentability assessment, review of draft manuscripts for patentability prior to submission, patent prosecution and maintenance, strategic marketing and market analysis, conflict of interest management for faculty start-ups and other Mississippi University Research Authority (MURA) approved companies, and assistance with identifying sponsored project activities that may result in patentable inventions.

Intellectual Property and Licensing of UM Inventions

In order to facilitate the protection of intellectual property discovered or developed by University of Mississippi employees, the Office of Technology Commercialization has established a procedure by which investigators may disclose potential patentable inventions. Discoveries by faculty, staff, and employees are the property of the University of Mississippi and should be reported promptly to OTC according to the UM Patent and Invention Policy. This can be accomplished using the Research Disclosure Form. Once submitted to OTC, a Research Disclosure undergoes the processing detailed in the Research Disclosure Process Flowchart.

Faculty should review the procedures outlines by OTC to protect intellectual property. The intellectual property rights as they pertain to copyrights can be found in the Copyright (Intellectual Property) policy.

Employee Owned Startup Companies

For faculty, staff, and students interested in starting their own companies in order to further develop technology owned by the University of Mississippi, it is important to know that this can be accomplished by following a few steps before you get started. The ORSP Office of Technology Commercialization provides support for personnel who want to create companies around the products and technologies which they discover and/or develop while working at the University of Mississippi. A key consideration in the formation of a company is the potential for a conflict of interest. Interested individuals should discuss their company plans with the Director of Technology Commercialization early in the process and should review the University of Mississippi Objectivity in Research Policy to become familiar with the potential conflict of interest issues.

The State of Mississippi is supportive of the creation of companies based on technologies discovered and/or developed by faculty, staff, and students at Mississippi universities. The MURA Act (Mississippi Code 37-147-3) addresses the potential for a conflict of interest that

occurs when an employee of the university wishes to have a material financial interest in a private entity which provides or receives equipment, material, supplies or services in connection with the university in order to facilitate the transfer of technology developed by the employee of the university to commercial enterprises for economic development. Preparation of an application to MURA using the MURA Form initiates this process. The Director of Technology Commercialization will assist the employee in completing this form, meet with the employee to explain the process and discuss licensing of technology from the university to the company.

- University of Mississippi Objectivity in Research
- Employee Conflict of Interest
- Non-Institutional Employment Practices (Outside Employment)
- Use of University Facilities for a Private Enterprise
- Faculty Consulting

Unit7
Campus Health and Safety

Section 25: Campus Health and Safety Policies

- [Campus Weapons Policy](#)

- [Drug and Alcohol Testing](#)

- [Drug-Free Workplace and Workforce](#)

- [Lactation Station Locations and Policy](#)

- [Smoke-Free Campus Environment (smoking is prohibited at all times and locations)](#)

- [Violent Free Workplace Policy](#)

- [Workplace Wellness-RebelWell at Work](#)

Section 26: Health and Wellness Resources

Campus Recreation

Campus Recreation offers programs and facilities for Ole Miss students, faculty, staff, and community members. As you explore their website, you will quickly find opportunities to engage in numerous recreational programs and services administered by the Department of Campus Recreation. Structured and unstructured, traditional and nontraditional recreational opportunities are offered throughout the school year.

Career-Life Connector (Work-Life Integration)

As part of the university's commitment to provide work-life integration resources, the Office of the Provost has created the Career-Life Connector Initiative to supplement services provided by Human Resources and other offices on campus. This initiative is designed to help potential and current faculty and staff navigate the university system and learn about policies, practices, and resources available to assist with work-life integration, including:

- family and dependent care
- health and wellness
- nursing mothers
- personal and professional development
- arts and leisure
- community involvement
- work-life integration policies

Faculty and staff serve as Career-Life Consultants who can also help you navigate the various resources and policies.

Employee Health Center and Pharmacy

The mission of the Employee Health Service is to promote the health and well-being of employees of the University of Mississippi through education, prevention, and care of acute medical conditions.

Employee Assistance-Mental Health Program

The University Counseling Center provides a team of dedicated professionals who strive to offer the best care possible in an atmosphere of caring respect. They offer individual counseling therapy, group therapy, crisis intervention, and outreach. The Counseling Center provides the Employee Assistance-Mental Health Program (EAP-MH), which is a short-term program provided to employees who are experiencing challenging work/life-related situations and might benefit from speaking to a counselor in an individual session. Common topics include stress related to work or home, interpersonal difficulties, or barriers to work productivity. The Employee Assistance Mental Health Policy provides some additional detail.

University Police and Campus Safety (UPD)

The [University Police Department (UPD)](#) is a service-oriented *police department* that has legal jurisdiction of the Oxford campus and other locally owned University property (airport, golf course, biological field station, South Oxford Center, Jackson Avenue Center and South Oxford Recreation Center). UPD provides twenty-four hours a day, seven days a week law enforcement service to the university community. UPD is the *"hometown police"* for students while they are on the Oxford campus or University properties. UPD officers are graduates of a state-certified police academy. Just like any hometown police agency, UPD officers have full arrest and investigative authority on all university property. UPD stands ready to handle any situation just as any police agency in any other city.

UPD is fully committed to principles of *community policing*. Our philosophy is "Education before Enforcement". Officers are expected to become immersed and active within the University community. Traditional and non-traditional police methods are utilized in order to meet the challenges of policing in a college setting. Along with traditional police vehicles, officers patrol campus by foot, motorcycles, and bicycles. Officers are expected to make public presentations to the various groups on campus (residence halls, academic classes, Greek Life, etc.) about personal safety and security tips. Such education initiatives serve to promote and maintain a safe and secure campus environment.

UPD is dedicated to educating and working with the university community ensuring a safe, tranquil environment conducive to the objectives of the university. UPD works closely with other local, State and Federal law enforcement agencies, such as the Oxford Police Department, the Lafayette County Sheriff's Department, Lafayette County Metro Narcotics, Mississippi Highway Safety Patrol. Mississippi Bureau of Investigations, Federal Bureau of Investigations, and the United States Marshal Service. UPD has the distinction of being accredited by the Mississippi Law Enforcement Accreditation Commission.

UPD has an active Crime Prevention Unit, which strives to minimize criminal opportunities by educating and encouraging faculty, staff, students and visitors to be responsible for their own security and the security of others. Crime prevention presentations are routinely scheduled for campus residents as well as faculty and staff groups. Some of the topics covered are active shooter response, risk management and situational awareness, alcohol and drug awareness, and personal safety.

The Crime Prevention Unit coordinates the Rebel Patrol Student Escort Service. Rebel Patrol escorts offer on-campus walk-along escorts for anyone concerned about walking alone on campus. UPD officers are available to provide on-campus escorts when Rebel Patrol escorts are not on duty.

Emergency Management Services (EM) is housed in the University Police and Campus Safety Department. The Department is tasked with creating a culture of emergency preparedness and

response across the University. EM is responsible for coordinating a comprehensive, all-hazards approach through all cycles of an emergency – preparedness, response, recovery and mitigation.

In addition to University-wide efforts, EM is available to provide guidance for departments and colleges developing and improving their emergency plans.

EM also coordinates numerous programs and initiatives to support the University of Mississippi in responding to, recovering from, and mitigating against any natural or manmade disaster or crisis. EM strives to protect the well-being of its students, faculty, staff and visitors. EM is responsible for the following:

- Developing and maintaining the university Campus Emergency Management Plan (CEMP)

- Developing, planning and evaluating University-wide emergency exercises

- Emergency Operation Center/Crisis Action Team/Incident Response Team management

- Providing training to individuals that have emergency management roles and responsibilities

- Providing the University with preparedness information to the university population

- Managing the REBALERT emergency notification system & disseminating emergency alert notifications

- Acting as the university liaison for federal, state and local emergency responders and agencies

Emergency Information

Code Blue
> The university's [emergency telephone system, "Code Blue](#)," provides strategically located emergency telephones across campus. By depressing the button on the emergency telephone unit, UPD will immediately be contacted for assistance with any emergency. The locations of the Code Blue phone units are depicted on the campus map.

LiveSafe
> [LiveSafe](#) is a free mobile safety app that the University of Mississippi offers to all students, faculty, staff, parents, alumni, and visitors. This app provides a streamlined way to communicate directly with UM safety officials. By leveraging the community's eyes and ears, LiveSafe helps to keep the campus safe by preventing crimes before they occur.

REBALERT

REBALERT is an emergency text message notification service available to UM employees who have provided a valid cell phone number. Those enrolled will automatically receive REBALERT text message notifications from the university.

Emergency Information Website

Emergency Information website (information on what to do in case of emergencies)
Severe Weather Information website

University Police and Campus Safety is located in Kinard Hall Wing-C on Rebel Drive.

Non-emergency: 662-915-7234 or upd@olemiss.edu

Emergency: 662-915-4911 or 911 if calling from cell phone or off campus phone,
or 4911 from on-campus phone.

UNIT8
CampusServicesandBusinessAffairs

Section 28: Campus Services

Barnes and Noble Bookstore (915-5896)

Bias Incident Response Team

Campus Post Office (915-2611)

Campus Recreation (915-5591)

Employee Health Center (915-6550)

EORC/Title IX Office (915-7735)

Faculty Technology Development Center (915-7918)

ID Center (915-7445)

IT Help Desk (915-5222)

Office of Sustainability (915-2720)

Ole Miss Dining Services (915-6690)

Parking and Transportation (Bus) Services (915-7235)

University Counseling Center (915-3784)

University Ombuds (915-1537)

University Police and Campus Safety (915-7234)

Section 29: Business Affairs Policies

- Contractual Authority

- Information Technology Acceptable Use

- Media Relations

- Purchasing

- Travel (must complete travel authorization before traveling)

- Use of UM Trademarks

Unit 9: FAQs-Faculty Situations and Navigating the System

Section 30: Navigating the Resources and Policies

Below are some general situations that faculty may experience, along with a couple of quick resources and policies to consider in these circumstances. This is not a comprehensive list of resources, policies, or all common situations. Rather, it is a starting place to navigate issues and a sampling to help provide insight for these and other scenarios.

In general, faculty members should discuss situations with their department chair. The faculty member and/or department chair may then elect to seek input, guidance, conflict resolution from an associate dean or dean in the college/school, followed by contacting the Provost Office if the situation is not resolved.

All emergencies or situations where immediate assistance is needed, contact the University of Mississippi Department of Police and Campus Safety at 662-915-7234.

Teaching Situations

- Situation 1: You suspect student has a mental health issue or may need counseling, or you observe behavioral concerns or perceived violence behavior of a student.

  Consult the Counseling Center information about how to connect a student with the Counseling Center

  Submit a CARE Report if you perceive behavioral concerns or violence, suicide, or other concerning behaviors

  Contact UMatter Office

- Situation 2: A student tells you he/she has been sexually assaulted.

  Contact the Title IX office immediately-Faculty are mandatory reporters

  Title IX Policy

  UMatter Office-Violence Prevention Program

  Guide for Title IX Mandatory Reports of Sexual Misconduct, Relationship, Violence, and Stalking

- Situation 3: A student informs you that she need an accommodation, including a note-taker, extra time on a test, or the need to bring an emotional support animal to class.

  Contact [Student Disability Services](). They will have information about the accommodation process, the SDS Testing Center, and the policies on emotional support animals

  See Unit 3-Section 10 of this Faculty Handbook

- Situation 4: You want to know what to do when you are teaching a class and you hear the tornado siren.

  All university activities are automatically suspended when the siren sounds, including classes, See the [What to do in a Tornado website]() for more information

- Situation 5: You are teaching a class for the first-time. What do you need to know?

  Talk to your department chair and other faculty in your department.

  See Unit 3 of this Faculty Handbook for various information and resources. Unit 3-Section 9 will provide information about Blackboard and provide a syllabus template for you

  Contact the [Center for Excellence in Teaching and Learning]()

  Contact the [Faculty Technology Development Center.]()

  Contact the Office of the Provost about the New Faculty Learning Community Program

- Situation 6: You want to improve your teaching.

  Talk to your department chair about mentoring, peer-review of your teaching, and other department and/or school resources

  Contact Academic Innovations or [Center for Excellence in Teaching and Learning]() for information about trainings and faculty teaching resources

  Contact the Office of the Provost about the New Faculty Learning Community Program

- Situation 7: You or a student experience a bias incident in the classroom or in a department meeting.

  To report an incident, refer to the [Reporting Bias page,](#) and please complete the [Bias Incident Reporting Form](#)

  Contact the Division of Diversity and Community Engagement at 662-915-2933

- Situation 8: A student informs you that she is pregnant and will need accommodations for your class.

  Contact the [Title IX office](#), they have information to help both the faculty member and student review possible reasonable accommodations

- Situation 9: You want to make sure your presentation materials and course handouts are accessible.

  Review the [Accessibility Solutions webpage](#)

Personnel or Career Situations

- Situation 10: You wonder if you should go to the University faculty meetings and commencement.

  Yes, faculty are expected to attend the faculty meetings and commencement if at all possible

- Situation 11: You are pregnant and need information about maternity leave.

  Talk to your department chair about your situation.

  [Human Resources](#) will have information about your benefits with respect to leave, FMLA, and other policies relevant to the situation

  The [Career-Life Connector](#) webpage will have information to consider when starting a family, including [Work-Life policies](#) like Faculty Workload Flexibility and Modified Work Assignments and Stopping the Tenure Clock

- Situation 12: You are having a conflict with a staff member in your department.

  Talk to your department chair about the situation

  Human Resources

  Office of the Ombudsman

- Situation 13: You have a personal issue, caregiver responsibilities, or other situation for which you need to take some leave time.

  Talk to your department chair about your situation

  Human Resources will have information about your benefits with respect to leave, FMLA, and other policies relevant to the situation

  The Career-Life Connector webpage will have information to consider, including Work-Life policies like Faculty Workload Flexibility and Modified Work Assignments

- Situation 14: You are disgruntled with your workload or condition of employment.

  Talk to your department chair and Dean

  Employee Complaint and Grievance Procedure for Faculty Personnel

- Situation 15: You have research questions like "how do I protect my intellectual property?", "how do I submit a grant?", "can students work in my research lab?", or "where is the IRB office?"

  Talk to your department chair

  See Unit 6 of this Faculty Handbook

  Contact the Division of Research and Sponsored Programs

  Your college/school may also have an associate dean for research who can help you navigate research issues as well

- Situation 16: You want a mentor.

  Talk to your department chair or senior faculty in your department

  Consider joining the [National Center for Faculty Development and Diversity](#), we have an institutional membership, so you can join free.

  Also you may want to contact the UM Center for Excellence in Teaching and Learning for information about teaching or the UM Division of Research and Sponsored Programs for information about research mentoring

- Situation 17: You want to know how your work or productivity will be evaluated.

  Talk to your department chair and others in your department

  Ask about the faculty activity report and annual evaluation process in your department

  Ask for the promotion and tenure guidelines for your department

  Review the university's promotion guidelines for your position and/or the tenure guidelines and see Section 5 of this Faculty Handbook

- Situation 18: You want to do consulting work with a private company.

  It is important to follow the policies and complete a [HR Form 9](#), and review Section 6 of this Faculty Handbook for additional information

- Situation 19: You have questions about the tuition reimbursement/further education benefit.

  Contact [Human Resources](#)

- Situation 20: You need an accommodation for a disability or believe you have been discriminated against.

  Contact [EORC](#)

APPENDIX A

Tenure Clock Extension for COVID-19 Related Disruption in Faculty Teaching, Research and Service

Per Board Policy 403.0101, beginning with tenure-track appointments to any professorial rank, faculty must be reviewed for tenure during the sixth academic year of the probationary period. Due to the extraordinary disruption in faculty research progression, instruction, and service opportunities caused by the current COVID-19 pandemic, IHL universities are authorized to extend the probationary period for tenure-track faculty for up to twelve months.

This form documents the faculty member's intent to DECLINE the extension of a tenure-track faculty member's probationary period by one year (twelve months) that was automatically granted due to the COVID-19 emergency. This one-year extension is automatic and can only be declined and withdrawn at the request of the faculty member. Faculty being given this automatic extension are all tenure-track faculty whose probationary period includes the 2019-20 academic year. To forgo this extension in the 2019-20 academic year, this form must be approved and filed prior to June 15, 2020. In future academic years, this form must be initiated on or before March 1 prior to the original academic year in which a tenure decision is to be made.

The automatic COVID-19 Emergency tenure extension does NOT count against other tenure extensions allowed for personal and family-related matters under the University of Mississippi Tenure Policy.

The undersigned understand and accept this agreement to DECLINE and WITHDRAW a one-year tenure probationary period extension due to the COVID-19 Emergency. The undersigned acknowledge that any tenure decision shall be made using procedures and guidelines normally applied for tenure review, regardless of whether the extension was kept or declined. The faculty member who takes the extension or declines it is not expected to present a record of accomplishment different from other tenure applications, and shall be judged according to the criteria outlined by the tenure guidelines.

No person shall be discriminated against in any promotion and tenure proceedings for declining or keeping the extension under this provision.

When all action has been completed the recommendations alone will be filed in the Department of Human Resources.

Faculty Member_____DATE _____

Department Chair/Director_____DATE _____

Academic Dean_____DATE: _____

Provost_____DATE:_____ _

Chancellor_____DATE: _____