
Faculty Credentials Manual

University of Mississippi

Faculty Credentials Manual

SACSCOC Principles of Accreditation/Guidelines Related to Faculty	1
Standard 6: Faculty.....	1
UM Policies Related to Faculty Credentialing	2
UM Verification Processes for Assessing Faculty Credentials	2
UM Responsibilities for Faculty Credentialing	3
Prospective Faculty Member Responsibilities	3
Department Chair or Director Responsibilities	3
School/College Dean Responsibilities	4
Provost Office (Faculty Credentialing Coordinator) Responsibilities	4
Faculty Credentials Work Group (FCWG)	5
Instructions for Requesting Graduate Faculty Status	5
Instructions for Entering Faculty Degree and Qualifications	6
Examples of Acceptable Written Justifications	9

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Introduction

The University of Mississippi (UM) is responsible for justifying and keeping a record of the faculty credentials and qualifications of its faculty. This faculty credentialing process documents that our faculty members are qualified to deliver course learning outcomes appropriate for the curriculum.

The purpose of the *Faculty Credentials Manual* is to provide information about the external and internal principles, policies, verification processes, responsibilities, and procedures related to faculty credentialing at UM. Both full-time and adjunct/part-time instructors of record must possess the appropriate credentials in the respective teaching discipline. They must also possess credentials in the specific area/topic being taught and meet or exceed the minimum requirements of UM policy and that of the Southern Association of Colleges and School Commission of Colleges (SACSCOC), UM's regional accrediting body, regardless of the location of the course offering or mode of delivery.

Accreditation determines eligibility for Title IV funds (student financial aid) and qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid.

SACSCOC Principles of Accreditation Guidelines Related to Faculty (2018)

Section 6: Faculty ([SACSCOC Principles of Accreditation](#))

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic program. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of full-time qualified faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that takes into account the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

- 6.1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.
(*Full-time faculty*) [CR]
- 6.2. For each of its educational programs, the institution
 - 6.2.a. justifies and documents the qualifications of its faculty members. (Faculty qualifications)
 - 6.2.b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)
 - 6.2.c. assigns appropriate responsibility for program coordination. (Program coordination)

See <https://sacscoc.org/app/uploads/2020/12/Interpretation-on-6.2.a.pdf>

- 6.3. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (Faculty appointment and evaluation)
- 6.4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)

- 6.5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)

SACSCOC states that when an institution defines faculty qualifications using faculty credentials, institutions should follow specific credential guidelines by the level of the academic course. These SACSCOC [Faculty Credentials Guidelines](#) relevant to the level of courses taught at the University are as follows:

- Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

UM Policies Related to Faculty Credentialing

Appointment of Faculty and Administrators Policy (Policy Code: [ACA.FG.100.001](#))

This Policy applies to all Regular and Instructional Faculty in full-time and part-time appointments; adjunct and visiting appointments. The Policy states that faculty appointments are contingent upon receipt of official transcripts of the candidate's highest degree related to his/her position ([Appointment of Faculty and Administrators Policy](#))

Faculty Titles and Ranks Policy (Policy Code: [ACA.FG.100.006](#))

This Policy defines permissible faculty titles and ranks across different faculty categories. The Policy affects Graduate Faculty status and ([Faculty Titles and Ranks Policy](#))

Administration of Graduate Assistantships (Policy Code: [ACA.GS.500.001](#))

This Policy states that students who are appointed as Graduate Instructors must have completed a minimum of 18 hours of graduate course work (with a minimum grade point average of 3.0) in the assigned field of instruction ([Graduate Assistantship Policy](#))

Graduate Faculty Policy (Policy Code: [ACA.GS.600.001](#))

This Policy establishes the rules for faculty who may teach graduate-level courses. It also describes procedures for changing graduate faculty. ([Graduate Faculty Status Policy](#))

UM Verification Process of Faculty Credentials

UM's faculty credentialing system is an automated process based on matching the first 2 to 4 digits (depending on the course-level) of the CIP (Classification of Instructional Programs) code of an instructor's graduate degree(s) with the CIP code(s) of each course taught by the instructor. Generally, the instructor's CIP code is assigned in the hiring process and a course's CIP code is assigned when approving a new course. You can search for an appropriate faculty CIP code using the [NCES CIP Resource Tool](#). If, together with other

documentation, the faculty and course CIP codes match, we are able to demonstrate compliance with Standard 6.2.a.

The Faculty Credentials Worklist is a MyOleMiss application reporting all cases of CIP mismatches or other credentialing deficiencies. See the “Instructions” section below for details about these categories. A verification process of faculty credentials cases appearing on the Faculty Credential Worklist occurs about six weeks prior to the start of each Fall and Spring semester. The Provost Office initiates and coordinates this verification process in the first week of July and December. Academic deans and department chairs ensure that by the beginning of the next semester all course information is complete, including instructor of record information, and all remaining items on the faculty credentials worklist have been resolved or justified.

UM Responsibilities for Faculty Credentialing

Faculty credentialing begins with the hiring process.

Prospective Faculty Member Responsibilities

It is the responsibility of the prospective faculty member to represent their qualifications and credentials accurately and to provide the University with all of the documentation needed to verify their credentials.

This documentation includes:

- Official transcripts of highest degree attained. If that degree is not directly related to the teaching assignment, an official transcript of the relevant degree must also be submitted. Only transcripts from an accredited college or university will be accepted for credentialing faculty members.
- Copies of appropriate licenses or certifications. Faculty members teaching in disciplines that require licensure and/or certifications must acquire documentation (including issuing agency and expiration date) of those credentials to be placed in the personnel files at the department-level and/or in Human Resources.
- Verification of work experience related to teaching (as needed). If the applicant/prospective faculty member is qualified to teach based on alternate credentials, that individual must provide, when requested, satisfactory documentation for all criteria used to meet the alternate credentialing requirements. A curriculum vitae or resume is not sufficient documentation. Verification examples are provided in the next section.
- Cost. The cost to obtain official transcripts and copies of licenses and certifications is borne by the prospective faculty member.

If a faculty member acquires additional academic credentials or qualifications after initial employment, he or she should provide the relevant information to the department or Human Resources. A faculty member is also expected to inform his or her supervisor about academic achievements or training via submission of an annual faculty activity report.

Department Chair Responsibilities

The Chair/Director will:

- Ensure course information is completed in the MyOleMiss Course Schedule application before the start of the academic semester. All course sections, including Special Topics courses, must have an instructor of record identified. Special Topics courses must also have a title that identifies the content/focus of the course of study.
- Validate the credentials of the faculty member and verify that the credentials are consistent with UM policy and the SACSCOC accreditation guidelines prior to the faculty member teaching the course. Faculty teaching in cross-listed courses must demonstrate qualifications/credentials in all areas as cross-listed courses are seen by SACSCOC as separate courses.
- Ensure the assignment in the respective database systems of CIP codes for courses and for

the degrees held by instructional faculty members.

- Ensure that faculty assigned to teach courses at the level of 500 and above are members of the Graduate Faculty, by communicating with the Graduate School Dean.
- Submit written justification within the MyOleMiss Faculty Credential Worklist system if the degrees represented by the official transcripts are not directly related to the teaching assignment. Validation of expertise must not be just in the teaching discipline but in the specific area/topic being taught. The written justification, for use of alternate credentials, must explicitly address how the individual's education, training, professional experiences, and/or accomplishments constitute a level of preparation for the instructional assignment/particular course comparable to that of a person holding the specific (CIP-matching) graduate degree in the teaching field. In certain interdisciplinary/emerging fields, specific (CIP-matching) graduate degrees may not be available. In those instances, the department chair should discuss in the justification the content and learning outcomes related to this interdisciplinary/emerging field. The faculty member's credentials should then be clearly linked to the assigned course content and learning outcomes. Appropriate experiences and qualifications include:
 - a minimum of 18 graduate semester hours in the teaching discipline (official transcript with an identified list of courses that are appropriate to specific courses/area)
 - demonstrated competence, effectiveness, and capacity in the teaching discipline that may include:
 - undergraduate and graduate degrees (official transcripts)
 - professional licensure and certifications (documented by the issuing agency with a granting and expiration date, if requested)
 - professional and/or artistic accomplishments (copies of programs and/or critical review, if requested)
 - additional coursework (official transcript with courses identified beyond qualifying degree; CEUs from relevant workshops attended)
 - in-field or professional work experiences (reference letters on agency/institution letterhead)
 - research/publications (full citation, if requested)
 - relevant grants (official notification of award, if requested)
 - exceptional professional achievements (documented, if requested)
 - honors and awards (copies of award with date and awarding agency/institution, if requested)
 - continuous documented excellence in teaching (copies of evaluations or peer review or supervisor's summative reporting of evaluative/review process, if requested)
 - similar activities to those listed above that may be combined to verify the instructor's expertise.
- Collect original documentation to validate any alternate credentials at the request of the SACSCOC Faculty Credentialing Work Group. This documentation would include a curriculum vita (CV) or resume as well as capacity to provide relevant materials listed above parenthetically. The Department Chair must maintain all alternative documentation in the academic unit, available for review upon request of the academic Dean or Provost Office, Work Group, or site visitor during an accreditation visit.
- In addition to determining that graduate instructors (graduate students who teach courses as instructors of record) have a minimum of 18 graduate hours in the teaching discipline, the department chair/program coordinator must also ensure that graduate instructors receive appropriate training, supervision, and evaluation in their teaching assignment.

School/College Dean Responsibilities

The academic Dean's Office will:

- Ensure implementation and compliance with the credentialing and qualifications procedures.

- Verify the Department Chair’s assessment of the instructor’s qualifications and/or justification are consistent with UM policy and SACSCOC accreditation guidelines. The Provost Office and SACSCOC Liaison may mediate and resolve cases disputed by the Chair and Dean’s Office.
- Assure Graduate Faculty Status for all instructors teaching courses at the 500 level or above
- Communicate with the Graduate School Dean for changing or assigning Graduate Faculty status.
- Participate (or assign a School delegate) as a member of the Faculty Credentialing Work Group.

Provost Responsibilities

The Faculty Credentialing Coordinator within the Provost’s Office will:

- Remain knowledgeable of SACSCOC credentialing requirements, specifically as related to faculty.
- Collaborate with Chairs/Directors/Deans to determine and verify alternative qualifications when faculty cannot demonstrate appropriate degree credential.
- Ensure accurate representation of faculty and their credentials (publication of websites, etc.)
- Answer questions related to faculty qualifications and credentialing.
- Review changes to associated policies, procedures, guidelines, and forms to ensure consistency with faculty credentialing manual and practices.
- Annually review with the Work Group and, as appropriate, update the *Faculty Credentials Manual*.
- Participate as a member of the Faculty Credentialing Work Group.
- Participate as a member of the UM SACSCOC Compliance Steering Committee
- Create and maintain a faculty roster ensuring that faculty members meet the criteria specified in UM policy and SASCOC accreditation guidelines.

SACSCOC Faculty Credentialing Work Group Responsibilities

Membership includes representatives from the Provost Office, the Schools/College Deans’ Offices, the SACSCOC Liaison, a department chair, IT representatives, and any other faculty or administrative divisions on campus deemed appropriate by the Provost Office. This group will:

- Stay current with SACSCOC issues and requirements relating to faculty credentialing.
- Recommend appropriate polices related to credentialing.
- Coordinate and communicate clearly regarding SACSCOC-related credentialing requirements to department chairs and others.
- Assure compliance with an ongoing verification process to assure SACSCOC compliance.
- Meet no less than once a semester to review and discuss these duties.

Instructions for Requesting Graduate Faculty Status

Graduate-level courses (500-level or above) are to be delivered by members of the Graduate Faculty. The Graduate Faculty Status Policy states the qualifications for full, associate, or teaching membership of the Graduate Faculty. Please refer to the Policy for definitions and procedures.

Appointment to the Graduate Faculty is not automatic for research and support faculty. Research and professorial level Support Faculty with appropriate terminal degrees and with appointments in academic departments having graduate degree programs may be appointed as either Associate or Teaching members of the Graduate Faculty. Recommendations to appoint a member of the Research and professorial level Support Faculty as either a teaching or an associate member of the Graduate Faculty are made by the Chair and submitted to the Graduate Dean for approval. An official transcript of a terminal degree and curriculum vitae must be included in the recommendation or previously submitted to the Office of Human Resources.

Instructions for Entering Faculty Degree and Qualifications

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires under Standard 6.2.a that accredited institutions employ faculty members who are qualified and effective to carry out the mission of the institution and to ensure the quality and integrity of its educational programs. The SACSCOC 6.2.a standard and accompanying information is available at [SACSCOC Resource Manual](#). To satisfy this standard, the University of Mississippi must demonstrate that we continuously review, document, and justify the qualifications of our instructional faculty with respect to assigned courses. This ongoing faculty credentials review is an essential part of maintaining the University's SACSCOC accreditation.

UM's faculty credentialing system is an automated process based on matching the first 2 to 4 digits (depending on the course-level) of the CIP (Classification of Instructional Programs) code of an instructor's graduate degree(s) with the CIP code(s) of each course taught by the instructor. Generally, the instructor's CIP code is assigned in the hiring process and a course's CIP code is assigned when approving a new course. You can search for an appropriate faculty CIP code using the [NCES CIP User Site](#). If, together with other documentation, the faculty and course CIP codes match, we are able to demonstrate compliance with Standard 6.2.a.

In cases in which the CIP codes do not match or there is missing information, the relevant Department or School administrator must reconcile this credentialing issue. In some cases, this reconciliation requires adding an omitted CIP code or degree information (e.g., a missing transcript, or no degree being marked as "highest" or "terminal"). In other cases, the relevant administrator must write a brief justification explaining how the faculty member is qualified to teach the assigned course. Note that once a justification has been entered for a given instructor-course pairing, the system recalls this justification for future semesters.

Below are instructions for how to locate and address faculty credentialing issues in your program.

1. **Login to the MyOleMiss "Faculty Credentialing Worklist" and identify your unit's worklist.** The initial page will list all the courses across the University that have a faculty credentialing issue. To view those cases for your unit, go to the school or department drop-down box and select the unit for which you are responsible. (Make sure the box entitled "Exclude the courses that show 'Course and credentials CIP code mismatch justified'" is checked. This box is located above the drop-down boxes. If you want to see your unit's earlier justifications, you can uncheck this box and hit the refresh button.)
2. **Once you have a complete list of mismatches/issues for your unit, you can sort/select for a given course or instructor.** Clicking on an individual course/instructor pairing row reveals additional information about the reason for the mismatch/issue. (It may take several seconds to retrieve this next page, so be patient.) The subsequent page lists all courses a particular instructor has taught during the time window shown at the top of the initial worklist. This page includes sections for employee details, credentials, and courses taught. You will see either a red **X** for materials that are missing (requiring your additions) or a green **✓** for completed materials. The paragraphs below address how to fix the reasons for a red **X**, and how to enter a text justification, if needed.

Many of the red **X** issues can be fixed with simple data entries. The categories of problems are as follows:

- a. No transcript with CIP code found
- b. Instructor does not have a graduate degree
- c. Instructor is not a graduate faculty member
- d. No credential selected as terminal
- e. Course and credentials CIP codes do not match

The paragraphs below describe how to address each of these. In general, only the category **e.** requires a written justification. All other categories require actions beyond a written justification.

3. **No transcript with CIP code found.** This error message can be due to either the absence of an official transcript for the instructor in the HR system **OR** the simple absence of a CIP code entry. If the instructor has not yet had an official transcript submitted to HR, remind him or her that this must be

done. This applies even if the instructor has a graduate degree from UM. If the error is due simply to a missing CIP Code, the academic administrator must enter a Six Digit CIP code into the CIP Code box (without a decimal point) for each degree indicated for an instructor. If you do not know the appropriate CIP code, go to [CIP user site \(ed.gov\)](#) for the Department of Education's taxonomy. An individual instructor may have different CIP codes for his or her different degrees. While the terminal degree (or master's degree) for an individual instructor is the most important academic credential, it will help if you also enter codes for lower degrees as well. When a transcript (university title) is blue, this indicates a hyperlink to a scanned image of an official transcript (or a link to the person's UM transcript). You can click and view these to help decide on the CIP code. When you click such a link, the system will launch a web-based document viewing utility. You will click again on the file to be viewed to see the image. This image can be printed or can be manipulated on the screen. Use the eyeglass icon to expand or shrink the image. Use the arrows icons to the left to move from one page to the next. Poor quality images on the screen are almost always improved by printing.

NOTE: If these icons do not work, it is possible that your Java virtual machine is not working properly. Simply go to www.java.com and click the "downloads" link at the very top of the page and follow the instructions. Once it is finished, close all browser windows and then try viewing the transcript images again. This should resolve this problem.

Also note that a way to tell if the instructor has not yet submitted an official transcript is the absence of a hyperlinked transcript on this page. One exception is that faculty members having international transcripts often have a time delay before their transcripts are uploaded in our HR system, due to the need to first submit their transcripts to an external credentialing service. An academic administrator can check with HR about such a case or for other reasons for a delay in uploading an official transcript.

4. **Instructor does not have a graduate degree.** The fundamental credential for teaching any course at the collegiate level is to have a graduate degree (master's degree or above). Exceptions to this requirement can be made if there is substantial evidence of alternative qualifications related to the course being taught. This might include evidence of relevant work experience, professional licenses and certificates, honors and awards, or documented excellence in teaching. For situations where an instructor (other than a graduate student instructor) does not have a graduate degree, the academic administrator should work with the provost's office or dean's office to develop and have an approved justification.
5. **Instructor is not a graduate faculty member.** To teach a graduate level course (500 level or above), a faculty member must be either a teaching member, an associate member, or full member of the Graduate Faculty. Associate and full members should have the faculty title of assistant professor or above in an academic department. Graduate Faculty status is an HR flag that is maintained by HR and the Graduate School. So, if the red X is due to a missing Graduate Faculty status flag (and if you believe that a particular faculty member qualifies to be on the Graduate Faculty), contact the Graduate School's Records Coordinator or Graduate Dean. .
6. **No credential selected as "highest" and "terminal."** These errors are addressed simply by checking whether a given degree is the highest earned by the instructor and whether it is a terminal degree for the discipline. For each individual, check the degree which is "highest," according to the following descending order (highest to lowest):
 - a. Doctoral (PhD, EdD, DBA, ThD, LLD, etc.)
 - b. First Professional (MD, DD, JD, LLB, DVM, PharmD, etc.)
 - c. Specialist (EdS, etc.)
 - d. Master's (MA, MS, MFA, MBA, MSW, MLS, LLM, MPH, etc.)
 - e. Bachelor's (all bachelor's degrees, except the LLB, which is a higher level)

For each instructor, there should be one "highest" degree checked. In the rare case that an individual has

two degrees at the highest level (two PhD degrees, for example), then check either of these co-equal degree levels as “highest.”

For each instructor, check the degree(s) that is/are considered to be “terminal in the discipline.” Use the IHL and SACSCOC definition for terminal degree that includes all doctoral and first professional degrees, plus selected master’s degrees (MSW, MFA, and MLS).

In the case that an individual has both a PhD and an MFA, you should check the PhD as being the highest degree and both the PhD and MFA as being terminal degrees. (Likewise, if an individual has both a PhD and a MSW or a PhD and a JD, etc.).

7. Course and credentials CIP codes do not match. If a red **X** remains after each of the above data entries, there is NOT a match of the instructor’s CIP code with the course CIP code. The matching logic requires a match of the first two digits for lower division and the first four digits for upper division and graduate courses. For a CIP mismatch, an academic administrator (chairs or dean) must then enter a brief justification for each course in which the instructor does not have a degree credential that matches the specific course CIP code. These courses are listed in the “Courses Taught” box. To do this, click on the blue, hyper-linked “Justification” text appearing at the far right of the “Courses Taught” box.

Clicking on Justifications will reveal several boxes, which are essentially writing prompts. Many of these boxes are redundant, so we suggest that the justification be entered primarily under the first box (“At least 18 Graduate Hours ...”), unless another box is more appropriate. Stated in another way, just select the most appropriate box (and please no more than two) for text entry.

A good justification is 3 to 5 sentences. It should begin with a brief description (title and department) of the faculty member and his/her professional qualifications that perhaps includes a statement about his/her scholarship or teaching/research awards. That is, first say something about the general credentials of the instructor. Then a justification should briefly describe the course being taught, and then, if possible, wrap up with why the instructor is qualified to teach this specific course. For example, the instructor may have external recognitions, professional certifications, or professional work experiences that are clearly related to the specific course. Prior history of teaching the course or the promise in developing expertise is generally not evidence of competence.

Justifications need to be more detailed for graduate courses in which the instructor does not have the terminal degree in the field. These cases should be rare since only graduate faculty (as described in the University “Graduate Faculty” policy) are to teach graduate courses. These exceptional cases may be graduate practicum courses or applied skills courses in professional graduate degrees programs in which the instructor has specialized training or professional work experience. Department Chairs should consult with their Dean and the Graduate Dean prior to making these graduate course assignments in which the faculty member does not have a terminal degree.

Note: The CIP code identifies specific subject area of the terminal graduate degree held by the instructor. A given course may have both a primary and secondary CIP code in our course database, with each being considered for the CIP match.

The SACSCOC language of “At least 18 Graduate hours...” technically refers to a situation where an instructor has a master’s degree in discipline A, has 18 additional graduate hours in discipline B, and is assigned to teach a course in discipline B. In such cases, it is generally expected that the justification includes a specific list of these 18 graduate hours and the institution granting these hours, not just a blanket statement that the instructor has 18+ relevant hours.

In all cases, the justification should address both the qualifications of the instructor and the relevance of his/her qualifications to the learning objectives for the course being taught.

8. **Graduate Instructors:** Whether you delimit your list to include graduate instructors or not, justifications for these individuals will also have to be entered. For graduate instructors, the only relevant justification is that they have at least 18 hours of graduate level course work in the teaching discipline **AND** are supervised (e.g., some type of training and evaluation of teaching). ***It is essential that specific information be provided about the training, evaluation, and supervision of graduate instructors, including the name of the qualified faculty member providing the training/supervision/evaluation.*** The only exception to the latter is for graduate instructors who already have a master's degree.
9. **Interdisciplinary Courses or Courses Outside Your Area:** Your instructor list is likely to show courses having been taught that are outside your org unit, such as Honors courses or courses that are cross-listed. If the Honors or cross-listed course is one that really is in your content area (e.g., an Honors 301/302/401/402 individual studies or research course taken by one of your majors and taught by one of your faculty), then consider this to be your course for justification purposes. For Hon 100/101/102 courses and Edhe 105, the justifications will be entered centrally. If there is doubt about the fielding of an interdisciplinary course, work it out with the other department chair/program coordinator.
10. **Instructors Who Are Not in My Org Unit:** If your instructor list shows someone who is not ordinarily associated with your department, you still need to handle the justification for your courses (but not for other courses taught by this person).
11. **Incorrect Title or Degree Information:** If the faculty title of an individual is incorrect or the proper degree information is not shown (e.g., the person has recently completed a higher degree), contact HR (Shelly Stoddard, shellys@olemiss.edu) to verify and you will be advised as to appropriate steps to update the information.
12. **Assistance:** For general assistance in filling out this information, contact the [Faculty Technology Development Center](#) (Penny Rice or Amelia Robbins at 7918 or ftdc@olemiss.edu).

Example Justifications for Faculty Members as Alternative Credentialing

(The first paragraph (2-3 sentences) is about the faculty member; it is best if this paragraph is written so that it applies to all courses taught by the faculty member and is used from year to year)

Dr. XXXX is an assistant professor of XXXX. He/she has a PhD in XXXX (mention the institution, if this helps, and the degree if this helps make the case). Dr. XXX's scholarly interests are XXXXXX. *(Try to say something about the person's research, such as an estimate of the number of publications, the name of a recent book, list 3-4 journals in which the person publishes, or give the title of the person's dissertation. Alternatively, say something about the person's professional experience that is relevant to the courses being taught, the number of years the person has taught, any teaching awards, etc. In some cases it may be necessary to list several relevant graduate courses taken by the person.)*

(The second paragraph (2-3 sentences) gives information about the individual course content and learning outcomes in relation to the faculty member's qualifications)

Chem 105 is an introductory course in basic chemistry typically taken by science and engineering majors. *(This course description can be a summary of the catalog description.)* Based on Dr. XXXX's academic credentials and scholarship, he/she is qualified to teach this course. *(Be more specific, as needed, for upper division and graduate courses; if a graduate course, add the sentence Dr. XXXX is an associate (or full) member of the graduate faculty.)*

Examples

Dr. XXXX is professor of Chemistry and Biochemistry, having a PhD in Biochemistry. He has taught courses in

chemistry and biochemistry for 30 years at UM. XXX won the institution's Faculty Achievement Award, which includes teaching, and has published over 50 papers in a variety of biochemistry and chemistry journals, including Biochemistry, Biophysical Chemistry, and the J. of Physical Chemistry. Chem 105 is a fundamental first year course in Chemistry. Based on his academic credentials, scholarship, and teaching experience, XXX is qualified to teach this course.

Dr. XXXX has been an adjunct assistant professor of Psychology at UM for over 20 years, having a PhD in Educational Psychology. He has taught at Northeast Mississippi Community College for a similar length of time. His areas of expertise are measurement & evaluation and cognitive development. Psy 301 is a course in developmental psychology. Based on his academic credentials and teaching experience, XXXX is qualified to teach this course.

Dr. XXXX is assistant professor of Psychology, having a PhD in the discipline. Her research interests are in anxiety disorders, development and maintenance of anxiety pathology across the lifespan, and interoceptive and in vivo exposure. Psy 697 is the master's thesis in Psychology. Based on her academic experience and scholarship, Dr. XXX is qualified to direct graduate students. She is an associate member of the graduate faculty.

Ms. XXXX is an instructor of finance, having an MBA and over 80 graduate hours toward a PhD in Finance. Her relevant graduate coursework includes: Financial Analysis, Managerial Accounting, Management of Financial Intermediaries, Business Finance, Research in Economics and Finance, and Financial Management. Fin 331 is a course in business finance with emphasis on financial analysis and investment decisions. XXXX's academic background is appropriate for teaching this course.

Dr. XXXX is a professor of finance, having a PhD in the discipline. He has over 90 peer reviewed journal articles and book chapters, including publications in the Journal of Banking and Finance, Journal of Financial and Quantitative Analysis, Financial Management, and the Journal of Financial Research. He is also Director of the Graduate Programs in the School of Business Administration. Fin 620 is an advanced directed study course for grad students in Finance. Based on his credentials and scholarship, Dr. XXXX is qualified to teach this course. He is a full member of the graduate faculty.

Dr. XXXX has a PhD in Polymer Science and Engineering, along with a master's in Chemical Engineering. He has published 27 peer reviewed articles in the past 7 years and his research interests are in grapheme-based nanocomposites, magnetic surfactants, and other application of polymers. He won the Engineering School's junior award for research in 2016. Engr 597 is a special projects course taken by senior undergrad or graduate students. Based on his academic credentials and research, Dr. XXXX is qualified to teach this course. He is also an associate member of the graduate faculty.

Mr. XXXX has an MA in Printmaking from the University of Mississippi (2003) and a BFA in Graphic Design from Delta State University (1978). He taught in the Department of Art at Delta State for 22 years, retiring as an Emeritus Associate Professor. Mr. XXXX also owned and operated two commercial design businesses, In House Design of Cleveland, MS, and Greenville Graphics in Greenville, MS. Jour 273 is an introduction to the elements of design and typography. It explores different media and how visual elements are used to communicate ideas and information, which is in keeping with Mr. XXXX's credentials and experience.

Ms. XXXX is an adjunct professor of Integrated Marketing Communications, having a BA in English and a Master's of Business Administration, which is a closely related field to Marketing Communications. Ms. XXXXX brings to the classroom 10 years of experience in corporate communications for Entergy Corporation, a Fortune 500 company, and 10 years as editor of Mississippi Magazine. She has worked extensively in retail sales and marketing and managed her own public relations, advertising, and marketing cooperative. She is the current board president for Mississippi Public Broadcasting Foundation, a past board president of Jackson/Hinds Friends of the Library, and a member of the Mississippi Economic Council's Leadership Mississippi Class of 2012. IMC 455, Integrated Marketing Communications, is a capstone course involving tactical application of IMC skills and disciplines and the development of team-building skills. Based her academic credentials and

professional experience in marketing communications, Ms. XXXX is qualified to teach this course.

Dr. XXXX is instructional assistant professor of sociology, having a PhD in a related field of Political Science. His doctoral dissertation was on "xxxxxxxx" and his research focuses on Bolivian cases to explore the relationship between democratization and political identity at the subnational level, and the role played by institutional and socioeconomic factors in that relationship. Inst 207 is an introductory course in Latin American Studies. Based on his academic credentials and scholarship, Dr. XXXX is qualified to teach this course.