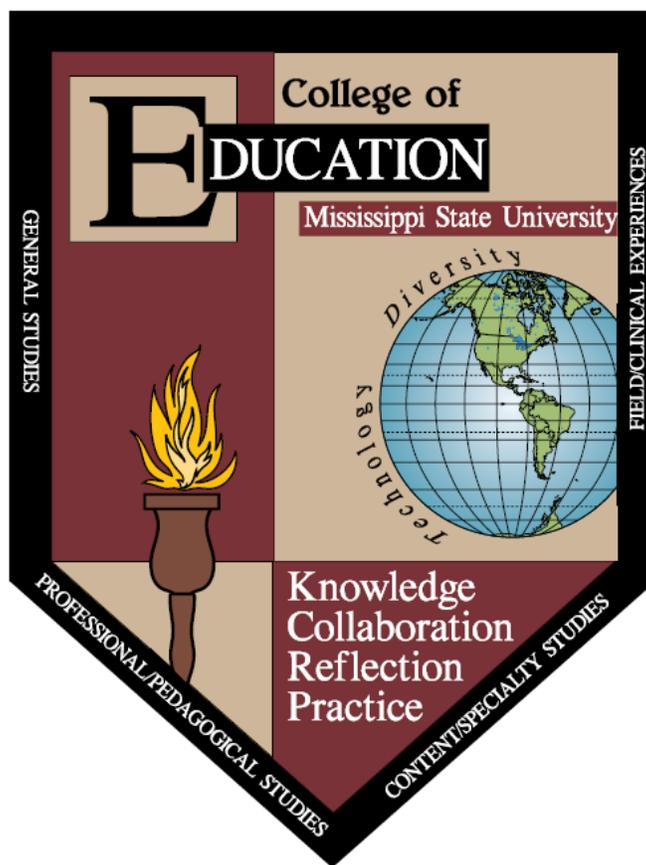


MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION LECTURERS' HANDBOOK



2014

Changing Tomorrow through Education Today

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PREFACE

The faculty of the College of Education is committed to fulfilling the following three major functions: (1) to provide undergraduate and graduate professional preparation for teachers, administrators, school service personnel, and those who assume education-related and other positions in settings outside schools; (2) to collaborate with school personnel, educational agencies, professional groups, and others interested in the evaluation and improvement of educational opportunities, programs, and services; and (3) to promote and conduct experimental and other research studies designed to improve educational practice and to advance educational theory.

In addition to being accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation and the Southern Association of Colleges and Schools, the College of Education is a member of the American Association of Colleges for Teacher Education. It is the objective of this College to provide excellence in education while at the same time exhibiting a supportive attitude toward students. The teacher education programs are approved by the Mississippi State Department of Education, thereby enabling graduates to satisfy the certification requirements for the State of Mississippi.

This handbook is presented to each lecturer (temporary and/or part-time) in the College of Education at Mississippi State University. It is hoped that the material presented in this document will be helpful to you.

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status.

I. GENERAL INFORMATION

A. University Mission Statement

Mississippi State University is a public, land-grant university whose mission is to provide access and opportunity to students from all sectors of the state's diverse population, as well as from other states and countries, and to offer excellent programs of teaching, research, and service.

Enhancing its historic strengths in agriculture, natural resources, engineering, mathematics, and natural and physical sciences, Mississippi State University offers a comprehensive range of undergraduate and graduate programs; these include architecture, the fine arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine.

The university embraces its role as a major contributor to the economic development of the state through targeted research and the transfer of ideas and technology to the public, supported by faculty and staff relationships with industry, community organizations, and government entities.

Building on its land-grant tradition, Mississippi State strategically extends its resources and expertise throughout the entire state for the benefit of Mississippi's citizens, offering access for working and place-bound adult learners through its Meridian Campus, Extension, and distance learning programs.

Mississippi State is committed to its tradition of instilling among its students and alumni ideals of diversity, citizenship, leadership, and service.

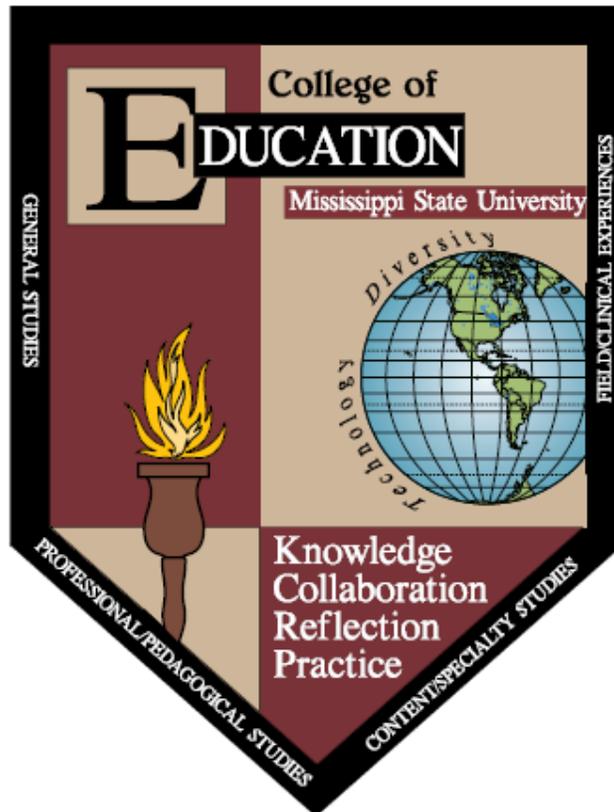
B. College of Education Mission Statement*

As a land grant institution founded in 1878, Mississippi State University has a rich and distinguished tradition of providing leadership and service to the state and its people. Within this tradition of excellence, the mission of the College of Education at Mississippi State University is to prepare highly qualified professionals for the state and region to serve as teachers, administrators, supervisors, counselors, and other professionals in public schools, industry, and human service agencies.

The College of Education values outstanding teaching and is dedicated to offering nationally accredited programs that are based on essential knowledge, sound practice, relevant research, and realistic clinical training. The College is committed to providing professional development opportunities at the baccalaureate, master's, educational specialist, and doctoral levels. Through its leadership in teaching, service, and research, the College of Education prepares professionals who contribute substantially to the improvement of the lives of many individuals in our changing, technologically complex, and increasingly diverse society.

C. College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. Consequently, the faculty in the College of Education assist educational professionals in acquiring the necessary knowledge, skills, behaviors, and attitude to function competently and ethically; they also dedicate themselves to the continual improvement of all students' educational experiences.



The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences.

The visual symbol is a shield depicting a burning torch, a metaphor for the necessary knowledge, skills, behaviors, and attitudes of educational professionals and a globe, symbolizing the dedication of educational professionals to the improvement of **all** students' educational experiences. On the outside edges of the shield are the areas of study which constitute the components of the educative process and are essential underpinnings for development of knowledge, skills, behaviors, and attitudes of educational professionals: (1) **General Studies**, which constitute the university core curriculum, assist educational professionals in understanding themselves and the world around them and allow them to gain both a more integrated view of knowledge and an authentic view of life; (2) **Professional/Pedagogical Studies** encourage educational professionals to connect their knowledge of those areas of specialization to an understanding of how students or clients learn and think at various stages in their development; (3) **Content/Specialty Studies** enhance and build upon the general studies, allowing students opportunity to learn to think about how knowledge in their discipline can contribute to educating productive educational professionals; (4) **Field/Clinical Experiences** allow students the opportunity to participate in field/site-based experiences where they explore the issues involved in the setting and develop specific competencies through guided practice, both of which contribute to effective teaching/leadership and build reflective practice to help ensure that the necessary skills have been mastered.

Contained within the shield are the words “knowledge,” “practice,” “reflection,” and “collaboration” identifying the essential characteristics of effective educational professionals. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients while exhibiting an appreciation and commitment to the value and role of diversity.

II. OBLIGATIONS AND RESPONSIBILITIES OF LECTURERS

A. Familiarity with Appropriate Handbooks

1. Mississippi State University [Faculty Handbook](#)
2. College of Education Lecturers' Handbook
3. Mississippi State University [Undergraduate Bulletin](#)
4. Mississippi State University [Graduate Bulletin](#)
5. College of Education [Undergraduate Handbook](#)
6. College of Education [Doctoral Student Handbook](#)
7. Any departmental handbooks

B. Preparation for Teaching

1. Obtain contact information for professor of record.
2. Review existing NCATE/CAEP-approved course syllabus.
 - Prepare addendum with lecturer contact information and office hours.
3. Review existing course textbook(s) and other resources.
4. Clarify any areas of concern.
5. Arrange to reserve laboratory space, audiovisual equipment, supplies, or other special requests.
6. Become familiar with myCourses and related resources.
7. Become familiar with the [Academic Calendar](#) found at the MSU web page and relevant dates for class meetings, holidays, reading days and exams.

C. Obligations to Students

1. Distribute a clear course syllabus outlining the objectives, requirements, standards, grading, attendance policy, and contact information.
2. Familiarize yourself with the Teacher Education Professional Dispositions (TEPD) assessment and the policies for assessing and reporting them. (http://www.educ.msstate.edu/pdf/academics/forms/Education_Dispositions_2014.pdf)
3. Provide information about the Honor Code on the syllabus and explain the consequences of an academic integrity case. (See www.honorcode.msstate.edu)
4. Make accommodations for students with documented disabilities (Student Support Services will send documentation). (See [AOP 12.35](#))
5. Abide by the Family Education Rights and Privacy Act ([FERPA](#); Buckley Amendment), which requires eligible students access to their educational records and forbids disclosure of certain identifiable information from a student's educational records to unauthorized third parties. (See [AOP 10.06](#))
6. Meet classes as scheduled, and when circumstances prevent this, arrange equivalent alternate instruction in collaboration with the professor of record. Inform the department head of any course cancellations
7. Enforce an attendance policy only if explicitly outlined in the syllabus, consistent with [AOP 12.09](#).
8. Remind students of university policies describing drop and withdrawal policies. (See University Bulletin for dates; see [AOP 12.01](#) for add-drop and [12.02](#) for withdrawals)

9. Present a reasonable range of opinions on controversial issues within the scope of the course. A faculty member's own views on such issues should always be identified as such, and should be presented sparingly. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
10. Evaluate student's work fairly and impartially. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, political views, sexual orientation, or any other status listed in the Equal Opportunity Statement (See [AOP 3.02](#)), nor be based on the students' agreement with the teachers' opinion on controversial issues in the discipline. (See [AOP 13.11](#))
11. Protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action.
12. Be available before and/or after class and/or by appointment for student conferences.
 - Lecturers teaching online courses may choose to keep online office hours.
13. Demonstrate respect for the student and treat the faculty-student relationship with confidentiality.
14. Avoid any exploitation of students for personal advantage.
15. Grade assessments and assignments in a timely fashion.
16. Give a test or other graded assignment prior to the last day to drop a course to provide feedback on student progress prior to the deadline to drop a course.
17. Report all instances of egregious behaviors such as relationship violence, class disruptions, etc. The Behavioral Intervention Incident Report Form can be accessed on the web (<http://www.students.msstate.edu/bit/>). You may also refer students in distress to the MSU Counseling Center Website (<http://www.health.msstate.edu/scs/>).
18. Abide by Final Examination Policy ([AOP 12.04](#)), which forbids unscheduled tests or assignments during the last three class days immediately preceding the first day of the official University examination period as established by the University calendar, the University catalog, and the schedule of course offerings circulated by the Office of the Registrar. It also specifies that all examinations are to be held as specified on the examination schedule unless an exception is approved by the Vice President for Academic Affairs two weeks prior to the final exam week. The policy also provides relief to students who have three or more examinations on the same day. See [AOP 12.04](#) for complete policy.)
19. Give a final examination at the appointed time and place printed in the Mississippi State University Master Schedule.
20. Submit mid-term and final grade reports, including student absences, to the University Registrar by the requested date. Freshman absences must be reported by the deadlines set by [Pathfinders](#) (See [AOP 12.09](#).) Assign the grade of "I" when appropriate as set forth in the Credit and Grades Policy (See [AOP 12.12](#)). If an F is assigned, provide the reason when submitting the final grade.
21. Conduct official student evaluations of teaching performance during the last two weeks of the fall and/or spring semester and during a regularly scheduled class period. (See [AOP 13.5](#).) Formal evaluations are required in all fall and spring semester courses. For face-to-face courses, evaluation forms are distributed to faculty near the end of the semester. Faculty should leave the room to give students privacy while evaluations are being completed and should have a student deliver them to the department manager or to the office of Institutional Effectiveness when completed. Distance education faculty

should conduct online evaluations consistent with university policy. Faculty may also develop and collect individualized evaluations or feedback if desired.

22. Abide by the MSU cell phone policy while instruction classes and hold all students responsible for adhering to the MSU cell phone policy as well.

D. Obligations to the Department and College

1. Report any and all instances of academic misconduct through the Honor Code Council. If necessary, the Council will evaluate evidence and determine appropriate penalties. Students who commit academic misconduct more than once may be dismissed from the university.
2. Complete the P-12 Collaboration form for any involvement with P-12 schools or P-12 educators or administrators, including guest speakers, field trips, etc. The P-12 involvement form can be found at <http://www.ocfbi.msstate.edu/>.
3. Ensure that students enroll in Taskstream and upload required documents for courses that require a Taskstream assignment. Lecturers are also expected to score all required Taskstream documents using the required rubric. You may also use Taskstream for lesson planning and course assignments.
4. Document student disposition concerns using the Teacher Education Professional Dispositions form located at the College of Education website (<http://www.educ.msstate.edu/academics/forms/>) in Forms and Handbooks under Academics. Dispositions such as character, judgment, and reflection are an important aspect of professional behavior for educators and other professionals.

Syllabi distributed to students should include:

1. Approved course description, objectives and topics, and any mandated assessments
2. A description of the [College of Education Conceptual Framework](#)
3. List of required texts
4. Major assignments, point values, and due dates
5. Grading scale
6. Instructor contact information
7. Academic [Honor Code](#) statement and information
8. Description of any required field experience
9. Any attendance and tardiness policies you intend to enforce. You are not required to have an attendance policy but must have one in the syllabus if you wish to impose it at the end of the semester. In general, when attendance and class participation are part of the overall course grade, it should not count for more than 10%. If you wish to have participation be worth more than 10% of the grade, you must define a clear policy for this and an explicit means of evaluating students' participation. See university policies (below) for more about attendance policies.
10. A statement on Student Support Services and a link to the website <http://www.sss.msstate.edu/> for their office. Student Support Services “seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities (as defined by the Americans with Disabilities Act and the Rehabilitation Act of 1973) who are accepted to the University.”
11. For online courses: information about support provided by the Center for Distance Education (CDE), including email and phone number for students to contact CDE for

enhanced technical support: help@distance.msstate.edu and 662.325.0278.

12. Optional: Consider adding this statement to your syllabus: Rachel Cannady, the librarian at the Mitchell Memorial Library, can help you with your research questions. Please contact her at rcannady@library.msstate.edu to set up a research consultation or get assistance with any of your research needs. The MSU Libraries also have an Information Portal for distance learners (<http://guides.library.msstate.edu/distancelearners>) as well as chat and phone reference services available Sunday through Friday for when you need immediate answers (<http://library.msstate.edu/askalibrarian>).

III. UNIVERSITY RESOURCES AND SERVICES

A. The Center for Teaching and Learning

The Center for Teaching and Learning's mission is to "foster a university culture where quality teaching and engaged learning is revered and practiced." This mission is accomplished by providing faculty development programs and services that emphasize the knowledge, techniques, and issues related to teaching and learning. Programs and services include teaching and learning workshops, featured guest speakers, first-year experience seminars, technology training and support for myCourses, and new faculty orientation. For more information, visit <http://www.ctl.msstate.edu/> or the offices at 2205 Mitchell Library, or call 662.325.2083. See <http://www.ctl.msstate.edu/teachingresources/orientation/> for general and teaching resources.

B. The Learning Center (TLC)

The major purpose of TLC is to help Mississippi State University students improve their academic performance by offering both credit and non-credit courses, including a one-hour freshman experience course, and tutoring. The Learning Center also provides access to computers and a copy machine and allows faculty to check out audiovisual equipment and video cameras. For more information, visit www.tlc.msstate.edu or the offices at 267 Allen Hall or call 662.325.2957.

C. Student Support Services

Student Support Services seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities (as defined by the Americans with Disabilities Act and the Rehabilitation Act of 1973) who are accepted to the University. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. Call 662.325.3335 or visit <http://www.msstate.edu/dept/sss/>

D. Maroon Alert System

The Maroon Alert system notifies students and faculty in the event of any campus emergency, including weather-related emergencies. Lecturers may wish to subscribe to the Maroon Alert system to receive texts in the event of an emergency at the Maroon Alert website, <http://maroonalert.msstate.edu/>

E. Computer Labs and Equipment

On the Starkville campus, you may occasionally wish to meet in a computer lab. These labs may be reserved:

- The Learning Center Computer labs on the second floor of Allen Hall may be reserved on the webpage of The Learning Center (<http://tlc.msstate.edu/>).
- Library computer labs in the basement of the MSU library may be reserved at <http://library.msstate.edu/services/roomreserve.asp>
- Computer labs are also available in the Department of Instructional Systems and Workforce Development in the Industrial Education Building and in the Department of Kinesiology in the McCarthy Gym.
- Instructional technology and other resources may be reserved and checked out for use in instruction. The Learning Center will check out video cameras, digital cameras, white/smart boards, and other resources, which may be reserved at <http://tlc.msstate.edu/>. The Instructional Media Center of the MSU Libraries will check out materials to both faculty and students, including netbooks, presentation materials, video cameras, and much more. Reservations and information can be found here: <http://library.msstate.edu/imc/checkitout.asp>

F. MSU Libraries

MSU Libraries provide a wide range of services for faculty and students to support research, inquiry, and instruction. These resources include:

- Tutorials and workshops for faculty and students on using library resources, using technology, conducting research, and more
- Guest speakers and presentations regarding libraries
- Library tours and instruction to support students' understanding of library resources and research
- Meeting and study rooms
- Library materials can be accessed in person and multiple other ways including through email and library chat
- Portals for resources for undergraduate, graduate, and distance education students
- Distance education resources. Note that distance education students can check out materials online, which will be mailed directly to students for free (students must ship materials back to the library after use)
- Services of a dedicated education librarian. Rachel Cannady will work with faculty and individual students regarding library use and research

G. Employee Identification Cards

Employee Identification Cards are issued to faculty, staff, retirees, and affiliate employees by the Campus Card Office located in 108 Allen Hall. An ID allows employees to identify themselves for admittance to special events and provides library privileges and other special services only available to Mississippi State employees.

H. Parking and Decals

Registration is required for all vehicles operated on campus by students, faculty, and staff members. Decals may be purchased from Parking Services. All Faculty and staff members are expected to be aware of the state law regarding Mississippi license plates and to be in compliance. All parking areas are designated by appropriate signs and listed in the Traffic Rules and Regulations. Although fines for un-cleared tickets are deducted from paychecks, vehicles are subject to being wheel-locked for five (5) or more unpaid tickets. A current copy of the Traffic Rules and Regulations of Mississippi State University is available at the time of purchase of the decal at Parking Services, located in the Roberts building at 412 Lee Boulevard.

IV. EXPECTED ETHICS/DISPOSITIONS

A. Professional Ethics

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner which is free of intimidation, harassment, and discrimination based on sex, race, religion, politics, or professional interest. Special care must be taken to avoid exploitation of students or colleagues for private or professional advantage especially those vulnerable to the faculty member's authority.

B. Sexual Harassment

Policy Statement ([AOP 91.118](#))

Mississippi State University, in its efforts to foster an environment of respect for the dignity and worth of all members of the University community, is committed to maintaining a work-learning environment free of sexual harassment. It is the policy of the University that no member of its community shall engage in sexually harassing or sexually violent behavior toward another. Any employee or student who violates this policy is subject to disciplinary action.

Definition of Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work-learning environment.

Procedures for Handling Policy Violations

See University Faculty Handbook for procedures related to ethics violations. (See [AOP 91.118](#))

C. Conflict Of Interest/Ethics (HRM 416)

Mississippi statutory law requires state employees to abide by certain ethical standards as public employees. The law applies to all employees of Mississippi State University, as well as to all other state employees. It specifically prohibits public employees from using their official positions and/or information gained through the course of employment to obtain pecuniary benefit for themselves other than compensation provided for by law or to obtain pecuniary benefit for any relative or any business with which they are associated. Violations of this policy include immediate discharge and possible civil penalties.

D. Professional Ethics Violations

Formal accusation of a faculty member or an administrator of an ethics violation is a very serious matter. If, after exhausting informal means, an individual feels that the ethics violation is continuing or that the violation has not been rectified in sufficient degree, the individual can communicate the ethics violation in writing to the immediately responsible administrative official. This written communication must include the fullest possible documentation of the violation. In turn, the administrative official must respond to the accusing individual in writing with a copy of the letter to the accused individual member within a reasonable length of time, generally within 30 days. In this letter, the administrative official must acknowledge receipt of the formal accusation. The administrative official's letter may also indicate the actions that will or will not be taken with regard to the alleged ethics violation and include a rationale for the selected course of action.

If the accusing individual feels the administrative official's actions are inadequate, the individual may forward copies of his/her original letter plus the administrative official's letter recognizing the accusation to the administrative official next highest in rank and request further consideration. This administrative official will normally react by convening a committee (three or more members) of the accused individual's peers to evaluate the accusation and the response of the immediate administrative official. Conclusions and recommendations formulated by the higher administrative official, after due consideration and consultation with the committee, will normally be final. The accusing individual should forward a letter to the administrative official of next highest rank only after serious and reflective consideration of the response of the immediate administrative official.

If the individual accused of the ethics violation feels that the sanctions dictated by his/her immediate administrative official or higher level administrative official are unjustified and/or unfair, the accused individual can appeal these sanctions through the established grievance procedure of the University.

E. Drug-Free Campus (HRM 410)

The University prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on University property or as a part of any University activity.

F. Use of Tobacco on Campus ([AOP 91.301](#) and [AOP 10.08](#))

Tobacco use in any form shall not be permitted in university facilities and vehicles owned or leased, regardless of location. Smoking shall only occur at a reasonable distance (25 feet or more) outside any enclosed area where smoking is prohibited so as to insure that secondhand smoke does not enter the area through entrances, windows, ventilation systems, or any other means. This policy applies to all students, faculty, staff, and visitors. AOP 10.08 prohibits tobacco use in classrooms.

G. Human Research Subjects

University policies and federal regulations require that all research involving human subjects be reviewed and approved by the University's Institutional Review Board for the Protection of Human Subjects in Research (IRB) prior to initiation of the research. Faculty who teach courses involving students in research with human subjects must complete training in human subjects' protections at least every three years. If the course involves research projects, the faculty member must adhere to the IRB's policy for human subject research in their class (See <http://orc.msstate.edu/humansubjects/sops/docs/Identifying-Intent.pdf>).

V. EVALUATION OF LECTURERS

At the end of each semester in which a lecturer teaches, the department head will evaluate the lecturer using the following form. In addition to the Lecturer Evaluation by the department head, students are given the opportunity to evaluate all of their professors and lecturers at the end of each course. Department heads will meet with each lecturer once per semester to review both the student evaluations and the departmental evaluation.

Mississippi State University Form for Annual Review of Lecturers

For the following semester(s) _____ Fall and/or _____ Spring of _____ (yr)

Lecturer's Name: _____

Department/Unit _____ School/College/Division: _____

The following is an assessment of the teaching performance of the part-time instructional faculty.

Course(s) Taught

Course Prefix	Course Name	Fall/Spring	Reviewed Student Evaluations (Y/N)

Check all that Apply: Review of syllabus; Discussion with lecturer; Peer Evaluation;
 Class observation; Other _____

Other Comments:

Overall Rating of Teaching (Check one):

Unsatisfactory	Needs Improvement	Satisfactory	Excellent	Superior	No Information Available

I would recommend the rehiring of this individual: Yes No No opinion

Head / Supervisor:

Optional: Lecturer

Signature

Signature

VI. CONDITIONS OF EMPLOYMENT

A. Qualifications for Employment

1. Undergraduate teaching - completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree, hold the minimum of a master's degree with a major in the teaching discipline, or possess outstanding professional experience and demonstrated contributions to the teaching discipline.
2. Graduate teaching - hold terminal degree in teaching discipline or a related discipline

Each faculty member must complete the Verification of Faculty and Teaching Credentials form and submit it to the department head and the Office of Research and Institutional Effectiveness after they have been hired.

If the faculty member does not possess, at minimum, a master's degree with a concentration in the teaching area with at least 18 graduate semester hours in the same teaching area, the department head must attach a letter of justification explaining the qualifications and credentials to teach the class(es). ([AOP 13.09](#))

B. Required Documentation

1. Employment Action Form (EAF)
2. Copy of electronic Position Approval Request Form (PARF), Position Approval Request Form (PARF) paper version (if Visiting Faculty), or approved waiver and routing form
3. Signed Offer Letter
4. I-9 with corresponding documentation
5. Personal Demographic Form
6. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employees' Withholding Exemption Certificate
7. Online Application (Personal Data Information Form)
8. Resume or Curriculum Vita
9. Two Letters of Recommendation
10. Official Transcript for Each Degree Earned (The official transcripts must be issued by the degree-granting institutions directly to the MSU hiring department.
11. Truescreen Form – Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)
12. PERS 4A Non-Covered Employment Acknowledgement Form (only if the employee's FTE is less than 50%) – unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.
13. Direct Deposit Form

VII. OTHER UNIVERSITY POLICIES

A. Employment of Retirees (HRM 115)

Individuals who have retired from the University or other State of Mississippi service, may be reemployed on an emergency basis as an employee or independent contractor, if they have been withdrawn from service a minimum of 90 consecutive days, beginning with the effective date of retirement. If the individual retired as a nine-month-employee, he/she may not be reemployed in an educational institution any earlier than 90 consecutive days after the beginning of the next school year.

These individuals may be reemployed to assist in meeting critical short-term staffing needs under the following conditions: a period not to exceed 120 days in a twelve-month position or 89 days in a nine-month position and compensated at an appropriate rate; an unspecified period during the fiscal year paid at a rate not to exceed 25% of the individual's average compensation used in calculating retirement benefits; or an unspecified number of days at a rate not to exceed 25% of the rate normally paid for the position. (See <http://www.hrm.msstate.edu/pdf/rehired-retiree-memo.pdf>)

B. Affirmative Action Policy

Discrimination based on race, color, ethnicity, sex (including pregnancy and gender identity), religion, national origin, disability, age, sexual orientation, genetic information, status as a U.S. veteran and/or any other status protected by state or federal law is prohibited in all employment decisions including, but not limited to, recruitment, employment, training, promotion, compensation, benefits, disciplinary actions, and termination (See [AOP 3.02](#)). It is the policy of Mississippi State University to take affirmative action:

3. To base decisions on employment so as to further the principle of equal employment;
4. To ensure that promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities;
5. To ensure that all personnel actions, such as compensation, benefits, transfers, layoffs, returns from layoff, university sponsored training, education, tuition assistance, and social and recreational programs, will be administered without regard to race, color, religion, sex, national origin, age, or disability;
6. To employ and advance in employment qualified disabled veterans and veterans of the Vietnam era at all levels of employment. This includes, but is not limited to, hiring, upgrading, demotion or promotion, transfer, recruitment, layoff or termination, rates of pay, or other forms of compensation; and
7. To monitor affirmative action efforts daily and to audit and report results quarterly.

The institution takes affirmative action to admit, teach, grade, discipline, provide financial aid to, graduate, admit to graduate school, award graduate assistantships and fellowships to, provide fringe benefits to, and assist toward placement, all students, without regard to race, color, religion, sex, national origin, age, disability, or veteran status. This policy is actuated and implemented through the authority of its Chief Executive Officer, derived from the Board of Trustees of Institutions of Higher Learning in the State of Mississippi and delegated to the University's Office of Institutional Diversity and Inclusion.

Mississippi State University invites all applicants and employees who believe themselves covered by Section 503 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; and Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; and who wish to be considered under the affirmative action program to identify themselves to the Director of Human Resources Management, 150 McArthur Hall. Information given incident to such identification is voluntarily provided and will be kept confidential. Refusal to provide such information will not subject the applicant or employee to any adverse treatment. The information will be used only in accordance with the Acts and governing regulations.

Mississippi State University seeks the advice of the applicant or employee regarding proper placement and appropriate assignment. An employee may inform Mississippi State University at any time of his/her desire to be considered under the program.

The Affirmative Action Compliance Program is available for inspection by any employee or applicant for employment at <http://www.msstate.edu/president/odep/>. A copy of it is located in the departmental office; the Department of Human Resources Management, 150 McArthur Hall; and the Office of Diversity and Equity Programs, 106 McArthur Hall.