



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF MANAGEMENT

POLICIES AND PROCEDURES

Robert E. Overstreet September 1, 2026

Director Date

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Dean Date

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Provost Date

SCHOOL OF MANAGEMENT POLICIES & PROCEDURES

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MISSION, VISION, AND VALUES

Vision

To be a recognized leader in developing ethical, tech-empowered managers who lead with courage on a national and international stage.

Mission

Our purpose is to cultivate administrators, entrepreneurs, and managers who lead with integrity and leverage emerging technologies to develop innovative enterprise solutions that drive positive economic and societal impacts. Using applied and experiential learning, our faculty provides a low-risk arena for all business students to master core competencies and build the courage to innovate. We advance management disciplines through collaborative research and high-quality publications.

Organizational Values

Our organizational values guide the pursuit of our Vision and Mission, informing our approach to work.

- **Agility:** We cultivate a proactive, entrepreneurial mindset that thrives on opportunity.
- **Courage:** We foster a culture of bold experimentation and a tolerance for uncertainty.
- **Fluency:** We embrace emerging technologies to solve complex organizational challenges.
- **Impact:** We measure our School's success through the professional accomplishments of our alumni and the strength of our community and industry partnerships.
- **Integrity:** We prioritize moral clarity to ensure leadership remains human-centered in a tech-driven world.

PART I: ORGANIZATIONAL STRUCTURE

A. School Personnel

1. Faculty

The Mississippi Institutions of Higher Learning (IHL) defines faculty as “the teaching staff and those members of the administrative staff having academic rank in a college, university, or other educational institution or one of its divisions.” The faculty includes tenure-track, non-tenure-track, and visiting faculty who report to the School Director. Faculty members have three kinds of responsibilities: those derived from their research/creative activities; those related to their role as teachers; and responsibilities stemming from their relationship with the University and their disciplines. The School of Management (SoMgt) further recognizes the distinction between participating and supporting faculty as described in The College of Business and Economic

Development (CBED) *Faculty Policies and Procedures Manual* (hereinafter referred to as the “CBED P&P Manual”).

2. Director

The School Director is the chief administrative officer of SoMgt and reports directly to the Dean of CBED. The Director is responsible for the general direction and supervision of the School, including administrative and personnel responsibilities. The Director manages the School’s budget and oversees the delivery of academic programs in consultation with the School faculty. The Director assigns service responsibilities and promotes research and creative activity. To varying degrees, based on the governance option selected by the faculty, the Director evaluates faculty members. The Director evaluates staff members and makes recommendations to the Dean regarding hiring, promotion, retention, salary, and tenure for School employees.

3. Director of the Master of Business Administration (MBA) Program

The Director of the MBA Program plays a crucial role in the School’s graduate program operations, actively engaging in class scheduling, program-level recruitment, curriculum development, student advising, establishing program policies and procedures, program assessment, and submitting required paperwork related to student persistence to graduation. The Director of the MBA Program is the Graduate Program Coordinator and serves on the Graduate Programs and Assessment Committee (GPAC) in CBED.

4. Undergraduate Program Coordinators

The School Director selects Undergraduate Program Coordinators to administer one or more of our undergraduate programs. They are responsible for initiating changes to their program, seeking faculty consensus on any changes, officially requesting changes through Curriculog, and presenting the rationale for changes to the Undergraduate Program Assessment Committee (UPAC). Undergraduate Program Coordinators attend training offered by the Provost’s Office and submit their annual Program Assessment through Weave.

5. Course Coordinators

SoMgt provides CBED with three undergraduate Business Core Courses: MGT 300, MGT 325, and MGT 400, and two MBA Core Courses: MGT 600 and MGT 660. These courses require multiple sections per semester and involve many faculty members. Course Coordinators are responsible for onboarding new faculty, ensuring consistency in content delivery, and resolving course-related issues.

6. Administrative Specialist

SoMgt has one staff position, Administrative Specialist. The responsibilities of the Administrative Specialist include (but are not limited to) supporting SoMgt faculty and students, facilitating textbook adoption, managing property, budgeting, processing travel paperwork, assisting with course scheduling, and coordinating with other administrative specialists to schedule rooms for face-to-face courses.

B. Organizational Structure of the School

SoMgt offers five Bachelor of Business Administration (BSBA) degrees: Business Administration (formerly “General Business”), Entrepreneurship, Human Resources Management, International Business (in teach-out), and Management. SoMgt also offers the Master of Business Administration (MBA) program. The entire faculty is consulted directly regarding changes, and faculty votes are forwarded through Curriculog.

C. School Standing Committees

REQUIRED SCHOOL STANDING COMMITTEES

1. Leadership Team

The SoMgt Leadership Team includes the School Director, Director of the MBA Program, and the Undergraduate Program Coordinators. The SoMgt Leadership Team meets as needed, at least once per semester. Policies, procedures, goals, and priorities are presented to all SoMgt full-time faculty for consideration, feedback, and a vote.

2. Curriculum Committee

Curriculum responsibilities and decisions are delegated to the Program Coordinators. Program Coordinators initiate proposals. Proposals are reviewed by the School Director and voted on by the entire faculty. Following a successful vote, the proposal is presented to the UPAC or GPAC for consideration and then forwarded to the Associate Dean for approval.

3. Faculty Evaluation Committee (when adopted)

See *Faculty Handbook* §1.10.2 for institutional *language* regarding the composition and function of the Faculty Evaluation Committee.

If, at the beginning of the academic year, the faculty votes for Governance Option 2 or 3, a SoMgt Faculty Evaluation Committee (FEC) will be elected from the tenured faculty members. If appropriate, a teaching-track faculty member may be added to the SoMgt FEC.

4. Promotion and Tenure Committee

See *Faculty Handbook* §1.10.1 for institutional language regarding the composition and function of School-level Promotion and Tenure Committees and Section VI of the CBED *P&P Manual* regarding the role, responsibilities, and requirements of School and College-level committees in the review process.

The SoMgt Promotion and Tenure Committee shall consist of all faculty members eligible to vote on a particular candidate who is employed with greater than 0.50 FTE in the School. If the School does not have three eligible faculty members to serve on such a committee, the School (in consultation with

the Dean) must invite a faculty member from a discipline related to that of the faculty under review to serve on the SoMgt Promotion and Tenure Committee.

All candidates for tenure are to be voted on by faculty with academic rank equal to or greater than the rank being sought by the candidate. Only tenured faculty vote on tenure decisions or promotion of tenure-track faculty. For the promotion of non-tenure-track faculty, the SoMgt Promotion and Tenure Committee will be composed of all promotable non-tenure-track faculty ranked higher than the candidate and all tenure-track faculty at the rank of associate professor or higher.

The committee is chaired by a tenured faculty member elected by a simple majority vote of the committee members.

SCHOOL AD HOC COMMITTEES

Ad hoc committees may be created when there is a clear need for broad input into decision-making and planning. Membership may be elected and/or appointed at the discretion of the Director. Specific ad hoc committees may include, but are not limited to, accreditation-related matters, awards, document review, faculty and staff searches, and strategic plan review.

D. Representation of College- and University-Level Bodies

Representation on College- and University-level committees is determined based on the *USM Faculty Handbook* and the *CBED P&P Manual*. The following link to the USM Committees and Councils webpage provides current committee listings and general roles: [Committees and Councils | Institutional Effectiveness | The University of Southern Mississippi](#).

E. Statement of Shared Governance Principles

See *Faculty Handbook* §1.8, §3.2, and §3.5 for institutional statements on shared governance.

SoMgt affirms its commitment to the principles of shared governance as a cornerstone of academic excellence and institutional integrity. Shared governance requires that all faculty members be fully engaged citizens of the School, College, and University, contributing to our teaching, research, professional activities, and service mission. We are dedicated to fostering a culture of transparency, multidirectional communication, and mutual respect in all aspects of School operations. Shared governance is more than mere consultation; it is a collaborative process where all constituency groups (administrators, faculty, staff, and, when applicable, students) actively share in decision-making.

Faculty share responsibility for the curriculum, methods of instruction, and faculty status (i.e., hiring, promotion, and tenure). Faculty shall meaningfully participate in decision-making processes related to academic planning and policy formation. To ensure true shared governance, faculty involvement shall occur at the earliest stages of problem-solving and strategy development. Through open dialogue and collaborative engagement, SoMgt seeks to ensure that decisions are informed by diverse perspectives and promote the common good.

F. Processes for Amending and Reviewing this Document

At least every three years, this document will be reviewed by the SoMgt Leadership Team to ensure alignment with College and University policies and procedures. Proposed changes will be agreed upon by the Leadership Team and voted on by the faculty.

PART II: WORKLOAD POLICY

A. General Expectation for Faculty Workload

See *Faculty Handbook* §3.5.1 and §4.2 for institutional guidelines regarding workload expectations.

B. School Standards for Allocating Workload

Refer to Sections V and VII of the CBED *P&P Manual* for guidelines on workload expectations for all Schools in CBED. Section IV of the CBED *P&P Manual* discusses the definitions and qualifications of Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP).

In line with expectations outlined in the USM *Faculty Handbook* and the CBED *P&P Manual*, workload guidelines are based on faculty productivity assessment breakdowns:

TENURED AND TENURE-TRACK FACULTY (40% Research, 40% Teaching, and 20% Service)

- Teaching load for those who are SA qualified (as defined by the CBED *P&P Manual*) and meeting expectations in teaching, research, and service is typically 12-18 credit hours per year, with possible reduced loads for new/junior research faculty and those with administrative duties or additional research assignments, subject to the Dean's approval.
- Teaching load for those who are not SA qualified and/or not meeting expectations in teaching, research, and service is typically 24 credit hours per year (4/4), with possible reduced loads for those with administrative duties, subject to the Dean's approval.
- While the standard workload allocation for tenured and tenure-track faculty is 40% research, 40% teaching, and 20% service, service expectations evolve across career stages. Assistant Professors are typically assigned lighter service responsibilities to support the development of a strong research and teaching portfolio. Associate Professors are expected to assume increased service contributions, including participation on key committees and mentoring activities. Full Professors are expected to provide significant leadership and mentorship within the School, College, and profession.

TEACHING-TRACK FACULTY (Typically 60% Teaching, 20% Research, and 20% Service)

- Teaching load is typically 21-24 credit hours per year, with possible reduced loads for new faculty and those with administrative duties, subject to the Dean's approval.
- Faculty are expected to remain qualified in the category assigned by the School Director.

- Service expectations depend on role, but the load is similar to tenure-track faculty of the same rank.

PROFESSORS OF PRACTICE (Typically 65% Teaching and 35% Service)

- Teaching load is typically 24 credit hours per year, with possible reduced loads for new faculty and those with administrative duties, subject to the Dean's approval.
- Service responsibilities are typically focused on the program and School level and often include considerable external relations activities and professional engagement.

INSTRUCTORS (Typically 65% Teaching and 35% Service)

- Teaching load is typically 24 credit hours per year, with possible reduced loads for new faculty and those with administrative duties, subject to the Dean's approval.
- Service responsibilities are typically focused on the program, School, and College levels.

C. Workload Modification or Reassigned Time

See Section V of the CBED *P&P Manual* for guidelines regarding reassigned time and the approval for reassigned time. Workload allocations are entered annually in Watermark Faculty Success by the Director and acknowledged by faculty.

D. Sabbaticals and Other Approved Leave

See *Faculty Handbook* §3.6.3.

PART III: ANNUAL EVALUATION GUIDELINES

See *Faculty Handbook* §4.4–§4.5 and the [Office of the Provost website](#) for annual evaluation guidelines and policies.

A. Shared Annual Evaluation Expectations (All Faculty Ranks)

1. General Expectations for Faculty Performance

Section VII of the CBED *P&P Manual* for annual evaluation guidelines and policies, and the CBED *P&P Manual* in general, for expectations of CBED faculty.

2. Annual Evaluation Procedures and Timeline

As stated in *Faculty Handbook* §1.10.2, eligible faculty vote each academic year to determine whether annual evaluations will be conducted by the Director, a faculty committee, or a combination of both. See *Faculty Handbook* §4.4–§4.5 and the [Office of the Provost website](#) for annual evaluation guidelines as well as the submission process in Watermark-Faculty Success.

3. Discrepancies and Appeals

See *Faculty Handbook* §4.5.2 and §7 for institutional policies regarding grievances and appeals.

B. Rank- or Appointment-Specific Guidelines

See the CBED *P&P Manual* in general for expectations of CBED faculty.

PART IV: PROMOTION AND TENURE GUIDELINES

The School's standards for promotion and tenure are grounded in disciplinary norms, consistent with practices at peer institutions, and aligned with the University's mission.

A. Institutional Requirements and Guidelines

See *Faculty Handbook* §5 and the [Office of the Provost website](#) for institutional requirements regarding eligibility, timeline, procedures, and roles:

- Required timeline and stages of review, including pre-tenure (§5.2), promotion (§5.3), and tenure years (§5.4).
- Composition and confidentiality of the School Promotion and Tenure Committee (§1.10.1).
- External review procedures and evaluator selection (§5.5).
- Sequential review process and reporting responsibilities of the Director, Dean, Provost, and President (§5.8.1.2).
- For current formatting requirements, see the *Faculty Handbook* (appendices) and the Office of the Provost website.

B. Tenure

See *Faculty Handbook* §5.4.2 for the definition of tenure. The *Faculty Handbook* defines the evaluation criteria for tenure in §5.4.4. See Section VI of the CBED *P&P Manual* regarding the promotion and tenure guidelines for all CBED Schools.

SoMgt includes multiple academic disciplines (entrepreneurship, human resources management, international business, leadership, organizational behavior, operations management, and strategy). Therefore, rather than listing each elite journal specifically, journals that meet the requirements of one of the methods below will qualify as elite. An elite publication, listing The University of Southern Mississippi as the institutional affiliation, may count as two peer-reviewed journal (PRJ) publications for annual evaluation, pre-tenure review, promotion, and tenure. No more than two elite articles will be considered for double credit for promotion.

- Method 1: At the time of publication, the journal is listed in the Financial Times (FT) Top 50.
- Method 2: The faculty member successfully petitions the SoMgt Director, who will consult with all tenured faculty unaffected by the petition. The faculty member must demonstrate that the journal in question meets or exceeds the CBED requirement for elite status and that the journal's quality

(e.g., AJG/ABDC rankings, citation metrics, and acceptance rate) is consistent with that of other journals meeting the requirements of Method 1.

As described in Section VI of the CBED *P&P Manual*, faculty may receive credit for up to two (Assistant Professor) or three (Associate Professor) PRJ articles for qualifying grant-sponsored research projects.

C. Rank-Differentiated Criteria for Faculty Productivity

See Section VI of the CBED *P&P Manual* regarding the promotion and tenure guidelines for all CBED Schools.

D. Collegiality

Faculty are expected to maintain high standards of professional conduct, characterized by a pattern of constructive collaboration and mutual respect toward students, staff, and colleagues. In the context of evaluation, collegiality is viewed as a functional component of research, service, and teaching, rather than a standalone criterion. It requires active participation in the School's shared mission and the ability to engage in civil, evidence-based disagreement.

This expectation is intended to foster an inclusive environment and is never to be used to silence dissent, discourage the discussion of controversial issues, or infringe upon academic freedom. Assessment will focus on documented professional behaviors rather than personality or institutional loyalty.

SPECIFIC EXAMPLES OF NONCOLLEGIALLY (NOT EXHAUSTIVE)

- **Operational Obstructionism:** Unwillingness to cooperate with essential School needs, such as refusing reasonable teaching assignments (including format or scheduling) that align with one's expertise, workload, and contractual obligation.
- **Persistent Absenteeism:** A documented pattern of absences from scheduled School, College, or University meetings and student-related obligations.
- **Procedural Circumvention:** Demonstrating a pattern of bypassing established administrative channels or undermining shared governance principles—such as initiating external actions on School matters without prior internal consultation or disregarding the formal authority of elected committees and appointed administrators.
- **Professional Harassment:** Engaging in “academic bullying,” defined as the use of power or influence to intimidate, marginalize, or unfairly undermine colleagues or students.
- **Service Withdrawal:** Consistent refusal to accept or lead program, School, or University-level committee assignments commensurate with rank and experience.
- **Systemic Incivility:** Repeated instances of disrespectful or disruptive conduct that interfere with the professional activities of others or the function of the School.