



## **College of Business and Economic Development Faculty Policies & Procedures Manual**

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**Approved by Faculty: 08/29/2023**

## I. Introduction

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The College of Business and Economic Development (CBED) Policies and Procedures document supplements the University of Southern Mississippi (USM) [Faculty Handbook](#). The document complies with USM guidelines (effective 2020) and supersedes all previous CBED Faculty Handbook documents. School documents then supplement the information in the USM Handbook and in the CBED document.

## II. Vision & Mission (adopted August 2020)

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The CBED is one of four degree-granting colleges at USM. Numerous stakeholders (e.g., the Business Advisory Council, Partner's Council, students, faculty, staff, and others) provide input for the strategic planning focus which is revised every five years. Each year the plan is used to derive action initiatives and tied to budgeting processes.

### Vision (what we want to become)

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We will be a recognized leader in providing business educational experiences that inspire and empower business scholars and students to fearlessly lead on the national and international stage.

### Mission (why we exist & how we will accomplish our Vision)

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Our purpose is to develop leaders who leverage an entrepreneurial mindset to create value and innovative business solutions. We ensure that all students have applied experiences that build the knowledge and develop the skills needed to succeed and lead in the global marketplace. We support economic development by advancing knowledge through influential scholarship and collaboration with our communities.

### Organizational Values (how we will pursue our Vision and Mission)

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

- (i) Authenticity: We stay true to who we are and always act with integrity.
  - (ii) Unity: We respect others' perspectives and work together to strengthen our community.
  - (iii) Resiliency: We persevere by being relevant, tenacious, and adaptable.
  - (iv) Passion: We nurture passion and inspire boldness.
  - (v) Resourcefulness: We foster curiosity, creative problem-solving, and forward thinking to meet challenges head-on.
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### Strategic Priorities

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In the next five years, the College of Business & Economic Development will focus on:

1. Becoming the business school of choice for experiential learning, real-world preparation, and entrepreneurial mindset.
2. Expanding opportunities for community, industry, and global engagement.
3. Fostering a culture and community of scholars characterized by excellent teaching, impactful teaching and research, collegiality, and considerate service to all stakeholders.
4. Enhancing external relations and fundraising activities.

### III. Organizational Structure

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#### Administration

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The Office of the Dean heads the administration of the CBED at Southern Miss. Functioning directly under the Dean is the Executive Associate Dean, Associate Dean for Undergraduate Education, Associate Dean for Research and Graduate Education, MBA Director, School Directors, Assistant Dean for Academic Services, Assistant to the Dean for Finance and Administration, Marketing Coordinator, Technology Coordinator, and Administrative Specialist. Assisted by the School Directors, these administrative officers supervise every facet of the CBED operations and serve as the Dean's principal advisors. An organizational chart for the CBED can be found in Appendix A. School organizational charts can be found in the respective School's policies and procedures document.

#### Academic Schools

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The CBED is organized into five units: School of Accountancy; School of Finance; School of Leadership; School of Management; and School of Marketing. Supporting units are the Center for Academic Services, the CBED Gulf Coast Office, the Testing Center, and the USM Career Services Office.

Required School Level Governance Documents:

- Workload guidelines
- School standing committees
- Promotion and Tenure Guidelines (must comply with this document)

#### Research Centers and Centers of Excellence

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The CBED is home to several research units and centers of excellence:

##### Professional Sales Lab

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A state-of-the-art Professional Sales Lab has been established to create a technology-enhanced, flexible learning environment for students that facilitates the development of high-demand sales, presentation, and customer service skills. Located on the second floor of Scianna Hall on USM's Hattiesburg campus, the lab includes three rooms equipped with Internet Protocol (IP) cameras and noise cancellation microphones that capture video and audio of all interactions in the space. This lab will complement the excellent sales training that has already resulted in several national awards for our students.

##### The First Financial Services Center

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The First Financial Services Center (FFSC) is designed to prepare students for careers in the financial services industry and to meet the demands for employees who are knowledgeable in a full range of financial services. Other center activities include facilitating interaction between students and prospective employers and hosting research presentations. The FFSC houses a student trading room, providing lagged-time access to financial information, economic forecasts, and industry research.

##### Center for Economic and Entrepreneurship Education

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The Center for Economic and Entrepreneurship Education (CEEE) is a university-based affiliate of the Mississippi Council on Economic Education (MCEE) and administers the Southern Entrepreneurship Program (SEP) along with specialized professional development for K-12 teachers in entrepreneurship, economics, and financial literacy. The SEP provides a forum for high school students and educators as well as business leaders and resource providers in Mississippi to engage with one another in an interdisciplinary, experiential approach to entrepreneurship education and business development. Since its pilot in 2007, the

SEP's training programs and competitions have expanded from engaging 60 high school students per year to more than 700 students from 60+ schools across the state.

### The Hatchery

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The Hatchery serves as a hub to help align and connect the wealth of entrepreneurship-related resources, knowledge, and vision at The University of Southern Mississippi. By facilitating entrepreneurial experiences, The Hatchery helps increase student opportunities to make their skillsets more relevant, dynamic, adaptable, marketable, and consequentially more valuable in today's rapidly changing labor market. The Inspiration Lab, the physical home to The Hatchery, represents the long-awaited manifestation of a collective vision on the Southern Miss campus.

### Center for Logistics, Trade & Transportation (CLTT)

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The Center for Logistics, Trade, and Transportation (CLTT) provides a competitive advantage to logistics and supply chain industry and government agencies through its multidisciplinary activities in Logistics, Trade, and Transportation. Logistics, Trade and Transportation encompass the movement of goods and people (logistics) through the most efficient means (inter-modal transportation) to achieve economic development (trade). The creation of the Center for Logistics, Trade and Transportation is the result of an integrated effort of industry, government and The University of Southern Mississippi.

### Small Business Development Center (SBDC)

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The SBDC provides training workshops and one-on-one counseling to pre-venture clients, prospective entrepreneurs, micro-businesses, and small to medium size businesses who wish to grow or expand. It is a collaborative partnership with The University of Mississippi and the Trent Lott National Center.

## Committees

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College committee assignments will be made at the beginning of the fall semester by the Dean and members of the CBED Executive Council and, in some cases, by faculty election in the Schools.

### University Committees

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| ▪ Undergraduate Council          | ▪ CARES Committee                          |
| ▪ Council of Directors           | ▪ Gulf Park Faculty Council                |
| ▪ Faculty Senate                 | ▪ Academic Integrity Committee             |
| ▪ Graduate Council               | ▪ Admissions Appeals Committee             |
| ▪ Center for Faculty Development | ▪ Student Success Implementation Committee |
| ▪ Library Advisory Committee     | ▪ University Promotion & Tenure Committee  |
| ▪ Institutional Review Board     | ▪ University Faculty Handbook Committee    |
| ▪ Grade Review Council           | ▪ University Research Council              |

### College Standing Committees

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| ▪ Assurance of Learning Committee            | ▪ Undergraduate Programs and Assessment Committee |
| ▪ Business Advisory Council                  | ▪ College Promotion & Tenure Committee            |
| ▪ Business Student Advisory Council          | ▪ College Scholarships and Awards Committee       |
| ▪ Dean's Executive Council                   | ▪ Study Abroad Committee                          |
| ▪ Graduate Programs and Assessment Committee |   |

Appointment or election to committees requires the faculty member to abide by and fulfill the duties and expectations of the respective committee. Faculty members who fail to meet their duties and expectations may be relieved of their service obligation(s), and their removal should be documented in annual evaluations of service.

Additionally, all members of Promotion & Tenure Committees must sign and submit a form to the Office of the Dean which acknowledges personal understanding and intention to comply with all policies and

procedures (University, College, and School) that are relevant to those committees. The committees will receive an official charge from the Dean at the start of each academic year.

#### IV. Faculty Sufficiency and Deployment

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The following policies and guidelines are directly related to AACSB accreditation and will therefore be held in common across all Schools in the CBED. The CBED maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs offered and to achieve its mission. Additionally, the college distinguishes between faculty serving in either participating or supporting roles and requires that participating faculty members must deliver at least 75 percent of the School's teaching and at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode. Guidelines for classification as participating and supporting faculty are presented below.

##### Participating Faculty

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An important component of faculty sufficiency is the degree to which members participate in the life of the institution beyond teaching. Every full-time faculty member, including those in non-tenure track positions, is expected to contribute meaningfully to the non-teaching activities of the School, College, and University. These individuals will be classified as "participating faculty."

Participating faculty members actively and deeply engage in the non-teaching endeavors of CBED such as making policy decisions, advising, recruiting, conducting research, assessing learning, and participating in School, College, and University service. Participating faculty members share in the governance of the School and may be eligible to serve as members on appropriate committees responsible for academic policymaking and/or other decisions. Participating faculty participate in a variety of non-teaching activities such as directing an extracurricular activity, providing career advising, and representing the School on institutional committees.

Participating faculty are eligible for, and participate in, faculty development activities and take non-teaching assignments, such as advising, as appropriate to the faculty role defined for the individual. Classification as participating is necessary for tenure, promotions, merit pay increases, sabbaticals, and for competitive faculty awards such as professorships and research support. A participating faculty member will generally teach for multiple semesters consecutively.

The quality and quantity of involvement for a participating faculty member is expected to be significant and sustained. Determining significance and sustainability is the responsibility of the School Director and the Dean. The amount and type of service expected varies based on the needs of the School and College, the interests of the faculty member, and the stage of the faculty member's career. To assure maintenance of this classification by the individual and the success of the University, College, and School missions, faculty participation is included in the annual faculty development plan and in the annual evaluation process.

##### Supporting Faculty

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Supporting faculty members do not participate in the intellectual or operational life of the School beyond the direct performance of classroom instruction. Usually, supporting faculty do not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond those directly related to teaching functions (e.g., classroom

instruction, administering assessment of learning measures, and holding office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

## Faculty Qualifications and Engagement

CBED is committed to maintaining and strategically deploying participating and supporting faculty who collectively and individually demonstrate academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with its mission and strategies. This focus is part of the AACSB review process for accreditation. The definitions for the four different categories of qualified faculty: Scholarly Academics (SA); Practice Academics (PA); Scholarly Practitioners (SP); and Instructional Practitioners (IP).

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	<b>Scholarly Practitioners (SP)</b>  Sustained by: <i>Three engagement activities (at least two must be professional) in five years, and one IC</i>	<b>Instructional Practitioners (IP)</b>  Sustained by: <i>Four engagement activities (at least three must be professional) in five years</i>
	Doctoral degree	<b>Scholarly Academics (SA)</b>  Sustained by: <i>Two engagement activities (all must be scholarly) in five years, and two PRJs</i>	<b>Practice Academics (PA)</b>  Sustained by: <i>Three engagement activities (at least two must be scholarly) in five years, and one PRJ</i>

### Faculty Qualifications Indicators based on the percent of time devoted to the School's mission:

- Minimum SA:  $(SA)/(SA + PA + SP + IP + O) \geq 40\%$
- Minimum SA + PA + SP + IP:  $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$

**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired tenure-track faculty members who earned their discipline-based doctorates within the last five years prior to the review dates.

**Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members with a terminal degree who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

**Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members possessing a graduate degree who develop and augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members possessing a graduate degree who join the faculty with significant and substantive professional experience.

Category classification of each faculty member will be determined by the School Director (in consultation with the Dean's Office as needed) during the annual evaluation. Individuals who do not meet the criteria for these categories will be classified as "Additional Faculty." It should also be noted that meeting the requirements for one of these categories of classifications during the annual evaluation may not be sufficient for third-year review or requirements for promotion and tenure.

#### Criteria for Designation to Scholarly Academic and Practice Academic Status

The following criteria are used to designate faculty members as either Scholarly Academics (SA) or Practice Academics (PA):

1. **Discipline-based doctoral degree.** Normally, initial academic preparation required for SA and PA status is completion of a discipline-based doctoral degree or one from a directly related field. Such a doctorate is intended to produce scholars capable of creating original intellectual contributions through advances in research or theory and who can contribute research knowledge to their areas of teaching. In cases where the research doctorate is in the business discipline but outside the teaching area, or where the research doctorate is outside the business discipline but related to the teaching area, evidence of supplemental preparation to support relevance in the teaching field is required. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation.
2. **Specialized graduate degree.** Individuals with specialized graduate degrees in law, taxation or accounting will be considered SA or PA for teaching in their respective fields subject to ongoing and substantive academic and/or professional engagement activities. A faculty member with a graduate degree in law would be expected to teach courses in business law, legal environment of business, and related subjects. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation.
3. **Other terminal degree/no terminal degree.** If individuals have doctoral degrees that are not discipline-based, or if their highest degrees are not doctorates, then they must demonstrate high levels of sustained, substantive academic and/or professional engagement activities such as a bridge program to support their currency and relevance in the fields of teaching. A current research record in the teaching field may be accepted as evidence of academic qualifications for SA and PA. Individuals whose highest degree is not a doctorate may be considered for SA or PA status if they have a specialized master's degree in a business-related field or completed coursework in a business doctoral program or in a directly related field (i.e., ABD).

### *Guidelines for Sustaining Scholarly Academic (SA) Status*

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Sustained SA status is achieved by developing a portfolio of intellectual contributions and scholarly activities that demonstrate currency in the faculty member's respective field and support the mission of the CBED. To sustain SA status, faculty members must publish two peer reviewed journal (PRJ) articles in five years. Additionally, to sustain SA status, faculty must complete at least two of the scholarly activities from Table 1 within the past five years. For faculty members who are administrators, faculty members must publish one peer reviewed journal article and complete at least two of the scholarly or professional activities in Table 1 in five years to sustain SA Status.

Faculty who do not maintain the criteria for SA status may move to PA status if they meet guidelines for sustaining PA or to 'Additional.' For faculty who do not meet the criteria for SA status when returning to academic appointments after administrative appointments that do not include research-designated release time, they will be granted provisional SA status for a period equal to their absence for up to three years. They are expected to show progress during the period and fully meet the criteria for SA status at the end of the period.

### *Guidelines for Sustaining Practice Academic (PA) Status*

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Faculty members that have an appropriate terminal degree or validated a related degree by additional training, experience, or program of research can also be qualified as a Practice Academic. Sustained PA status is achieved through some degree of scholarly activity and high levels of professional engagement and activity. PA status is sustained by publishing one peer reviewed journal (PRJ) within the past five years. Additionally, to sustain PA status, faculty must complete at least three of the engagement activities from Table 1 (at least two of which must be professional activities) within the past five years.

### *Criteria for Designation to Scholarly Practitioner and Instructional Practitioner Status*

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Faculty hired with significant professional experience, but without a terminal degree, can be qualified as either Scholarly Practitioners or Instructional Practitioners. Faculty who are initially designated as SP or IP at the time of hiring typically possess a master's degree or significant graduate level training in a field related to the area of teaching assignment AND current professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility. These faculty members will have high level business experience with significant authority and responsibility for a sufficient duration to allow them to bring practitioner insights to their areas of teaching assignment. The less related the initial professional experience is to the field of teaching, or the longer the time since the relevant experience occurred, the greater the need for that faculty member to demonstrate sustained academic and/or professional engagement related to the teaching field.

### *Guidelines for Sustaining Scholarly Practitioner Status*

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Sustained SP status is achieved through some degree of scholarly activity and high levels of professional engagement and activity. SP status is sustained by completing one Intellectual Contribution (IC) within the past five years. Additionally, to sustain SP status, faculty must complete at least three of the engagement activities in table 1(at least two must be professional activities) in the past five years.



### *Guidelines for Sustaining Instructional Practitioner Status*

Sustained IP status is achieved through high levels of professional engagement and activity. To sustain IP status, faculty must complete at least four of the engagement activities in Table 1 (at least three of which must be professional activities) within the past five years.

Table 1. Sustained Engagement Activities

Scholarly Activities	Professional Activities
Publish an additional PRJ article (IC)	Create and deliver executive education seminar
Publish a case in a case journal (IC)	Obtain/maintain a professional certification related discipline or teaching responsibilities
Publish an invited article (IC)	Serve on the Board of Directors for a major not-for-profit or for-profit organization
Author a scholarly or practitioner book (IC)	Serve on the Board of Directors for a major industry/trade association
Author a textbook or revise an edition of a textbook (IC)	Complete a faculty internship where a faculty member works full-time for a company for a period of at least 5 weeks
Author scholarly chapters in an edited volume (IC)	Participate in evaluation teams, such as SACS, AACSB, or other discipline specific visits
Edit a scholarly book	Take a course in a new or emerging field with implications for primary field
Publish cases, instructional materials, instructional software (IC)	Assist in operation of a business (significant involvement) related to a faculty member's field
Author a test bank, study guide, instructor's manual for textbook	Complete significant continuing education sessions in the discipline related to a faculty member's field (related to certification/license)
Publish a book review (IC)	Complete project embedded in a course for company
Present conference papers that are published or abstracted in PR proceedings (IC)	Work on retainer for a company
Present conference papers but not published (IC)	Make presentations to faculty on a company, industry, or discipline
Present conference papers in poster sessions, symposia, or roundtables and abstracted (IC)	Participate in practitioner associations and conferences providing interaction with peer level professionals
Publish materials describing the design and implementation of a course	Participate in industry specific seminars (strategy sessions, lobbying efforts, regulatory compliance, etc.)
Make an invited presentation on area of expertise to include research summary, showcase, keynote address, etc. (IC)	Participate in programs that shape the relationship between higher education and standards required in an industry (such as consultation on content, administration, or grading of CPA, CFP or AP examinations)
Publish articles in newspapers (IC)	Maintain a significant consulting practice with multiple clients and substantial revenues
Publish articles in professional/practitioner publications (IC)	Publish (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base

Scholarly Activities	Professional Activities
Author report on consulting project (IC)	Complete college courses related to the field of instruction
Complete work on an externally funded grant (IC)	Serve as a member of a board of directors, making a substantial contribution related to the faculty member's field
Complete significant continuing education sessions in the discipline related to a faculty member's field (related to certification/ license)	Participate in trade associations and governmental committees
Submit an externally funded grant proposal for review	Serve as advisor to student group in the CBED
Distribute progress/outcome reports associated with externally funded grant	Work full-time or almost full-time in a business with job responsibilities, significant in duration and responsibility that is directly rated to the field of instruction or teaching assignment (for part-time IP only as full-time faculty must obtain permission to engage in outside employment)
Act as journal or associate editor or member of review board of PRJ	
Hold a leadership position in academic and professional organizations	
Perform chair or discussants duties at professional conferences	
Author a report from sponsored research that is widely disseminated	
Serve as committee member on an honors thesis, a Master's thesis, or doctoral dissertation.	
Review papers for a conference or conference proceedings	
Review chapters for a double-blind reviewed book	
Serve as an ad hoc reviewer for a journal	

### USM Faculty Qualifications and Credentialing

In addition to the requirements for faculty qualifications described above, the CBED must also ensure full-time and part-time instructors of record are qualified to teach assigned classes according to SACS credentialing guidelines. In determining acceptable qualifications of its faculty, the CBED gives primary consideration to the highest earned degree in the discipline. In general, faculty teaching in the CBED should possess a 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). If a faculty member does not possess a doctorate or a masters with a minimum of 18 graduate semester hours in the teaching discipline, the CBED also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

## V. Teaching Policies

### Expected Teaching Loads

USM's *Faculty Handbook* § 4.4 prescribes the expected undergraduate teaching load for full time faculty as four (4) courses or twelve (12) credit hours per fall/spring semester, or the equivalent. During the summer semester, three (3) courses or nine (9) credit hours are required to qualify for full-time teaching status. In executing USM's comprehensive mission and related institutional goals, School Directors may propose justified reductions to this expected teaching load, for the purpose of using the reassigned time from teaching to advance other University goals.

Certain faculty activities may justify a reduction from the expected teaching load for CBED faculty. This college's policy on expected teaching loads is consistent with USM references, while explicitly recognizing a tenured faculty member's research responsibility, and proactively providing a tenure-track faculty member greater opportunity to establish a successful research program. Additionally, it should be noted that expected teaching load is included in a tenure-track/tenured faculty member's offer letter and is an integral part of the hiring process in a competitive labor market. The table below depicts the normal expected teaching loads per Academic Year for CBED faculty:

Table 2. Expected Teaching Loads

Faculty Member	Expected Teaching Load	Remarks
Non Tenure-Track (Instructors and Professors of Practice) (IP, SP)	24 credit hours	May earn course reassignment per specific justification discussed below
Non Tenure-Track (Teaching-track) (PA, SA)	21- 24 credit hours	May earn course reassignment per specific justification discussed below
Tenured & Tenure-Track (SA)	12-18 credit hours	2-4 course reassignments subject to research productivity and staffing levels
Named Research Professor	15 credit hours or per offer letter	3 course reassignment for research or per offer letter
Administrator	6 - 12 credit hours or per offer letter	Reassignment is for admin duties and research; extent of release determined by admin duties

*Non Tenure-Track Faculty who do not meet requirements for SA, IP, SP, or PA are classified as "Additional" and are normally not retained as instructional faculty. Non-SA (Scholarly Academic) Tenured Faculty may be assigned a 24-credit-hour teaching load.*

Course reassigned time may also be proposed by the School Director for the following: supervision of approved extracurricular activities, uncompensated administrative and committee work, service projects benefiting the public, an exceptional number of required course preparations, required instruction at multiple campuses, instruction and course management of extraordinarily large sections (>60 students), development of online instruction, and any other University activity as justified by the School Director. These course reassignments must be discussed with and approved by the Dean. The School's published teaching schedule provides evidence of such approval. Release time may also be purchased. For example, Honors College instruction, Quality Enhancement Program (QEP) Fellow, and funded grants may carry

release time. In these cases, release time will be awarded only when explicitly defined in written agreements of which the School and/or College is a party.

Faculty members may be assigned courses away from his/her home campus (e.g., Hattiesburg, Gulf Coast, Gulf Coast Research Lab, etc.) and/or in any format (e.g. face-to-face, online, etc.). When travel is involved, mileage reimbursement will be at the official rate.

### Office Hours

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Faculty availability for students is an important component of the educational process. Each CBED faculty member should post at least four office hours per week per term when he or she will be available to students. Depending on course load and class enrollment(s), a faculty member may determine that more office hours are needed. Office hours should be included in syllabi and respective School Directors should be notified of each faculty member's office hours at the beginning of each semester.

### Syllabi

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School administrative specialists will retain a copy of all syllabi. Syllabi should be collected at the beginning of each semester. Syllabi guidelines can be found on the Provost website via the following link: <https://www.usm.edu/faculty-development/syllabi-guidelines.php>

### Textbook Policy

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Instructors responsible for delivery of single section courses may choose the required textbooks for assigned courses with the approval of the School Director. Instructors teaching multiple section courses should make efforts to choose a textbook which is mutually acceptable to all instructors to ensure consistency of content and reduce costs. In recognition of the textbook policy issued by the Institutions of Higher Learning Board of Trustees (see <https://www.usm.edu/provost/textbook-information>), the following guidelines should be carefully followed in choosing textbooks:

**Lower division courses**-Instructors are encouraged to adopt a textbook for a minimum of three years for lower division courses. Reasonable exceptions to this recommendation include instances when editions go out of print, when substantive changes are made in either the course description or the textbook, or when there is a significant change in the body of knowledge pertinent to the course. Authorization of exceptions should be approved at the Dean level, after recommendation from the School Director.

**Upper division courses**- Instructors are encouraged to adopt a textbook for at least two years for upper division courses. However, it is recognized that, to provide current scholarship in a global marketplace, upper division courses will have more advanced and changing content, that students often wish to build a personal library of books in their major, and that there is a more limited potential for establishing a favorable local buyback market for such upper division textbooks. Because of these factors, institutional policy will balance the benefits of a minimum adoption period with the selection of the best available textbook.

## Student Privacy

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The Family Education Rights and Privacy Act as amended in 1974, prohibits the release of personally identifiable information without the student's permission (barring exceptions found at <https://www.usm.edu/registrar/ferpa-student-privacy.php>). Faculty must maintain the privacy of students' grades for any course or for any activity which is part of a course. This policy is violated if a student's grade is (1) openly mentioned in class; (2) publicly posted in a personally identifiable manner such as social security number or student identification number; (3) paper, test, or projects in public view (4) released over the telephone or electronically to any person other than the student or his/her designee with written consent. Disclosure of a student's grades by a faculty member may be made in a manner that makes the grades identifiable only to the faculty member and the student. The preferred way to post grades is by using Canvas since the information contained in Canvas is password protected.

## Scholarly Misconduct Policy

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In accordance with the University's scholarly misconduct policy, the CBED is committed to the integrity of research and scholarship and requires all faculty and non-faculty to refrain from misconduct in their scholarly, research, and creative activities. The complete and authoritative version of the policy is available on the research section of the Institutional Policies webpage (<https://usm.policystat.com/policy/8439302/latest/>).

## Academic Integrity Policy and Reporting

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The students, faculty (i.e., any person hired to conduct classroom activities or research at the university), and administrators of the CBED recognize that honesty and integrity are fundamental expectations in the academic and business communities. The USM Student Academic Integrity Policy and reporting guidelines can be found here: <https://www.usm.edu/provost/academic-integrity-policy-reporting>

## Course Enrollment Management

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Students who meet prerequisites and other specified enrollment conditions may enroll in a course if space is available up to the enrollment cap. Any exceptions to enrollment caps or any other changes related to course details requires permission and approval from the School Director. Enrollment in Online sections will have priority enrollment periods for students enrolled in USM's Online campus to ensure availability. Upon expiration of the Online-only prioritization period, enrollment in Online courses will be open for students enrolled in USM's Hattiesburg or Gulf Park campuses.

## Online Teaching Resources

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The Office of the Dean endeavors to provide support services, coordination, training, and direction for the college's online programs. Faculty development seminars are offered periodically for faculty teaching online and any other interested faculty members. Seminars prepare faculty for online teaching and help those already teaching online enhance their skill set. Faculty are also encouraged to utilize online teaching faculty resources available through the Office of Online Learning at <https://online-learning.usm.edu/> and the Center for Faculty Development at <https://www.usm.edu/faculty-development/index.php>.

Although every course is required to maintain a Canvas website as the course entry point, all online courses should follow the required guidelines for online teaching set forth by SACS ensuring substantive interaction with students in the class. Awards are available for faculty interested in pursuing Quality Matters Online Certification through the Office of Online Learning. For more information, please refer to: <https://online-learning.usm.edu/quality-matters/>

## Independent Study Policy

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Independent study classes may be initiated to satisfy several situations. For example, a student and faculty may have a unique concept or body of knowledge they like to pursue that would enhance the student's education, or a course may be needed for graduation that is not offered in a specific semester/session. In these types of situations, a faculty, with Director approval, may offer a class to an individual student. Independent study classes are not to be used to replace courses that are regularly offered except in extraordinary circumstances (e.g. two required courses are offered at the same time during a student's final semester). Independent study classes do not count as an overload to faculty and no supplemental pay will be given to faculty who teach independent study classes.

Independent study courses will meet the learning goals of any classes they are substituting for and will be taught with the same rigor and be assessed on the same scale as other similar courses. Independent study courses use the following guidelines to identify the approximate number of hours required for each semester hour earned: 1 credit=60 hours of work, 2 credits=120 hours of work, 3 credits=180 hours of work. The student must be enrolled in the semester in which the independent study work is undertaken.

## Allocation of Office Space

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When office space becomes available, the School Director in collaboration with the Dean, will discuss criteria such as (but not limited to and in no particular order): rank, length of service to USM, administrative responsibilities, and other factors before offering space to faculty members. Assignment of an office with a window, for example, should be based on seniority and service or administrative tasks. In general, faculty will not be displaced from office space.

## Faculty Support

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### *Travel Support*

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Faculty who meet or exceed expectations for all evaluated areas may apply for travel support. In general, travel funds will be based on rank with non-tenured tenure-track faculty receiving priority. Based on budget and individual requests, one to two travel experiences per academic year will be supported by the School Director with preference given to faculty whose papers have been accepted for presentation.

### *Research Grants*

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Contingent on annual funds, research grants are available each year to all full-time faculty members who met or exceeded expectations for all evaluated areas in the previous review period. The Request for Proposals (RFP) will be issued by December 1. Deadline for proposals is usually by the end of January with awards announced by Feb 20.

## External Employment Policy

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CBED employees engaging in external employment or consulting must disclose the nature and extent of such activities to their School Director and Dean and obtain their prior approval. Permission to engage in outside employment or consulting must be requested on a yearly basis. Disclosure and approval are obtained using the form provided at [https://www.usm.edu/sites/default/files/groups/employment-hr/pdf/permission\\_to\\_engage\\_in\\_outside\\_employment.pdf](https://www.usm.edu/sites/default/files/groups/employment-hr/pdf/permission_to_engage_in_outside_employment.pdf).

## VI. Promotion and Tenure

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### Philosophy

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The underlying fundamental of promotion is demonstrating disciplinary competency given years of experience in the field of study. The performance in teaching, research, and service of individuals who are promoted should be of the caliber that academics in the discipline, both at USM and externally, respect their work. The underlying fundamental of tenure is that faculty members meet expectations in teaching, research, and service and aspire to continue pursuing excellent performance in all three areas.

The role of review committees is to serve in an advisory capacity to subsequent reviewers. Each level of review evaluates the application on the basis of the materials submitted by the candidate, the expectations of the candidate's home unit, and the written evaluations submitted at previous levels of review. The School review committee determines disciplinary competency, whether or not a candidate demonstrates excellence, and the likelihood of continued excellence. Higher level reviews consider candidates' submitted materials, all previous evaluations, and compliance with school, college, and university policies and procedures. Hiring documentation must be included in the candidate's dossier to demonstrate year(s) of credit given for publications, teaching, and service at previous institutions. It is the candidate's responsibility to provide all annual reviews, course evaluations, etc. from prior employment in order for this period to be credited toward promotion and tenure.

Candidates in every stage or level of the promotion or tenure processes are required to complete the CBED Faculty Summary Form provided by the Dean's Office.

### Pre-Tenure Review

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Each non-tenured faculty member holding a tenure-track position will undergo a comprehensive review of progress toward promotion and/or tenure during the spring semester of the third year of full-time service at Southern Miss. A faculty member receiving three or fewer years of credit from another institution towards tenure will complete the pre-tenure review during the spring of the second year of full-time employment at USM. A faculty member receiving more than three years credit from another institution will not receive a pre-tenure review. The academic activities at the institution for which credit is given will be considered during the pre-tenure review at the University of Southern Mississippi.

Candidates should prepare a pre-tenure dossier that is similar in format and content to that submitted for promotion and/or tenure. Instructions and required elements for dossiers can be found on the Provost's webpage (<http://www.usm.edu/provost/promotion-and-tenure>). The pre-tenure review will involve an evaluation of the candidate's progress toward promotion and/or tenure by the eligible faculty from the candidate's respective School, Director, College Personnel Committee, Dean, and Provost. A positive pre-tenure review indicates sufficient progress is being made toward promotion and/or tenure. A negative pre-tenure review indicates unsatisfactory progress is being made toward promotion and/or tenure and can result in a terminal contract.

### General Guidelines for Research

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For promotion and tenure decisions, candidates are evaluated on their total portfolio of scholarship developed to that point in a career. The University is a R1 research Institution, but the College does not have the concomitant resources devoted to support faculty research that would be typical in business



schools at major R1 research institutions. Thus, the research expectations in the following section are properly aligned with the business schools at peer institutions rather than those at major R1 research institutions.

A fundamental expectation for promotion to associate professor and/or tenure is for the candidate to be actively demonstrating a commitment to the growth of knowledge contributing to their discipline and the likelihood of sustained and continuing excellence. Candidates should provide clear evidence of ongoing scholarly activity including peer-reviewed journal publications throughout the review period. Peer-reviewed journals are defined as a journal that submits most of its published articles for blind or double-blind review by experts who are not part of the editorial staff. Conference presentations, conference proceedings, monographs, books, or book chapters will not count as peer-reviewed journal articles but will be counted as an additional scholarly activities. Acceptable scholarly activities can be found in **Table 1** of this handbook. The activities list for the various categories is not necessarily comprehensive and is subject to change.

The scholarly activity requirements for consideration for receiving promotion in rank to Associate Professor and/or tenure are a minimum of **ten scholarly activities**, including a minimum of **six peer-reviewed journal articles** related to the faculty member's disciplinary field during the review period. The six peer-reviewed journal articles must meet minimum quality expectations as outlined in the table below. For promotion in rank to Full Professor, faculty must complete **twelve additional activities**, including a minimum of **six additional peer-reviewed journal articles** related to the faculty member's disciplinary field during the review period. The six additional peer-reviewed journal articles must meet minimum quality expectations as outlined in the table below. CBED wishes to encourage faculty to engage in high quality and impactful scholarly endeavors. Accordingly, School personnel committees will evaluate the quality and impact of peer-reviewed journal publications and will use several ways to do so, including but not limited to: journal rankings, impact factors, Eigenfactors, Article Influence Scores, Scopus rankings, journal acceptance rates, citations to the work, or visits/downloads to electronic sites. It is the responsibility of the faculty member to document the quality of his/her research for the School personnel committee to demonstrate minimum quality.

Furthermore, there is a **minimum journal quality expectation**. A publication will count toward the minimum of six peer-reviewed journal articles if it meets any of the criteria in Table 3. Supporting documentation should be provided by the candidate in the review materials.

Table 3. Minimum Journal Quality Criteria

Each PRJ for P&T purposes must meet at least one criteria below to count	Journal Data	Minimum Criteria Met
Acceptance Rate (35% or below as reported in Cabell's or other verifiable sources)		
Appearance in Web of Science (formerly ISI)		
Appearance on most recent ABDC Journal Quality List		
Appearance on Journal Ranking List of Peer and Aspirant Business Schools		
Appearance on Journal Ranking List of William and Lee Law Review		



As a general rule, predatory journals do not meet minimum quality standards and will not be counted toward required peer-reviewed journal articles or scholarly activities. Predatory journals are considered to be those that actively solicit manuscripts and charge application fees without providing robust peer review and editorial services. Faculty may petition the School personnel committee to consider a specific journal that charges a submission or publication fee, but these requests must be accompanied with substantial evidence regarding the validity, impact, and legitimacy of the journal.

Furthermore, articles in elite journals will reduce the total number of peer-reviewed journal articles required. Specifically, a published article in an elite peer-reviewed journal listing Southern Miss as the institutional affiliation will be counted as two peer-reviewed journal articles as it relates to promotion and tenure. Publications in elite peer-reviewed journals with other institutions listed as the institutional affiliation will be counted as one peer-reviewed journal publication per service credit awarded in the faculty member's offer letter. **Elite peer-reviewed journals** are defined as journals that meet any of the following criteria:

- highly rated in the ISI Journal Citation Ratings, or Scopus rankings (SJR, IPP, SNIP, Citations)
- Impact Factor, Eigenfactor, or Article Influence Score in the top 15% of journals in the discipline
- acceptance rate of 10% or less

Each School is responsible for compiling and updating an **elite peer-reviewed journal list** for each discipline within the School. The list should be referenced in the School policies and procedures document. Faculty members who perform research in subdisciplines or niche areas may petition to have journals considered to be elite peer-reviewed journals on a case-by-case basis. In doing so, faculty should submit supporting documentation to the School Director as to why the journal in question should be considered an elite peer-reviewed journal. Finally, to receive credit for two publications, the candidate must be able to quantify their contribution to the article as at least 30%.

Because externally funded research has become more prevalent in business schools, serving as the principal investigator or co-principal investigator on substantial research grants can be an important component of a faculty member's research agenda. Accordingly, qualified research grants obtained in a competitive process from a major government agency, corporation, or foundation will be counted as a single peer-reviewed journal publication (maximum of two). Faculty receiving a research grant should submit evidence to the executive committee to substantiate its quality and value to the CBED to include faculty member's role (Principal Investigator, Co-Principal Investigator, etc.), amount of funding, impact, national/international research stature, amount of time required for completion, etc. Any peer-reviewed journal articles published from grant data will count separately provided they meet previously stated journal quality requirements.

### General Guidelines for Teaching

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All faculty members seeking promotion and/or tenure are expected to demonstrate **teaching competency**, regularly receive **acceptable teaching evaluations from students**, and engage in **innovative teaching practices** consistent with the College's mission. The College expects candidates to use a variety of methods to demonstrate effective teaching and to demonstrate a willingness to participate in distance learning and alternative instructional delivery initiatives. Specifically for student evaluations, teaching evaluations should be consistent with the College mean. When additional evidence of teaching effectiveness is needed, faculty members are encouraged to provide explanatory narratives as well as question-level data analysis derived from the student evaluations. The only additional requirement for promotion to Professor is that all faculty members are expected to be able to

demonstrate sustained teaching effectiveness. Specifically, faculty must consistently receive evaluations of teaching effectiveness that are “Good” (minimum of 4.0 on the CBED rating scale) or better to be considered for promotion to Professor.

Other metrics that should be used to evaluate teaching competency include: participation in assurance of learning activities (related to AACSB and SACS); self-appraisals; peer teaching evaluations; creativity in the use of various modes of instruction, classroom technology, and teaching strategies; curriculum improvement; receipt of teaching awards; difficulty of courses taught; development of honors courses; supervising honors student theses; developing and/or leading faculty-led study abroad courses; variety and level of courses the faculty member is able and willing to teach; number of preparations each semester; size of classes; creation and offering of new courses; attendance at seminars, workshops, and other meetings that may improve teaching skills; developing instructional materials such as texts, software, cases, etc.; student attainments attributable to the faculty member; written comments of present and former students; helping colleagues improve teaching skills; syllabi to demonstrate academic rigor, objectives, and substantive content; sample projects, exams, exercises, and student performance; directing internships; and service learning or applied projects in the classroom. Faculty are required to submit the above information for it to be included in the promotion and tenure evaluation process.

#### General Guidelines for Service

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While internal service activities are typically limited for new faculty members for the first two to three years, external service activities that bring recognition to the CBED and USM, such as review activities for major journals or conferences and participation in professional organizations, are encouraged for faculty members seeking promotion to rank of Associate Professor and/or tenure. Specifically, such faculty members should participate in School meetings, serve on CBED committees, and, where possible, participate as a reviewer for conferences or serve on the editorial board of a journal. After successful completion of the third-year review, faculty seeking promotion to Associate Professor and/or tenure should begin to seek out additional service opportunities within their School and College. For promotion to full Professor, faculty members are required to exhibit a higher level of service than is commensurate with the Associate Professor rank within the candidate’s discipline, College, and University.

#### Candidates for Professor

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A Professor is expected to continue meeting expectations in teaching, research, and service, and must provide substantial leadership and mentorship to the institution. Additionally, evidence of leadership (e.g. new course development, first-author publications, chair of committee) is expected, so candidates should include a narrative in their dossier addressing their leadership activities to assist the committee’s evaluation of this expectation. Candidates applying for Full Professor will nominate up to five external reviewers that: 1) hold the rank of Full Professor at another institution of similar mission and scope, and 2) are considered to be a well-regarded member of the discipline. Co-authors, dissertation chairs, etc., are normally not allowed to serve as external reviewers. The Chair of the School Personnel Committee (SPC) will choose three external reviewers (exclusively from those nominated by the candidate, or two from the nominations and one “off-list” external reviewer). The candidate is expected to develop an external review packet to include a cover letter, CV, and copies of four to six peer-reviewed publications. The external review packet, including the list of potential reviewers, should be submitted electronically in a PDF format to the School Director by May 30 of the candidate’s promotion review year.

### Instructors, Lecturers, and Senior Lecturers

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#### General Guidelines for Teaching

All faculty members seeking promotion are expected to demonstrate **teaching competency**, regularly receive **acceptable teaching evaluations from students**, and engage in **innovative teaching practices** consistent with the College's mission. The College expects candidates to use a variety of methods to demonstrate effective teaching and to demonstrate a willingness to participate in both online and traditional course delivery methods.

Other metrics that should be used to evaluate teaching competency include: participation in assurance of learning activities (related to AACSB and SACS); self-appraisals; peer teaching evaluations; creativity in the use of various modes of instruction, classroom technology, and teaching strategies; curriculum improvement; receipt of teaching awards; difficulty of courses taught; development of honors courses; supervising honors student theses; developing and/or leading faculty-led study abroad courses; variety and level of courses the faculty member is able and willing to teach; number of preparations each semester; size of classes; creation and offering of new courses; attendance at seminars, workshops, and other meetings that may improve teaching skills; developing instructional materials such as texts, software, cases, etc.; student attainments attributable to the faculty member; written comments of present and former students; helping colleagues improve teaching skills; syllabi to demonstrate academic rigor, objectives, and substantive content; sample projects, exams, exercises, and student performance; directing internships; and service learning or applied projects in the classroom.

Faculty members seeking promotion should be able to demonstrate a commitment to continuous improvement of teaching practice and development of innovative curriculum.

#### General Guidelines for Service

While service activities are typically limited for new faculty members for the first two to three years, candidates for promotion to Lecturer should demonstrate a willingness and commitment to serve as needed at the school, college, and university levels. Service obligations may be concentrated in the school and college at this stage but demonstrate increasing responsibility. Some external service activities such as participation in professional organizations are also recognized.

Candidates for promotion to Senior Lecturer should demonstrate increasing involvement and significant leadership roles in service to the school, college, and university. Since some college and university service obligations may not be open to faculty in the instructor track, candidates for promotion to Senior Lecturer should have a high level of service and leadership within their program, school, and student-centered activities. Some external service activities such as participation in professional organizations are also recognized.

### General Guidelines for Teaching

All faculty members seeking promotion are expected to demonstrate **teaching competency**, regularly receive **acceptable teaching evaluations from students**, and engage in **innovative teaching practices** consistent with the College's mission. The College expects candidates to use a variety of methods to demonstrate effective teaching and to demonstrate a willingness to participate in both online and traditional course delivery methods.

Other metrics that should be used to evaluate teaching competency include: participation in assurance of learning activities (related to AACSB and SACS); self-appraisals; peer teaching evaluations; creativity in the use of various modes of instruction, classroom technology, and teaching strategies; curriculum improvement; receipt of teaching awards; difficulty of courses taught; development of honors courses; supervising honors student theses; developing and/or leading faculty-led study abroad courses; variety and level of courses the faculty member is able and willing to teach; number of preparations each semester; size of classes; creation and offering of new courses; attendance at seminars, workshops, and other meetings that may improve teaching skills; developing instructional materials such as texts, software, cases, etc.; student attainments attributable to the faculty member; written comments of present and former students; helping colleagues improve teaching skills; syllabi to demonstrate academic rigor, objectives, and substantive content; sample projects, exams, exercises, and student performance; directing internships; and service learning or applied projects in the classroom.

Teaching Professors seeking promotion should be able to demonstrate a commitment to continuous improvement of teaching practice and development of innovative curriculum. They are considered to be leaders with respect to their teaching performance and practices as demonstrated by both student evaluations and comments as well as other metrics of teaching competency.

### General Guidelines for Research/Scholarship

Acknowledging the fact that the college has faculty in the teaching track who come from differing types of terminal degree programs, the college has established two separate paths in which teaching track faculty may meet their promotion requirements in research and scholarship.

- A. Research-Focused Terminal Degrees (i.e., Ph.D. and DBA) - Teaching Professors in this category are expected to maintain scholarly activities to sustain SA status. The scholarly activity requirements for consideration for receiving promotion in rank to Associate Teaching Professor or Full Teaching Professor are a minimum of sustained SA status during the review period. Acceptable scholarly activities can be found in Table 1 of this handbook. The activities list for the various categories is not necessarily comprehensive and is subject to change over time.
- B. Professional-Focused Terminal Degrees (i.e., J.D., Pharm.D., etc.) - Teaching Professors in this category are expected to maintain scholarly activities to sustain PA status. The scholarly activity requirements for consideration for receiving promotion in rank to Associate Teaching Professor or Full Teaching Professor are a minimum of sustained PA

status during the review period. These activities should demonstrate meaningful and sustained professional activity in the faculty member's disciplinary field. Acceptable scholarly activities can be found in Table 1 of this handbook, and a majority of activities should come from the professional activity portion. The activities list for the various categories is not necessarily comprehensive and is subject to change over time.

#### General Guidelines for Service

While service activities are typically limited for new faculty members for the first two to three years, candidates for promotion to Associate Teaching Professor should demonstrate a willingness and commitment to serve as needed at the school, college, and university levels. Service obligations may be concentrated in the school and college at this stage but demonstrate increasing responsibility. Some external service activities such as review activities for major journals or conferences and participation in professional organizations are also recognized.

Candidates for promotion to Teaching Professor should demonstrate increasing involvement and significant leadership roles in service to the school, college, and university. Some external service activities such as review activities for major journals or conferences and participation in professional organizations are also recognized.

## VII. Defining and Assessing Faculty Productivity

Faculty productivity is traditionally defined as encompassing contributions in the areas of instruction (teaching), intellectual contributions (research), and service. We seek a relative balance among these activities with a typical CBED faculty member (tenure-track) having a commitment of 40% in instruction, 40% in intellectual contributions and 20% in service activities. Non-tenure track faculty members have a commitment of 65% instruction and 35% for service/professional activities, or 60% instruction, 20% intellectual contributions, and 20% service/professional activities depending on faculty qualifications as defined in Table 1. The Dean (or the Director for non-tenure-track faculty) may alter these percentages in particular cases where merited. Following is a discussion of how the College's annual evaluation process assigns a performance rating to each faculty member/administrator in the areas of instruction, intellectual contributions, and service activities. An overall weighted rating, using the weights above, is also assigned.

Administrators are evaluated in accordance with the University Faculty Handbook with personnel committees consulting with supervising administrative officers to produce a single, unified annual evaluation. School Directors, and Assistant/Associate Deans are faculty members with additional service responsibilities in their administrative duties, having a commitment of 20% in instruction, 20% in intellectual contributions and 60% in service activities. Reassigned time (three or six hours during semesters and no teaching responsibilities during summers) compensates for the demanding administrative duties in order for these individuals to maintain active teaching skills and research agendas. While the Dean may alter them, typically, administrators will be evaluated with the percentages in the paragraph above. Staff members have a commitment of 100% in job description performance.

Annual evaluations cover the research performance of a faculty member over a three-year period and the teaching/service contributions over a one-year period. Annual Evaluations are conducted on an academic year basis and inform promotion and/or tenure decision-making. A scale from one to five will be used that will result in a narrative evaluation of either "Does Not Meet Expectations", "Meets Expectations", or "Exceeds Expectations". Compared with the University standards, CBED uses a more granular scale for performance evaluation at the College level to leverage additional supervisory and developmental opportunities afforded with increased detail. The meaning of the numbers and narrative evaluation is outlined below:

Rating	Narrative Evaluation	
	<i>College</i>	<i>University</i>
4.6-5.0	Exceptional	Exceeds Expectations
4.0-4.5	Good	Meets Expectations
3.0-3.9	Acceptable	
2.0-2.9	Needs Improvement	Does Not Meet Expectations
1.0-1.9	Unsatisfactory	

In the following table, a detailed rubric is provided for each area (Instruction, Intellectual Contributions, and Service) to assist all faculty members with clear and consistent guidelines for implementing the annual evaluation process. The general goal for all faculty evaluations is objective and deliberate progress towards improvement and excellence across the three primary areas. Additionally, collegiality and engagement are highly valued in the culture of CBED and both are considered in each of the three areas of the evaluation. (See definitions of collegiality and engagement on p. 25.) The top row (blue) reflects the USM category of 'Exceeds Expectations', the next two rows (green) reflect the USM category of 'Meets Expectations', and

the last two rows (yellow) reflect the USM category of ‘Does Not Meet Expectations.’ Faculty members who meet or exceed expectations (scores of 3.0 or higher) in all three areas are eligible for CBED (including BAC) teaching, research, or service awards.

	<b>Instruction</b>	<b>Intellectual Contributions</b>	<b>Service</b>
<b>4.6 - 5.0</b>	A leading teacher in the School who is dedicated to continuous improvement and innovation. Often provides advice and guidance to colleagues.	Highly productive, effective, and collaborative researcher who shows leadership in building the research reputation of the School. Often provides research mentorship to colleagues and/or students.	Highly valued for institutional knowledge. Takes on service leadership roles, and often supports colleagues with institutional processes and procedures. Carry a much higher service burden than their peers.
<b>4.0 - 4.5</b>	Known by faculty and students as being a good teacher. Is consistent and active in updating content and improving methods.	Known for being a highly productive, effective, and collaborative researcher.	Actively seek out ways to contribute and help raise the profile of the School internally (within the USM community) and externally. Takes on some leadership and carries a higher service burden than their peers.
<b>3.5 - 3.9</b>	A very competent and highly proficient teacher who makes consistent efforts to improve.	Has a very active pipeline of collaborative research that results in consistent and quality research outputs.	Consistently takes initiative and effectively contributes to the service needs of the Program, School, College, and University.
<b>3.0 - 3.4</b>	Competent and proficient teacher who makes some efforts to improve.	Active in research and producing quality research outputs.	Takes some initiative and fulfills service obligations effectively but carries a lighter service load than peers.
<b>2.5 - 2.9</b>	Teaching weaknesses need to be addressed and/or no evidence of improvement efforts is provided. <i>An improvement plan is recommended.</i>	Active in research, but only minimum research outputs are evident. <i>An improvement plan is recommended.</i>	Has minimal presence and engagement within the School community and may not be fulfilling service obligations. Colleagues likely take on more service to compensate. <i>An improvement plan is recommended.</i>
<b>2.0 - 2.4</b>	Teaching weaknesses are hindering teaching effectiveness. <i>An improvement plan is required.</i>	Active in research but has not yielded minimum research outputs. <i>An improvement plan is required.</i>	Minimal engagement and mostly absent within the School community. Colleagues must take on more service to compensate. <i>An improvement plan is required.</i>
<b>1.5 - 1.9</b>	Teaching is ineffective. <i>Intervention and improvement plan required.</i>	Research outputs have consistently fallen below minimum requirements. <i>Intervention and improvement plan required.</i>	Service levels consistently fall below expectations, requiring others to complete most of their service load. <i>Intervention and improvement plan required.</i>
<b>1.0 - 1.4</b>	Teaching is unacceptable. <i>Observation and immediate formal intervention required.</i>	Not active in research; outputs have consistently fallen below minimum requirements. <i>Research reassignment will be revoked.</i>	Not active in service. Colleagues have had to take on entire service load. <i>Research reassignment will be revoked.</i>

## Instruction

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Instructional performance is probably best measured as the amount of incremental learning that occurs under the guidance of a faculty member. The College is committed to developing and improving processes to assess whether learning is consistent with program and course objectives, as well as to assess whether students are obtaining the foundation for career and personal development. However, it is common to use proxies for student learning, such as student perceptions of an instructor's effectiveness and style, course syllabi and tests, subject-matter coverage, and assigned student workload.

For evaluation, evidence of teaching performance includes teaching evaluations and feedback, grade distributions, training attendance, awards, assessment examples, etc. Evidence of leadership includes activities like leading teaching workshops, serving on teaching panels, coordinating teaching trainings/support, etc. The faculty narrative should address continuous improvement and discuss how the faculty member updates content and/or applies new or improved methods. Collegiality and engagement are reflected in activities like sharing knowledge and resources on innovative teaching techniques, methods, or approaches learned from attending professional development; providing teaching feedback or recommendations to other faculty members; and collaborating with colleagues on course/curriculum design and assessment measures. If a faculty member does not meet expectations in this area, they are expected to work on an improvement plan (and therefore ineligible for summer research support). Falling below 3.0 for two evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in intervention (e.g. review of teaching materials and practices) and required training and mentorship. In evaluating instructional performance, the following scale is used:

**Rating of 4.6 to 5.0:** Faculty member is clearly superior in the classroom, relative to his/her colleagues. This person provides leadership in the area and exhibits many of the traits in the following list.

### *Course Development and Teaching Effectiveness*

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- Is evaluated as outstanding by students in a majority of documented evaluations of classroom performance,
- Demonstrates that learning outcomes are consistent with stated course objectives,
- Incorporates integrative experiences and examples into class presentations and assignments,
- Develops measures of effectiveness which are utilized to refine instructional methods and procedures,
- Develops and improves course materials and assignments, including syllabi, required readings, term papers, problems, practice sets, case analyses, test banks, student guides, instructor's manuals, computer-related activities, library work, and off-campus student consulting projects,
- Incorporates current business practices and thinking into classroom instruction,
- Invites guest speakers and professionals to class to enhance course material,
- Uses grading procedures that are clear, reasonable, thorough, and well-documented,
- Provides evidence that courses are demanding and rigorous,
- Receives teaching awards or commendations (internal and external),
- Develops and participates in Study Abroad programs,
- Spends time with students outside of class in such activities as tutoring, test reviews, and field trips,
- Uses time-intensive testing procedures (e.g., essay exams, research papers).

### *Innovative Approaches to Instruction*

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- Develops and uses innovative pedagogical methods and technologies in the classroom,



- Develops innovative instruction-related materials, including on-line courses and the maintenance of web sites related to pedagogy,
- Enhances curriculum through major course redesign.

### *Teaching and Instructional Development*

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- Attends seminars or workshops on instructional development,
- Shares and develops successful instructional techniques with colleagues,
- Participates in instruction-related grant writing,
- Participates in pedagogical-related conferences,
- Develops and publishes textbooks or textbook chapters
- Develops and publishes instructional manuals,
- Develops and publishes instructional presentations and publications.

**Rating of 3.0 to 4.5:** A faculty member in this category is recognized by students as a very competent teacher. This professor may not attract the same attention as the highest rated teacher but is recognized as having high proficiency, commitment to continuous improvement, and exhibits several of the traits of the teacher described above.

**Rating of 2.0 to 2.9:** A faculty member in this category receives student evaluations that are neither extremely good nor extremely poor. Students learn from this professor but might benefit from a wider variety of instructional methods. This faculty member would benefit by developing more behaviors such as those described in the first rating category.

**Rating of 1.0 to 1.9:** A faculty member in this category needs improvement and observation. Student evaluations may indicate some of the following performance problems: the faculty member does not seem prepared for classroom activities, does not seem current on the subject matter, shows little enthusiasm for the subject matter or classroom interaction, does not return examinations and assignments in a timely manner, does not manage the classroom well, is not available to students, etc. In addition, the faculty member demonstrates few of the behaviors and traits detailed in the previous rating categories. A person who consistently suffers from the problems mentioned in this section would receive a rating of one (1).

### *Intellectual Contributions*

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The College is committed to engaging in and supporting a spectrum of intellectual contributions. We seek a relative balance among the scholarship of discovery, the scholarship of application, and the scholarship of education. Tenure-track and tenured faculty are expected to maintain a presence in the literature of their disciplinary field.

For evaluation, evidence of research performance includes citations of research outputs and provision of quality metrics (as detailed in Table 3). Evidence of leadership includes activities like serving on research panels, leading workshops, coordinating research trainings, mentoring junior faculty or graduate students in research, etc. The narrative should discuss the overarching research agenda, collaborations (with colleagues, students, and/or across disciplines), and leadership activities. Collegiality and engagement are reflected in activities like partnering with colleagues within program, school, college, and university to conduct discipline-based, and/or interdisciplinary research; sharing essential information pertaining to research methods, calls for papers, etc.; and providing feedback on colleagues' working papers or research projects. If a faculty member does not meet expectations in this area, they are expected to work on an

improvement plan (and therefore ineligible for summer teaching opportunities). Falling below 3.0 for two evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in research and/or administrative reassignments being revoked. The following guidelines are used in evaluating intellectual contributions:

**Rating of 4.6 to 5.0:** This faculty member demonstrates clear evidence of intensive, high-quality, and on-going intellectual contributions. The faculty member provided leadership in the area and will have produced an accumulation of items during the evaluation period in one or more of the following categories:

- Publications in refereed journals,
- External funding received for research projects,
- Publications of scholarly books or textbooks,
- Published business cases,
- Published software programs,
- Other publications such as monographs, proceedings, articles in non-refereed journals, working papers, and book chapters,
- Paper presentations,
- Research grant proposals.

The person receiving a rating of from 4.6 to 5 will normally have had published one or more A-level journal articles and/or have received highly regarded external funding. However, other combinations of intellectual contributions can result in a rating from 4.6 to 5. The overall rating depends upon the rigor of the scholarly activities, the recognized quality of outlets, and the number of intellectual contributions during the evaluation period.

**Rating of 3.0 to 4.5:** This faculty member demonstrates clear evidence of on-going intellectual contributions in some of the categories listed above. The person receiving this rating will have published multiple journal articles which have met the minimum quality expectations set forth in the promotion and tenure criteria during the **three-year evaluation period** and/or will have received support from an externally funded research grant. Scholarly work that is in-press, in the revise-and-resubmit stage, under review, or in progress will be included as part of the evaluation.

**Rating of 2.0 to 2.9:** This faculty member demonstrates evidence of some level of intellectual contributions in one or more of the categories listed above. The person receiving this rating will normally have published at least one refereed journal article during the evaluation period and/or will have received some external funding.

**Rating of 1.0 to 1.9:** This faculty member has demonstrated minimal evidence of intellectual contributions. The person receiving this rating will normally have at least one published proceeding during the evaluation period or will have presented at least one paper at a professional meeting. Persons who demonstrate virtually no evidence of intellectual contributions during the evaluation period would receive a rating of 1.0.

On the approval of the Director and the Dean, refereed journal article acceptances or publication dates subsequent to the evaluation period can be used as the basis for an evaluation. The rigor of research and the quality of the research outlet are extremely important factors in the evaluation of intellectual

contributions. In addition, the number of intellectual contributions in an evaluation period factor into the final intellectual contributions rating.

Co-authored work may be given the same credit as single-authored pieces, depending on quality. When there are more than three co-authors, some reduction in credit awarded in the evaluation process may be considered. Work published outside the faculty member's discipline will be evaluated primarily on the basis of rigor and the quality of the research outlet. However, there is an expectation that the preponderance of publications will be in the faculty member's *primary* discipline.

### Service Activities

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While it is important to stay active in professional service, CBED also requires faculty to engage in institutional service at the program, school, college, and/or university levels. Service expectations are different based on rank. It is expected that senior faculty will carry a heavier service load and help shield junior faculty from heavy service obligations. A full professor is expected to display a breadth of service across discipline, program, school, college, and university levels and provide substantial leadership and mentorship to colleagues.

For evaluation, only verifiable service obligations that are active during the review period should be included. Evidence of institutional (program, school, college, university levels), professional (journal advising/reviewing, conference leadership, etc.), and community service should be provided, and the faculty narrative should highlight leadership and mentoring activities. Collegiality and engagement are reflected in activities like effectively communicating essential information from their committees with colleagues, actively participating in assessment processes, sharing knowledge and resources with colleagues, exhibiting a willingness to serve in various service roles in different levels, seeking out opportunities to support colleagues, etc. If a faculty member does not meet expectations in this area, they will be expected to work on an improvement plan (and therefore ineligible for summer research support or teaching opportunities). Falling below 3.0 for two evaluation periods in a row, or falling below 1.5 in any single evaluation period, will result in research reassignments being revoked. The following guidelines are used in evaluating service activities:

**Rating of 4.6 to 5.0:** This faculty member is recognized for his/her contributions to the organizational success of the University and College. This person has demonstrated a high level of service activity by seeking out opportunities to contribute to the university or College, as well as contributing to the professional community and community at large. This individual has engaged intensively in several of the activities listed below:

#### *Internal service activities*

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- Participating in the Assurance of Learning process,
- Advising students on their course of study, career opportunities, and securing employment,
- Participating in work-related events,
- Encouraging, supporting, and mentoring colleagues,
- Developing new programs,
- Engaging in recruitment and retention efforts,
- Serving on committees and task forces,
- Contributing to school and faculty processes,
- Serving as chair of a committee,
- Mentoring BAC Scholars,

- Chairing or serving on dissertation committees, Master's theses, or Honor's College theses,
- Serving as an invited guest lecturer in a university course outside the faculty member's discipline,
- Working with the various USM Centers or Continuing Education to develop or deliver courses to the business community,
- Reviewing grant proposals for others in the College or university.
- Exhibiting a willingness to expand course section enrollment as needed to benefit the operation of the School and College

#### *External service activities -*

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- Editing a professional journal,
- Submitting external funding proposals and securing funding for activities that are of a non-research nature,
- Participating in academic and professional organizations, including reviewing papers and manuscripts for meetings and journals,
- Teaching in non-degree executive education programs,
- Engaging in community organizations and community projects, particularly activities that provide professional expertise,
- Holding official responsibilities in a professional/educational organization,
- Organizing professional conferences or seminars,
- Serving on national funding agency or national foundation review panels for reviewing grant proposals,
- Reviewing for journals outside of official service on review boards,
- Participating in Professors-in-Practice Programs,
- Serving on an Editorial Board (of professional journals).

**Rating of 3.0 to 4.5:** This faculty member demonstrates substantial initiative and responsibility in the organizational success of this University and College, as well as contributing to the professional community and community at large. He/she is engaged actively in several of the activities listed above.

**Rating 3.0:** A non-tenured assistant professor will be judged at the 3.0 base in service evaluation. Clearly, such an individual may have service performance at higher levels. This base determination recognizes the importance of honing teaching skills and establishing oneself in a literature during the early, formative career stage of the assistant professor.

**Rating of 2.0 to 2.9:** This faculty member does what is asked of him/her, but little more. This person attends meetings as requested, provides some service to the school, keeps regular office hours, is typically available on campus on most workdays, and participates in a few of the activities listed above.

**Rating of 1.0 to 1.9:** This faculty member provides minimal service. This person does not consistently exhibit the behaviors outlined under the previous categories. Persons who demonstrate virtually no evidence of service activity during the evaluation period would receive a rating of 1.0.

#### Collegiality and Engagement

Collegiality is a facet of a healthy and productive workplace. While academic freedom is critical in higher education, it is sometimes misunderstood to protect certain types of negative behaviors. Academic freedom does not protect disrespectful speech to students, colleagues, or superiors, classroom speech

that is not germane to the course subject, harassment of colleagues or students, research or scholarship misconduct, or refusal to follow rules and policies.

Accordingly, all faculty members and administrators are expected to contribute to the development of a collegial environment by:

- treating colleagues with professional respect,
- interacting appropriately with students, staff, and faculty members in both verbal and written communications,
- avoiding harassing students or colleagues,
- limiting classroom speech to matters germane to the subject matter of the course,
- holding appropriate office hours,
- participating and showing respect for others in school meetings and research seminars, and
- engaging appropriately with organizations and groups outside the College and in so doing contributing positively to the reputation of the school, College, and University and otherwise engaging in positive organizational citizenship behaviors
- Source: <https://www.aaup.org/report/statement-professional-ethics>

Fully engaged citizens equitably contribute to the teaching, research/creative activities, and service missions of the university. This is accomplished through various behaviors that include, but are not limited to, the following: intentionally and conscientiously teaching and mentoring students; striving to advance one's own scholarly pursuits; contributing to shared governance through active engagement on School, College, and University committees; supporting colleagues; and complying with institutional policies.

To this end, faculty are expected to be routinely present and participatory throughout the semester including the weeks prior to the start of class and after the end of class each semester. During these weeks, faculty will engage in curriculum development, assessment activities, student advisement, in-service activities, faculty meetings, personnel meetings, class preparations, scholarly pursuits, and other activities as directed for the functioning and governance of the School. Nevertheless, faculty are encouraged to engage in valuable research, fieldwork, creative activity, conferences, and service opportunities that advance the Academy which may, at times, require time away from the University. Any time away that may affect a faculty member's assigned duties should be approved in advance by the School Director.

School Directors should address any issues with collegiality or engagement during the annual evaluation process and are encouraged to solicit feedback from colleagues as necessary.

### Annual Performance Review Reports

Annual Performance Review Reports will be completed in Digital Measures for all tenured/pre-tenured tenure-track faculty and non-tenure track faculty members. Annual Performance Review Reports will be submitted to Digital Measures (typically by the end of May unless otherwise specified by the Director.)

### Post-Tenure Review

Tenured faculty members in the CBED are as responsible as non-tenured faculty members to sustain their commitment to the College, and respective Schools, mission in the areas of teaching, research, and service. The University Handbook (section 4.7) clearly states performance levels that initiate a post-tenure review and the subsequent performance expectations to be achieved to be removed from PTR.

## CBED Organizational Chart

