SCHOOL OF LEADERSHIP
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

_____   9-9-22
Director   Date

_____   9/12/22
Dean   Date

_____   9/15/22
Provost   Date

SCHOOL OF LEADERSHIP
Policies and Procedures

Draft Reviewed: August 2022 (School Documents Committee)
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SCHOOL OF LEADERSHIP POLICIES AND PROCEDURES

This School of Leadership Policies and Procedures document supplements the College of Business and Economic Development (CBED) Faculty Policies & Procedures Manual and the University of Southern Mississippi (USM) Faculty Handbook.

Mission
Our mission is to develop and advance organizational leaders at the local, national, and international levels. We provide distinctive and competitive educational programs, delivered through experiential and responsive methods, to address emerging social, economic, and environmental challenges. Our research focuses on the expansion of knowledge in business and technology.

Vision
We provide multidisciplinary educational experiences that create transformational leaders.

Values
Courage – We have the mental and moral strength to do what is right, try new things, and overcome obstacles.
Integrity – We are honest, fair, reliable, and authentic in all we do.
Respect – We embrace diversity and are inclusive of people, thoughts, and ideas.
Knowledge – We promote discovery, invention, and innovation.
Collaboration – We practice teamwork and cooperation and build partnerships.

ORGANIZATIONAL STRUCTURE

The School of Leadership addresses its mission by offering undergraduate and graduate degrees. Faculty and staff personnel work together to accomplish the mission.

Faculty areas
The School of Leadership is comprised of faculty in eleven distinct disciplines. They are as follows: Accounting, Applied Technology, Finance, General Business, Human Capital Development, Industrial Engineering and Technology, and Logistics, Trade, and Transportation, Instructional Technology and Design, International Business, Management, and Marketing.

Degrees issued
The School of Leadership offers undergraduate and graduate degrees. The following are the degrees and certificates supported by the School.

Undergraduate degrees offered include:

- Bachelor of Science in Business Administration (BSBA) degrees in Accounting, Management, Marketing, and General Business.

- Bachelor of Applied Science (BAS) in Applied Technology.

- Bachelor of Science (B.S.) in Industrial Engineering Technology.

- Bachelor of Science (B.S.) in Industrial Engineering Technology (Logistics).

Graduate degrees offered include:

- Master of Science (M.S.) degree in Logistics, Trade, and Transportation.

- Master of Science (M.S.) degrees in Human Capital Development and Human Capital Development (Instructional Technology and Design).

- Doctor of Philosophy (Ph.D.) degrees in Human Capital Development and Human Capital Development (Instructional Technology and Design).

Certificates issued:

- Instructional Technology and Design Graduate Certificate

School Personnel

The CBED Faculty Policies and Procedures Manual and the USM Faculty Handbook outline the role of faculty and School Directors. The following are school-specific roles and responsibilities:

- *Programs Directors/Coordinators* – Appointed by the School Director. Supports the director in developing and implementing (a) program mission/vision and yearly goals, (b) curriculum/program revisions and program review, (c) enrollment growth plans, and (d) assessment plans and reports (WEAVE), and (e) program review.

- *Faculty* – Report to the School Director. Faculty responsibilities include teaching, research, and service (to the University, College, School, stakeholders, and their professions). Faculty may be required to perform other duties in support of the School, College, and University, in areas such as recruiting, retention, student success, marketing, and publicity.

- *Staff* – Administrative personnel act as academic and administrative support for the School and the director.

- *Graduate Assistants* – Report to the School Director. Provides administrative and academic services to staff and faculty members as assigned by the School Director.

Figure 1 depicts the current organizational structure of the School of Leadership.
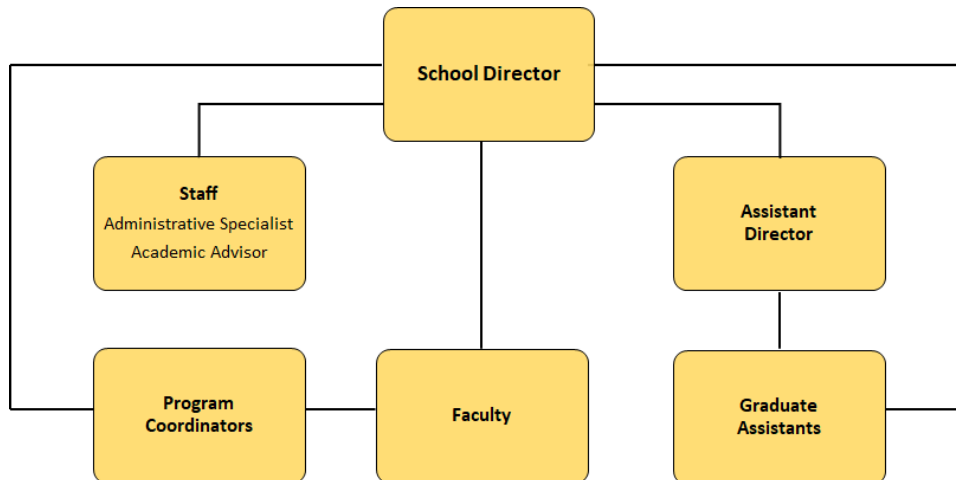
Figure 1. Organizational Structure of the School of Leadership

School Standing Committees

The faculty serve on various committees to provide shared governance and aid in the School's operations. Standing committees are permanent committees to fulfill University and College requirements.

School Leadership Team
Membership includes the School Director and other School personnel assigned by the director. The team provides advice and guidance to the director on various ongoing projects and operations of the School.

School Promotion and Tenure Committee
The School Promotion and Tenure Committee are faculty members eligible to vote on a particular candidate as outlined in the USM Faculty Handbook. If the School does not have three eligible faculty members to serve on such a committee, the School Director, in consultation with the dean, must invite faculty from a discipline related to the faculty under review to serve on the School of Leadership Promotion and Tenure Committee.

School Policies and Procedures Committee
The director appoints membership. The School Policies and Procedures Committee ensures that the College and School policies and procedures are consistent with the University handbook while addressing the School's specific requirements. The faculty will consider adoption recommendations from the School Policies and Procedures Committee through a majority vote.

Faculty Evaluation Committee
Each year, faculty votes on shared governance regarding annual evaluations. Options include:
- School Director only
- School Director and two senior faculty members
- A committee of three senior faculty members

The school director may be evaluated in two ways:
- The dean for their administrative role
- An appointed or elected group of three (junior/senior) faculty for their supervisory role, teaching, service, and research.

Program Curriculum Committees
The School Graduate Programs Curriculum Committee is a standing committee chaired by the Program Directors/Coordinators. The Graduate Program Committee recommends proposed graduate curriculum changes to the School Director for eventual submission to the CBED Graduate Programs and Assessment Committee (GPAC).

The Undergraduate Programs Curriculum Committee is a standing committee chaired by the Program Directors/Coordinators. The Undergraduate Program Committee recommends proposed undergraduate curriculum changes to the School Director for eventual submission to the CBED Undergraduate Programs and Assessment Committee (UPAC).

School Awards Committee
The director assigns membership. Responsible for developing awards and recommending recipients for awards to be given by school faculty.

School Ad Hoc Committees
Occasionally, the school director may need to establish an Ad Hoc committee to accomplish a specific task. These special committees operate at the pleasure of the director, and therefore members will be appointed by the director. Examples of Ad Hoc committees may include but are not limited to the following criteria: new hire selection committees, School documents committees, and Marketing committees.

College Committees
The faculty of SoL elect membership in the following college committees.

- Undergraduate Program Assessment Committee (UPAC)

- Graduate Program Assessment Committee (GPAC)

- College Promotion and Tenure Committee (CPT)

University Committees
The school faculty elect membership in University committees.

- Faculty Senate (F.S.)

- Undergraduate Council (UGC)

- Graduate Council (G.C.)

- University Promotion and Tenure Committee (UPT)

- Gulf Coast Faculty Council (GCFC)

WORKLOAD GUIDELINES

The School of Leadership faculty are expected to comply with all policies, procedures, and service requirements associated with their rank, including teaching, research, and service expectations, as specified in the CBED Faculty Policies & Procedures Manual.

ANNUAL EVALUATION

To conduct Annual Evaluations, all academic personnel must submit annual activity reports to the school director by May 31 (or a date designated by the college). These reports include a summary of professional activities in teaching, research, and service during the year evaluated. The purpose of the annual evaluation is to set annual goals for the faculty, which allow their director to monitor the achievement of these goals, determine progress towards tenure and/or promotion, serve as a measure of post-tenure performance, and provide a basis for advancements and recommendations.

In evaluating faculty performance, the School expects demonstrated achievement in all three areas of teaching, research, and service for tenure-track faculty and, when applicable, promotion for instructors and teaching professor members. Teaching track faculty are to show demonstrated achievements in teaching and service. While achievement in each of the three areas is required, it is not expected that every faculty member going up for review, tenure, and/or promotion will excel in every category.

Goals are assessed and reviewed with the school director and revisited throughout the year. Faculty goals are determined at the previous year's annual review interview with the school director. As changes occur, these goals are reviewed and updated as needed throughout the evaluation year, if appropriate. Goals are set with the understanding that they are specific and achievable in the academic year.

Guidelines to assist in the evaluation process are outlined in the CBED Policies & Procedures Document and the USM Faculty Handbook. These guidelines are provided for teaching, research, and service. Collegiality and engagement are highly valued in the School of Leadership and are considered in all three areas of evaluation.

PROMOTION AND TENURE GUIDELINES

General expectations and guidelines are outlined in the CBED Policies & Procedures Document. Assessments for teaching, research, and service are outlined above (in the evaluation section). In addition, the School of Leadership has identified a set of criteria used to assess elite journal status. Faculty who publish an article in an elite journal while at USM may count that article for two publications when considered for promotion and tenure.

Elite publications. The School of Leadership encompasses various academic areas. Therefore, a journal qualifies for elite status under one of the designations listed below.

- *Method 1:* The journal is designated an elite journal by one of the other schools in the College of Business and Economic Development.

- *Method 2:* The journals are designated as elite by the School of Leadership (see Table 1) or listed in the UTD 24 (from UT Dallas) and FT 50 (from the Financial Times) as leading business journals.

- *Method 3:* A faculty member can petition the School Policies and Procedures Committee for elite status. The faculty member must provide documentation showing that the journal quality is consistent with other journals on the elite list.

Table 1. *Elite Journal Status*

Discipline	Journal
Human Capital Development	Journal of Human Capital
	Human Performance
Industrial Engineering Technology	Journal of Business Logistics
	International Journal of Production Research
Instructional Technology and Design	Internet and Higher Education
	Computers and Education

SHARED GOVERNANCE

Shared Governance is the transparent process by which the University community (i.e., faculty, staff, and administrators) influences decisions on policies and procedures and may present alternatives on such matters.

Principle – The principle of shared governance implies that faculty members and other members of the corps of instruction have a responsibility to contribute to the governance and sound functioning of the Institution. This responsibility is often described as "service" in annual evaluation documents, promotion, tenure criteria, etc.

Expectations – Faculty are expected to contribute to shared governance through active engagement on School, College, and University committees, supporting colleagues, and complying with institutional policies. Academic service for the School, College, and University is a necessary faculty activity. Responsible service activities demonstrate and support the goal of shared governance within the university system.

Role of faculty – Faculty play a vital role in the overall governance of the unit. Members of the corps of instruction vote on significant decisions, policies, procedures, curriculum changes, and preliminary hiring decisions.

Transparency and accountability – This school document results from a collaboration between the director and the School Policy Ad Hoc Committee with feedback from all faculty considered. The aim is to make clear what the school values and how that dictates faculty expectations. This document should be reviewed by the director and leadership team once a year. Significant decisions should be made openly and with relevant faculty and staff input.

Process for amending school document – The School Policies and Procedures Committee considers areas mandated in Vision 2020 to be included in the School Policies and Procedures document (Organization Structure, Workload Guidelines, Annual Evaluation Guidelines, Promotion and Tenure Guidelines, Statement Regarding Shared Governance). The committee will review policies and procedures and receive input from School faculty for consideration.

Specifically, the committee assures that school policies and procedures are consistent with College and University Policies and Procedures while providing the flexibility to accommodate the externally mandated requirements of accreditation or professional internships or to protect exceptional cases that should be protected and promoted by the School. The committee will consider possible changes and draft language for discussion and approval by the school faculty.