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Revised 08/14/2017
Article I. Introduction

This document is prepared in compliance with the University of Southern Mississippi Faculty Handbook (effective August, 2013).

Section 1.01 Purpose

This College of Business Faculty Handbook supplements the University of Southern Mississippi Faculty Handbook (effective April, 2015) by adding appropriate, faculty-determined specificity relevant to the College of Business. The organization of this document parallels the organization of the University of Southern Mississippi Faculty Handbook. The intent is that both documents be read as one document, extended to meet the unique requirements of the College of Business. All caveats, explanations and conditions of the University of Southern Mississippi Faculty Handbook apply to this document. This document supersedes and replaces all previous College of Business Faculty Handbook documents.

Section 1.02 Credits

The Handbook Committee used numerous institutions as benchmarks in revising the present handbook and material within this Faculty Handbook was drawn from and influenced by a number of sources. Accordingly, the Handbook Committee would like to recognize that the following sources influenced the development of this handbook:

- The Association to Advance Collegiate Schools of Business (AACSB International) Eligibility Procedures and Accreditation Standards for Business Accreditation (April 8, 2013)
- California State University, Long Beach College of Business Administration Faculty Qualifications Guidelines
- East Carolina University College of Business Faculty Handbook (2014-2015)
- Louisiana Tech University College of Business Faculty Promotion and Tenure Guidelines
- Radford University College of Business & Economics Faculty Policies and Procedures Manual (April 18, 2013)
- San Jose State University Lucas College and Graduate School of Business Policy on Faculty Qualifications and Engagement (Fall 2014)
- Southern Association of Colleges and Schools Commission on Colleges (SACS COC) Faculty Credentials Guidelines (December, 2006)
- The University of Southern Mississippi (USM) Faculty Handbook
- The University of North Texas College of Business Promotion and Tenure Policy
- Texas Tech University Rawls College of Business Policies and Procedures
- Virginia Tech Pamplin College of Business Expectations for Tenure and Promotion (7-2-14)
- Western Kentucky University Gordon Ford College of Business Promotion and Tenure Guidelines (January 23, 2014)
- Winthrop University College of Business Administration Faculty Manual (2014-2015)
Article II. Vision & Mission (adopted 1/27/17)

The College of Business is one of six degree-granting colleges at the University of Southern Mississippi. More than 65 faculty members teach courses to approximately 2,300 graduate and undergraduate students in numerous majors on the Hattiesburg and Gulf Coast campuses.

Section 2.01 Vision

We inspire positive change as we cultivate talent and connect with organizations.

Section 2.02 Mission

We create excellence in the use of core business concepts, build knowledge through scholarship, promote progress in our people, and support the economic development of our communities.

(a) Strategic Goals

Our goals are to:

1. Invest in our people and infrastructure
2. Enhance our relevance, analytics, and responses to a changing world
3. Connect with organizations and our communities
4. Foster innovation and integrity in our culture

These goals build on our traditional focus on career development for our faculty, staff and students as they emphasize innovation and applied experiences for our students and organizations in the region...and beyond.

(b) Core Principles and Values

The following principles and values drive actions and the development of programs of the College of Business at the University of Southern Mississippi:

(i) Genuine

We emphasize the integrity in our interactions and value authenticity.

(ii) Relevant

We seek to be in sync with changing times; to research and teach concepts that are applicable to business.

(iii) Inclusive

We are welcoming and offer support for all who want to enhance their business knowledge and develop their skills.
(iv) Tenacious

We are persistent, determined, steadfast, tireless, and firm in holding fast to our goals and dreams for ourselves, our students, and our communities.

Section 2.03 BSBA Learning Goals

Students completing the BSBA will be able to:
1) Demonstrate knowledge and understanding of business disciplines.
2) Think critically as they frame an issue, analyze the situation using relevant information, and defend a recommendation.
3) Communicate with a) effective written communication skills [organization, grammar, style] and b) effective speaking communication skills [organization, use of technology and timing, verbal delivery, nonverbal delivery].
4) Apply information technology to support business solutions. [e.g. Excel, Bloomberg, SAP…]
5) Work with integrity as they integrate ethical considerations into decisions.

Section 2.04 Accounting BSBA Learning Goals

1) Students will be able to research databases and formulate appropriate solutions based on this research and logical reasoning.
2) Students will be able to demonstrate the ability to communicate effectively in writing.
3) Students will be able to demonstrate competency in current technology.
4) Students will be able to demonstrate competency in ethical decision making.
5) Students will be able to demonstrate functional knowledge of basic accounting skills.

Section 2.05 MBA Learning Goals

1) MBA graduates will demonstrate knowledge of business concepts and techniques in all relevant functional areas (e.g., managerial accounting, marketing, management, finance, and strategy).
2) MBA graduates will demonstrate skills in leadership and team building.
3) MBA graduates will demonstrate the ability to identify and understand ethical and cultural perspectives.
4) MBA graduates will demonstrate the ability to communicate effectively.
5) MBA graduates will demonstrate creative critical thinking skills by integrating and applying appropriate concepts, technologies and decision making techniques to effectively evaluate and manage a business in a global environment.
Section 2.06  MPA Learning Goals

1) Students will demonstrate that they have acquired technical skills to qualify for employment in accounting.
2) Students will be able to identify relevant information and think critically in making decisions.
3) Students will be able to work effectively in a team environment.
4) Students will be able to demonstrate effective oral communication.
5) Students will be able to demonstrate functional knowledge of the business environment.

Section 2.07  MSED Learning Goals

1) Students will have a thorough understanding of economic development theory and practice including business attraction, retention, and small business development.
2) Students will be effective, critical-thinking, and ethical professionals and leaders in economic development.
3) Students will have the necessary professional knowledge and skills to anticipate and respond to future trends and issues they encounter as economic development practitioners and policy and research specialists at the local, state, national, and international levels.
4) Students will have started building relationships with the professional economic development community that can be helpful to their career development and professional growth.

Section 2.08  MSM Learning Goals

1) MSM graduates will demonstrate content knowledge related to the study of sport management, including principles of management and leadership, marketing, facility and event management, legal aspects, socio-ethical issues, and financial planning.
2) MSM graduates will demonstrate social responsibility and inclusivity, specifically incorporating ethical, legal, and socio-cultural issues in managerial decision-making and policy development in sport.
3) MSM graduates will demonstrate effective personal and group communication skills, both orally and written.
4) MSM graduates will utilize critical thinking skills in analyzing sport management issues.
5) MSM graduates will effectively utilize technology and software programs for scholarly activity and professional development.
Article III. Organizational Structure

Section 3.01 Administration

The Office of the Dean heads the administration of the College of Business at Southern Miss. Functioning directly under the Dean are the Associate Dean for Operations and Accreditation, Associate Dean for Undergraduate Programs and Assurance of Learning, Associate Dean for the Gulf Park Campus and MBA Director, and the Director of External Relations. Assisted by the department chairs/directors, these administrative officers supervise every facet of the CoB’s operations and serve as the Dean’s principal advisors.

Section 3.02 Academic Departments

The College of Business is organized into five units: School of Accountancy; Department of Finance, Real Estate, and Business Law; Department of Management and International Business; Department of Marketing and Merchandising; and Department of Economic Development, Tourism, and Sport Management. Supporting units are the Undergraduate Academic Services, the Graduate Programs Office, the College of Business Gulf Coast Office, the Business Academic Success and Excellence Center (BASE), the Career Services Office, and the College Development Office.

An organizational chart for the CoB can be found in Appendix A.

Section 3.03 Research Centers and Centers of Excellence

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

(a) Center for Financial Services

The Center for Financial Services (CFS) was created in 2001 with contributions from private companies such as Citigroup/Primerica. The Center is now titled The First Financial Services Center with the naming gift provided for Scianna Hall. Its role is to prepare students for careers in the financial services industry and to meet the demands for employees knowledgeable in a full range of financial services. Other center activities include facilitating interaction between students and prospective employers and hosting pertinent research presentations by Southern Miss and other guest faculty members. As a research center, the CFS also provides information beneficial to the financial services industry. The CFS houses a student trading room, providing real-time access to current financial information, economic forecasts and industry research.

Figure 3. Students in Center for Financial Services
(b) Center for Economic and Entrepreneurship Education

The Center for Economic and Entrepreneurship Education (CE³) administers the Southern Entrepreneurship Program, founded in 2007 as the Southern Mississippi Youth Entrepreneurship Program (SMYEP), was developed as a critical response to the lack of existing entrepreneurship training within Mississippi’s K-12 educational system. The Southern Entrepreneurship Program provides a forum for K-12 students and educators as well as business leaders and resource providers in Mississippi to engage with one another in a uniquely hands-on, interdisciplinary approach to entrepreneurship education and business development. The SEP’s outreach has since expanded from training 60 high school students per year to more than 500 students from 30 schools across the state.

Section 3.04 Committees

College committee assignments will be made at the beginning of the fall semester by the Dean and members of the College of Business Executive Committee.

(a) University Committees

- Academic Council
- Advising Committee
- Council of Chairs
- Faculty Senate
- General Education Curriculum Assessment Committee (GECAC)
- Graduate Council
- Library Advisory Committee
- Ombudsman
- Strategic Planning Committee
- Student Success Implementation Committee
- Textbook Committee
- University Advisory Committee
- University Assessment Committee
- University Grade Appeals Committee
- University Research Council
- University Withdrawal Committee

(b) College Standing Committees

- Academic Standards Committee
- Business Advisory Council
- Business Student Advisory Board
- College Advisory Committee (Also serves as the Faculty Academic Integrity Committee)*
- Department Personnel Committee
- Executive Committee
- Graduate Programs and Assessment Committee (GPAC)
- Undergraduate Programs and Assessment Committee (UPAC)

*Members of the College Advisory Committee will be determined per the USM Faculty Handbook section 2.11.2.
Article IV. Faculty Sufficiency and Deployment

The College of Business 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.

(a) Participating Faculty

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 department, college, and university. These individuals will be classified as “participating faculty.” Participating faculty members actively and deeply engage in the non-teaching endeavors of the CoB such as making policy decisions, advising, recruiting, conducting research, assessment of learning, and service commitments. Participating faculty members may share in the governance of the school and be eligible to serve as members on appropriate committees responsible for academic policymaking and/or other decisions. Participating faculty may participate in a variety of non-teaching activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees.

Participating faculty may be 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.

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 director/chair and dean. The amount and type of service expected varies based on the needs of the department 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 departmental missions, faculty participation should be included in the annual faculty development plan and in the annual evaluation process.
(b) Supporting Faculty

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.

Section 4.02 Faculty Qualifications and Engagement

The College of Business at Southern Miss 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. The definitions for the four different categories of qualified faculty: Scholarly Academics (SA); Practice Academics (PA); Scholarly Practitioners (SP); and Instructional Practitioners (IP).

<table>
<thead>
<tr>
<th>Sustained engagement activities</th>
<th>Academic (Research/Scholarly)</th>
<th>Applied/Practice</th>
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<tbody>
<tr>
<td>Scholarly Practitioners (SP)</td>
<td>Sustained by:</td>
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<td>1 IC</td>
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<td>3 engagement activities-at</td>
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<td>least 2 must be professional-</td>
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<td></td>
<td>in 5 years</td>
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<tr>
<td>Instructional Practitioners (IP)</td>
<td>Sustained by:</td>
<td></td>
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<tr>
<td></td>
<td>4 engagement activities-at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>least 3 must be professional-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in 5 years</td>
<td></td>
</tr>
<tr>
<td>Scholarly Academics (SA)</td>
<td>Sustained by:</td>
<td></td>
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<tr>
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<td>2 PRJs</td>
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<td></td>
<td>2 engagement activities-all</td>
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<td></td>
<td>must be scholarly- in 5 years</td>
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</tr>
<tr>
<td>Practice Academics (PA)</td>
<td>Sustained by:</td>
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<td>1 PRJ</td>
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<td></td>
<td>3 engagement activities-at</td>
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<td></td>
<td>least 2 must be scholarly- in</td>
<td></td>
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<tr>
<td></td>
<td>5 years</td>
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</tbody>
</table>

Faculty Qualifications Indicators based on the percent of time devoted to the school’s mission:

- Minimum SA: \( \frac{(SA)}{(SA + PA + SP + IP + O)} \geq 40\%\)
- Minimum SA + PA + SP: \( \frac{(SA + PA + SP)}{(SA + PA + SP + IP + O)} \geq 60\%\)
- Minimum SA + PA + SP + IP: \( \frac{(SA + PA + SP + IP)}{(SA + PA + SP + IP + O)} \geq 90\%\)
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 who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members’ earlier work as an SA faculty member.

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 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 who join the faculty with significant and substantive professional experience.

Category classification of each faculty member will be determined by the department chair during the annual evaluation. Individuals who do not meet the criteria for these categories will be classified as “Other.” 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.

(a) 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).

(i) Guidelines for Sustaining Scholarly Academic (SA) Status

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 CoB. To sustain SA status, faculty members must publish two peer reviewed journal (PRJ) article 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. Additionally, administrators who return to faculty shall be considered to be SA for three years after returning to the faculty ranks.

Faculty who do not maintain the criteria for SA status may move to PA status if they meet guidelines for sustaining PA or to ‘Other.’ 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 four years. They are expected to show progress during the period and fully meet the criteria for SA status at the end of the period.

(ii) Guidelines for Sustaining Practice Academic (PA) Status

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.

(b) Criteria for Designation to Scholarly Practitioner and Instructional Practitioner Status

Faculty hired without a terminal degree but with significant professional experience 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.
(i) **Guidelines for Sustaining Scholarly Practitioner Status**

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.

(ii) **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.

**Section 4.03  Table 1. Sustained Engagement Activities**

<table>
<thead>
<tr>
<th>Scholarly Activities</th>
<th>Professional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish an additional PRJ article (IC)</td>
<td>Create and deliver executive education seminar</td>
</tr>
<tr>
<td>Publish a case in a case journal (IC)</td>
<td>Obtain new or maintaining a professional certification appropriate to teaching responsibilities</td>
</tr>
<tr>
<td>Publish an invited article (IC)</td>
<td>Serve on the Board of Directors for a major not-for-profit or for-profit organization</td>
</tr>
<tr>
<td>Author a scholarly book (IC)</td>
<td>Serve on the Board of Directors for a major industry/trade association</td>
</tr>
<tr>
<td>Author a textbook or revise an edition of a textbook (IC)</td>
<td>Complete a faculty internship where a faculty member works full-time for a company for a period of at least 5 weeks</td>
</tr>
<tr>
<td>Author scholarly chapters in an edited volume (IC)</td>
<td>Participate in evaluation teams, such as SACS, AACSB, or other discipline specific visits</td>
</tr>
<tr>
<td>Edit a scholarly book</td>
<td>Take a course in a new or emerging field with implications for primary field</td>
</tr>
<tr>
<td>Publish cases, instructional materials, instructional software (IC)</td>
<td>Assist in operation of a business (significant involvement) related to a faculty member’s field</td>
</tr>
<tr>
<td>Author a test bank, study guide, instructor’s manual for textbook</td>
<td>Complete significant continuing education sessions in the discipline related to a faculty member’s field (related to certification/license)</td>
</tr>
<tr>
<td>Publish a book review (IC)</td>
<td>Continue existing or obtain new (and appropriate) professional certifications and licenses</td>
</tr>
<tr>
<td>Present conference papers that are published or abstracted in PR proceedings (IC)</td>
<td>Work on retainer for a company</td>
</tr>
<tr>
<td>Present conference papers but not published (IC)</td>
<td>Make presentations to faculty on a company, industry, or discipline</td>
</tr>
<tr>
<td>Scholarly Activities</td>
<td>Professional Activities</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Present conference papers in poster sessions, symposia, or roundtables and abstracted (&lt;sup&gt;IC&lt;/sup&gt;)</td>
<td>Participate in practitioner associations and conferences, providing interaction with peer level professionals</td>
</tr>
<tr>
<td>Publish materials describing the design and implementation of a course</td>
<td>Participate in industry specific seminars (strategy sessions, lobbying efforts, regulatory compliance, etc.)</td>
</tr>
<tr>
<td>Make an invited presentation of research outside the College</td>
<td>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)</td>
</tr>
<tr>
<td>Present research at a conference</td>
<td>Maintain a significant consulting practice with multiple clients and substantial revenues</td>
</tr>
<tr>
<td>Complete work on an externally funded grant (&lt;sup&gt;IC&lt;/sup&gt;)</td>
<td>Create and/or deliver executive education seminars that are well attended</td>
</tr>
<tr>
<td>Distribute progress/outcome reports associated with externally funded grant</td>
<td>Publish (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base</td>
</tr>
<tr>
<td>Submit an externally funded grant proposal for review</td>
<td>Complete college courses related to the field of instruction</td>
</tr>
<tr>
<td>Act as journal or associate editor or member of review board of PRJ</td>
<td>Serve as a member of a board of directors, making a substantial contribution related to the faculty member’s field</td>
</tr>
<tr>
<td>Hold a leadership position in academic and professional organizations</td>
<td>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)</td>
</tr>
<tr>
<td>Perform chair or discussants duties at professional conferences</td>
<td>Serve as advisor to student group in the CoB</td>
</tr>
<tr>
<td>Author a report from sponsored research that is widely disseminated</td>
<td>Participate in trade associations and governmental committees</td>
</tr>
<tr>
<td>Review papers for a conference or conference proceedings</td>
<td></td>
</tr>
<tr>
<td>Review chapters for a double-blind reviewed book</td>
<td></td>
</tr>
<tr>
<td>Serve as an ad hoc reviewer for a journal</td>
<td></td>
</tr>
</tbody>
</table>

Section 4.04  Guidelines for Sustaining Faculty Qualifications (School of Accountancy)

Note: Because the School of Accountancy has a separate accreditation, separate guidelines for sustaining faculty qualifications may be required.
Section 4.05  USM Faculty Qualifications

In addition to the above described requirements for faculty qualifications, the CoB 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 CoB gives primary consideration to the highest earned degree in the discipline. In general, faculty teaching in the CoB 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 CoB 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.

Article V.  Teaching Policies

Section 5.01  Expected Teaching Loads

The University of Southern Mississippi’s (USM) 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 the University's comprehensive mission and related institutional goals, department chairs 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 CoB faculty. This college’s policy on expected teaching loads is consistent with USM references, while explicitly recognizing a tenured faculty member’s research responsibilities, 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 COB faculty:

(a) Table 2. Expected Teaching Loads

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Expected Teaching Load</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Tenure-Track (Instructors) (IP, SP)</td>
<td>24 credit hours</td>
<td>may earn course releases per specific justification discussed below</td>
</tr>
<tr>
<td>Non Tenure-Track (Clinical Faculty) (PA)</td>
<td>21-24 credit hours</td>
<td>may earn course releases per specific justification discussed below</td>
</tr>
<tr>
<td>Tenured &amp; Tenure-Track (SA)</td>
<td>12-18 credit hours</td>
<td>2-4 course releases subject to research productivity and staffing levels</td>
</tr>
<tr>
<td>Named Research Professor</td>
<td>15 credit hours or per offer letter</td>
<td>3 course releases for research or per offer letter</td>
</tr>
</tbody>
</table>
Course releases may also be proposed by the department chair 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 department chair. These course releases must be discussed with, and approved by, the Dean. The department’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 department/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.). Where travel is involved, mileage reimbursement will be at the official rate.

Section 5.02 Office Hours

Faculty availability for students is an important component of the educational process. Each College of Business 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 department chairs should be notified of each faculty member’s office hours at the beginning of each semester.

Section 5.03 Syllabi and Textbooks

All courses must have a master syllabus that is available on the home department’s file system. The master syllabus lists the course content that must be covered as part of the course. Faculty responsible for delivering the course should carefully review the master syllabus when preparing their own class syllabi. The master syllabi and textbooks for lower-level courses or multiple-section courses should be determined by agreement among the department faculty. Course coordinators shall be appointed by the respective department chair to assist faculty in preparing to teach such courses for the first time and to ensure that the content of such courses are similar across instructors and sections. It is important to note that although the general topics to be covered in courses are prescribed in the master syllabi, the instructor has significant autonomy regarding presentation of material and testing requirements.
At a minimum, **ALL** course syllabi in the College of Business are required to contain the following components:

- Course name and number
- Semester
- Instructor name, office location, office hours, office phone number, university e-mail address
- Course catalog description (including any prerequisites)
- Text(s)
- Syllabus statements found here ([http://www.usm.edu/business/syllabus-statements](http://www.usm.edu/business/syllabus-statements))
- Course Objectives
- Course Content
- Grading Scale and explanation of how grades are determined
- Attendance policy

A copy of the course syllabi for each course taught by each faculty member must be submitted to their department chair prior the first day of class.

### Section 5.04 Textbook Policy

Instructors responsible for delivery of single section courses may choose the required textbooks for assigned courses with the approval of the department chair. 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, 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 department chair.

**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.

### Section 5.05 Student Privacy

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 [http://www.usm.edu/registrar/southern-miss-and-ferpa-compliance-policy](http://www.usm.edu/registrar/southern-miss-and-ferpa-compliance-policy)). 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) publically posted in a personally identifiable manner such as social security number or student identification number;
Section 5.06 Scholarly Misconduct Policy

In accordance with the University’s scholarly misconduct policy, the CoB 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. As defined by the University, scholarly misconduct includes but is not limited to:

- Research Misconduct as defined by federal policy: "fabrication, falsification or plagiarism in proposing, performing, or reviewing research or reporting research results."
- Abuse of confidentiality, including improper use of information gained by privileged access, such as information obtained through service on peer review panels and editorial boards.
- Violation of University regulations concerning the use of human subjects, animal subjects, and laboratory safety.
- Misappropriation of funds or resources, such as the misuse of research funds for personal gain.

Misconduct does not include honest errors or mere differences in judgment.

The complete and authoritative version of the policy is available on the research section of the Institutional Policies webpage (http://www.usm.edu/institutional-policies/policy-rsch-vp-002).

Section 5.07 Student Academic Integrity Policy

The students, faculty (i.e., any person hired to conduct classroom activities or research at the university), and administrators of the College of Business (CoB) recognize that honesty and integrity are fundamental expectations in the academic and business communities. Accordingly, we hereby establish this Policy to be adhered to by all CoB administrators, faculty, and students.

(a) Faculty and Administrators’ Responsibilities in Support of Academic Integrity

The faculty and administrators of the CoB share responsibility with our students for implementing the CoB’s Academic Integrity Policy. This includes, but is not necessarily limited to, accepting responsibility for:

- Informing students that every student enrolled in a CoB course is automatically bound by the college’s Academic Integrity Policy. Additionally, faculty will include the following paragraph in their course syllabi that references the Academic Integrity Policy: “Because this course is offered in the College of Business, all students enrolled in this course will adhere to the CoB’s Academic Integrity Policy, as stated on this page.”
- Clearly specifying parameters of permissible and impermissible conduct in specific contexts, such as course assignments.
- Ensuring that examinations are properly proctored.
- Whenever feasible, updating and modifying examinations and other graded assignments.
Responding to violations of this Policy according to the established procedures (see “Procedures for Responding to Violations of Academic Integrity Policy”).

Communicating information regarding violations of this Policy and proceedings of the Academic Conduct Committee only to the Chair of the Academic Conduct Committee, the relevant CoB Department Chair, the Associate Dean of the CoB, the Dean of the CoB, the appropriate administrator of student affairs for the CoB, and persons who are present at any proceeding held by the Academic Conduct Committee.

Treating all students in a fair, nonarbitrary, and nondiscriminatory manner.

Using students’ work for their own purposes only with their knowledge, permission, and proper crediting.

The complete CoB Academic Integrity Policy can be found on the CoB webpage (http://www.usm.edu/business/academic-integrity-policy). Faculty are encouraged to review student responsibilities in support of the academic integrity policy and stress these responsibilities to students through course syllabi.

Section 5.08   Online Teaching and Policies

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://lec.usm.edu/.

Every online course is required to maintain a Canvas website as the course entry point. Course materials and content will be organized at the instructor’s discretion; however, the following are recommended as menu items on the Canvas site.

- Content
- Announcements: Exam announcements, initial greeting, homework reminders
- Course Information
- Syllabus, course schedule, honor code, proctor policy, any other information related to the course that may be repeatedly accessed by students but that does not usually change during the term.
- Staff Information, Office hours, phone number, and office number of instructor

Faculty teaching online should also refer to the most recent Online Learning Policies & Procedures (https://lec.usm.edu/who-we-are/policies/) for more detailed information.

To ensure that all CoB online courses meet the standard of quality mandated by AACSB, each online course is required to contain the following:

- A Canvas site that includes a detailed and specific syllabus and instructor contact information including office hours.
- Student to student and student to faculty interaction via an ongoing, moderated discussion board / chats or similar interactive activity.
Student deliverables (i.e. quizzes, homework assignments, projects, etc.) adequate to promote ongoing course participation and learning.

Section 5.09 Independent Study Policy

Independent study classes may be initiated to satisfy a number of 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 chair 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. All independent study classes must be approved by the department prior to commencing. Individual faculty members do not have the authority to approve or initiate any independent study class.

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.

Section 5.10 Academic Freedom

Academic freedom is a well-established principle at the University of Southern Mississippi and the College of Business. Academic freedom is fundamental to the central values and purposes of the University community. It is understood, however, that with academic freedom there must be a concomitant responsibility for students, speeches, and actions.

The College of Business adheres to the University’s policy on academic freedom. Refer to the University of Southern Mississippi Faculty Handbook, Section 2.12, for additional information.

Section 5.11 External Employment Policy

College of Business employees engaging in external employment must receive prior approval for such employment. Requests for external employment must be submitted on a yearly basis. Approval is obtained using the form provided at https://www.usm.edu/general-counsel/outside-employment.
Article VI. Promotion and Tenure

Section 6.01 Pre-Tenure Review

Each non-tenured faculty member holding a tenure-track position will undergo a comprehensive review of progress toward promotion and/or tenure during the third year of full-time service at Southern Miss. According to the University Faculty Handbook, a third year review will occur during the spring of the second year of full-time employment at the USM for a faculty member receiving three or fewer years of credit from another institution towards tenure. 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](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 home department, respective Chair, College Advisory 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.

Section 6.02 General Guidelines for Research

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 in the faculty member's disciplinary field during the review period. For promotion in rank to Full Professor, faculty must complete twelve additional activities, including a minimum of six additional peer-reviewed journal articles in the faculty member's disciplinary field during 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 activity. 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.

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 are highly rated in the ISI Journal Citation Ratings, Scopus rankings (SJR, IPP, SNIP, Citations), have an impact factor, Eigenfactor, or Article Influence Score that is in the top 15% of journals in the faculty member's discipline, or an acceptance rate of 10% or less. Each department is responsible for compiling and updating an elite peer-reviewed journal list for each discipline in the department. Faculty who do research in sub-disciplines 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 as to why the journal in question should be considered an elite peer-reviewed journal.

Furthermore, there is a minimum journal quality expectation. The committees may consider, but are not limited to considering, the following factors in evaluating quality: indexing in the ISI Journal Citation Rankings, appearance in Cabell's journal directory, acceptance rate of 35% or below, appearance on the Australian Business Deans Council journal quality list, appearance on journal rankings list of peer and aspirant business schools. As a rule of thumb, predatory journals (i.e., open-access, pay-to-publish journals, etc.) do not meet minimum quality standards and will not be counted toward required peer-reviewed journal articles or scholarly activities. Faculty may petition the departmental 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.

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 CoB 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.

Section 6.03 General Guidelines for Teaching

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 for the following rating questions: Academic Standards (#4), Availability (#6), Overall Instructor Evaluation (#14), Overall Course Evaluation (#15), and How Much the Student Learned (#16). The only additional requirement for promotion to Full
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 Meritorious or better to be considered for promotion to full professor.

Other metrics that should be used to evaluate teaching competency include: participation in assurance of learning activities; 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 preps 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 in order for it to be included in the promotion and tenure evaluation process.

Section 6.04 General Guidelines for Service

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 College of Business and the University, 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 department and school meetings, serve on College of Business 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 department and/or college. For promotion to Full Professor, faculty members are required to exhibit a higher level of discipline, College, University, and community service.
Section 6.05  Collegiality

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 departmental 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 department, College, and University and otherwise engaging in positive organizational citizenship behaviors (Source: AAUP’s Statement of Professional Ethics).

Department chairs should address any collegiality issues during the annual evaluation process and should solicit feedback from colleagues concerning collegiality.

Section 6.06  Candidates for Full Professor

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) is considered 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 Department Personnel Committee (DPC) 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 packet should be submitted electronically in a PDF format to the Chair of the DPC in accordance with the timeline stated on the Provost’s calendar.

Section 6.07  Non-Tenure Track Promotion Requirements

(a) Instructor to Lecturer: Individuals appointed as Instructor are eligible to apply for promotion to Lecturer during their fifth year of service as an Instructor. Faculty members must demonstrate a continuous record of teaching excellence coupled with progressive contributions to departmental/college/university service and scholarly and/or professional activities to sustain IP or SP status as defined in table 1.
Lecturer to Senior Lecturer: Individuals are eligible to apply for promotion to Senior Lecturer during their fifth year of service as a Lecturer. Faculty members must demonstrate excellent and innovative teaching coupled with notable contributions to departmental/college/university service and scholarly and/or professional activities to sustain IP or SP status as defined in table 1.

(b) Teaching Professors

Assistant Teaching Professor to Associate Teaching Professor: Individuals appointed as Assistant Teaching Professor are eligible to apply for promotion to Associate Teaching Professor during their fifth year of service as an Assistant Teaching Professor. Faculty members must demonstrate excellent and innovative teaching coupled with progressive contributions to departmental/college/university service and scholarly and/or professional activities to sustain PA or SA status as defined in table 1.

Associate Teaching Professor to Teaching Professor: Individuals are eligible to apply for promotion to Teaching Professor during their fifth year of service as an Associate Teaching Professor. Faculty members must demonstrate excellent and innovative teaching coupled with notable contributions to departmental/college/university service and scholarly and/or professional activities to sustain PA or SA status as defined in table 1.

Article 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 College of Business 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 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. Department chairs, school director, and assistant/associate deans are considered to be 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. Release 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 performance of a faculty member over a three-year period. The three-year period is on a calendar year basis. A scale from one to five will be used in evaluations. The meaning of the numbers is given below:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exceptional</td>
</tr>
<tr>
<td>4</td>
<td>Meritorious</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

(a) Instruction

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. In evaluating instructional performance, the following scale is used:

**Rating of 4.0 to 5.0:** Faculty member is clearly superior in the classroom, relative to his/her colleagues. This person exhibits many of the traits in the following list.

(i) Course Development and Teaching Effectiveness

- 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,
- Works to incorporate 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,
- Teaching awards received (internal and external),
Development and participation in overseas assignments,
Spends time with students outside of class in such activities as tutoring, test reviews, and field trips,
Application of time-intensive testing procedures (e.g., essay exams, research papers).

(ii) **Innovative Approaches to Instruction**

- 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.

(iii) **Teaching and Instructional Development**

- 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,
- Development and publication of textbooks,
- Development and publication of instruction manuals,
- Development and publication of instructional presentations and publications.

**Rating of 3.0 to 3.9:** 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 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).

(b) **Intellectual Contributions**

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. The following guidelines are used in evaluating intellectual contributions:

**Rating of 4.0 to 5.0:** This faculty member demonstrates clear evidence of intensive, high-quality, and on-going intellectual contributions. The faculty member 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 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 of from 4 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. Faculty members should refer to Appendix 8-2, in which the College of Business Journal Rankings Committee details the ranking and weighting system for intellectual contributions at varying levels of rigor, quality and quantity.

**Rating of 3.0 to 3.9:** This faculty member demonstrates clear evidence of on-going intellectual contributions in some of the categories listed above. The person receiving this rating will normally have published one or more B-level refereed journal articles during the evaluation period and/or will have received support from an externally funded research grant.

**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 Chair/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. However, when there are more than three co-authors, some reduction in credit awarded in the evaluation process will 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 the expectation that over time the preponderance of publications will be in the faculty member's primary discipline.

(c) Service Activities

The following guidelines are used in evaluating service activities:

**Rating of 4.0 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:

(i) **Internal service activities** -

- 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,
- Serving on committees and task forces,
- Contributing to departmental 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,
- Invited as 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.

(ii) **External service activities** -

- 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,
- Professors-in-Practice Program participation,
- Editorial Board membership (of professional journals).

**Rating of 3.0 to 3.9:** 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 a number of the activities listed above.

**Rating 3.0:** Except in cases where an individual’s collegiality and/or service reception/activity is unacceptable or needs improvement, a non-tenured (tenure-track) 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/department, keeps regular office hours, is typically available on campus on most work days, 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.

Section 7.02 Annual Performance Review Reports

Written Annual Performance Review Reports will be provided for tenured/pre-tenured tenure-track faculty and non-tenure track faculty respectively. Copies of completed Annual Performance Review Reports will be submitted to the Office of the Dean by the end of the spring semester.

Section 7.03 Post-Tenure Review

Each written Annual Performance Review Report for a tenured faculty member will include an assessment for post-tenure review. Since the numerical evaluations for annual performance review in this document (College of Business Faculty Handbook) and for post-tenure review in the University of Southern Mississippi Faculty Handbook (USM 8.5.2) differ, the following convention will be followed:
Fractional values, as assigned in the annual evaluation document, will not be reflected in calculating the post-tenure review score. Weights to be used in computing an overall post-tenure evaluation are those defined in Section 8.4.3 of this document (40% - instruction, 40% - research, and 20% - service; unless altered by the Dean).

As an example, a tenured faculty member with 3.72: Instruction, 4.15: Scholarly Activity, and 1.5: Service/Professional Development will receive a Post-tenure Review evaluation of \( 4 \text{(Good)} \times 0.40 \text{ (Instruction weight)} + 5 \text{(Excellent)} \times 0.35 \text{ (Scholarly Activity weight)} + 2 \text{(Needs Improvement)} \times 0.25 \text{ (Service/Professional Development weight)} \) = (1.60 + 1.75 + 0.50) = 3.85.

The Overall Rating for Annual Evaluation will clearly be different at \( (3.72 \times 0.40) + (4.15 \times 0.35) + (1.50 \times 0.25) \) = (1.49 + 1.45 + 0.38) = 3.32.
Appendix