POLICIES AND PROCEDURES MANUAL

MITCHELL COLLEGE OF BUSINESS

UNIVERSITY OF SOUTH ALABAMA

June 2014
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USA MISSION/VISION STATEMENT/GOALS AND OBJECTIVES

The University of South Alabama was created by an Act of the Alabama State Legislature on May 9, 1963. All provisions relating to the establishment and operation of the University of South Alabama embodied in the Act are found in Sections 16-55-1 through 16-55-9, Code of Alabama, 1975.

The University of South Alabama campus includes the main campus on University Boulevard, the USA Medical Center on Fillingim Street, the USA Children’s and Women’s Hospital on Center Street, the Mitchell Cancer Institute on USA Children’s and Women’s Parkway, the USA-Springhill facility on Springhill Avenue, and the USA-Baldwin County campus in Fairhope.

Mission Statement

The University of South Alabama, with a global reach and special focus on the Gulf Coast, strives to make a difference in the lives of those it serves through promoting discovery, health, and learning.

Core Values

The University of South Alabama affirms the following core values as essential to the accomplishment of its mission:

- Diversity and a Global Perspective
- Excellence
- Freedom in the Pursuit of Knowledge
- Integrity
- Transparency and Participation in Decision-Making

Vision

The University of South Alabama will be a leading comprehensive public university internationally recognized for educational, research, and health care excellence as well as for its positive intellectual, cultural, and economic impact on those it serves.

Key Long-term Strategic Objective

The following long term objective is important for the successful attainment of each of the University’s goals:

To reach an enrollment of 20,000 students within ten years in a fiscally responsible manner while strengthening high academic standards.
Goals and Objectives

Goal 1: Maintain and enhance an innovative and vibrant educational environment that supports teaching and promotes learning.

1. Improve academic success among undergraduate and graduate students and promote student engagement with learning.
2. Improve student learning outcomes.
3. Recruit a diverse body of students who are well prepared for college study.
4. Increase innovation, efficiency, and instructional resources for educational programs.
5. Provide a welcoming and supportive environment for all members of the University community.
6. Recruit, recognize, develop, and retain high quality faculty.
7. Develop and maintain high-quality online and blended courses and programs to accommodate wide-ranging learner needs and experiences.
8. Increase the incorporation of global perspectives into the educational environment.

Goal 2: Advance the research, discovery, and creative activities of the University.

1. Increase the opportunity and success for USA faculty, post-doctoral fellows, and students in seeking and carrying out transformative research, discovery, and creative activities.
2. Advance entrepreneurial activities that support the development of new technologies.
3. Increase the economic and societal impact of discovery produced by USA faculty, post-doctoral fellows, and students on the Gulf Coast region, nationally and internationally.

Goal 3: Enrich the quality of student life and the living/learning environment.

1. Increase student engagement in University activities by providing and promoting quality services and programs.
2. Provide a safe, supportive, inclusive, and civil environment for all students that fosters a sense of community within the University.
3. Support and retain a diverse community of learners to enhance campus life and create opportunities to develop students as ethical and responsible leaders who make positive impacts in the community.
4. Provide quality and accessible facilities to address the growing service and programmatic needs of the University.
5. Increase faculty and staff participation with student organizations and activities.
6. Increase connections between student and academic groups/activities/programs.
Goal 4: Deliver high-quality health care programs that enhance the health and well-being of the community.

1. Achieve exceptional patient quality outcomes for USA Hospitals, Clinics, and the Mitchell Cancer Institute in comparison to peer groups.
3. Adapt to changes in reimbursement resulting from health care reform as evidenced by USA Hospitals, Clinics, and the Mitchell Cancer Institute being financially balanced.

Goal 5: Strengthen the financial standing of the University using strategies that recognize and address financial and market realities in higher education.

1. Reach the target level of student enrollment while balancing revenue generation with the resources necessary to strengthen academic quality.
2. Maximize efforts to secure increased State appropriation funding.
3. Increase extramural funding from grants and contracts.
4. Continue to expand and strengthen the University’s fund-raising programs.
5. Collaborate with the USA Foundation to increase institutional support.
6. Be fiscally prudent and pursue opportunities for gains in efficiency.

Goal 6: Expand and extend the cultural, public service, athletic, and economic development impacts of the University.

1. Increase the number and variety of cultural programs and presentations.
2. Increase the scope and impact of USA public service programs.
3. Increase the number of attendees at University athletic and cultural events.
4. Provide the most accurate, objective, and reliable data, impact analysis, and projections in the University service area.
5. Develop strong partnerships with organizations directly involved in regional economic, civic, and cultural development.
MITCHELL COLLEGE OF BUSINESS MISSION STATEMENT

Mitchell College of Business Vision

To be the business school of choice in the Gulf Coast Region

Mitchell College of Business Mission Statement

To contribute to the continuing intellectual, social, and economic development of the Gulf Coast Region by offering accredited business education programs to qualified students, by producing scholarly research to expand knowledge and support economic development and by providing service programs focused on regional needs. We accomplish this mission and contribute to the continuing success of the University through excellence in instruction, faculty scholarship, and the delivery of external service programs

Priorities

I. Instruction: The academic success of our students is a major priority of the college with emphasis on excellent teaching.

Faculty Scholarship: Of equal importance to instruction is the production of intellectual contributions for the purposes of expanding knowledge, enhancing instruction, and contributing to regional economic development. The increased focus on intellectual contributions reflects the growth and development of graduate programs across the University, including the addition of a DBA program in the Mitchell College of Business. (The DBA did not start until summer 2013 and was not a part of this review). The increased emphasis on research is also reflected in the Faculty classification definitions and in the importance of research as a factor in merit, promotion, and tenure decisions.

II. Service: The College engages in external service activities that support and contribute to the development of the University, the Gulf Coast region, and to provide for the continuing development of the faculty and staff through interaction with the College’s numerous constituents.

The process for the review and revision of the mission statement and educational objectives is illustrated on page A1; the continuous improvement process is located on page A2.
MITCHELL COLLEGE OF BUSINESS EDUCATION OBJECTIVES

Undergraduate Objectives

- To create a sound understanding of the functional business disciplines and their interrelationships.

- To develop an understanding of the technological, political-legal, socio-cultural, economic, and global environments in which business organizations operate.

- To develop analytical skills for effective problem solving and decision making.

- To increase proficiency in applying current technology in business operations.

- To gain expertise in a specific business discipline.

- To strengthen communication and teamwork skills.

Graduate Objectives

Master of Business Administration (MBA)

- To achieve a managerial perspective of the ethical and legal responsibilities to lead in organizations and society.

- To develop an understanding of the functional business disciplines and their interrelationships in order to apply knowledge in new and unfamiliar circumstances.

- To develop analytical skills and technical proficiency that will provide the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

- To develop an understanding of group and individual dynamics in organizations.

- To develop an understanding of management issues from a global perspective.

Master of Accounting (MAcc)

- To demonstrate the application of knowledge through a conceptual understanding of accounting.

- To demonstrate the ability to adapt and innovate to solve accounting problems.

- To develop the capacity to critically analyze and question knowledge claims in
accounting.

Doctor of Business Administration (DBA)

- To demonstrate deep knowledge of the scholarly literature in the area of specialization.
- To develop advanced research skills for the area of specialization leading to an original substantive research project.
- To develop an understanding of managerial and organizational contexts for the area of specialization.
- To prepare students for teaching responsibilities in higher education.
STATEMENT OF MCOB FACULTY RESPONSIBILITIES

The following statement broadly defines the responsibilities of each MCOB faculty member toward several critical intellectual, instruction-related, and ethical facets. These include maintaining intellectual capital, communicating course expectations, giving course feedback, involving students through collaborative learning, and engaging in ethical instructor behavior.

Maintaining Intellectual Capital

Given the dynamic nature of the business environment, it is imperative for faculty to enhance their intellectual capital through continuous learning. Each faculty member is obligated to update, broaden, and refine his or her knowledge and skills in order to maintain classroom currency and relevancy.

Enhancing one’s intellectual capital can result from any number of Academically Qualifying activities, including journal publications, a faculty internship, major editorial responsibilities, obtaining a funded grant, publishing a textbook/book chapter/publishing teaching cases Or Professionally Qualifying activities such as delivering a conference paper, maintaining an active consulting practice or serving as a member of a board of directors.

A personal commitment on the part of each faculty member to undertake one or more of these actions yearly helps ensure quality instruction and provide a stimulating learning environment.

Teaching Processes: Expectations, Feedback, Involvement and Collaboration

A faculty member has a professional responsibility to clearly communicate at a course’s onset relevant learning essentials such as course goals; format; performance requirements and timetables; assessment types and weights; attendance and make-up work policies; policies regarding academic honesty. A course syllabus, coupled with classroom discussion, provides the optimum opportunity for students to clearly understand the performance required of them.

Faculty should be mindful of the power of frequent, clear, and constructive feedback to students to enhance learning. Feedback should be perceived by the student as fair. It may take the form of instructor generated items such as tests, projects, and other assignments. Collaborative assessments generated by fellow students also play a meaningful feedback role. Feedback should not only relate to subject matter mastery, but other skills deemed important to business students, such as communication effectiveness, attention to detail, team membership skills, and others.

Because students learn more effectively when actively participating in the process, faculty members should develop techniques and styles that engage their students. Many pedagogical approaches are suitable for this, including problem-based learning, projects, and simulation. All emphasize active learning methods involving application, analysis, synthesis, and evaluation. Faculty members should consider incorporating technology assignments as one means of fostering more active learning by students. Individual or team assignments that require online search tools enable students to pursue and share effectively and efficiently information that they
themselves generate, and to assume greater responsibility for their own learning.

When possible, faculty should encourage formal and informal student collaborative skills including positive interdependence, interaction through oral and written communication, respect for diversity, individual/group accountability, and peer evaluation/feedback. Because it has the potential to increase individual learning, intellectual tasks in some part of each course should require collaborative learning. Communication technologies such as e-mail and chat rooms have enabled students to initiate problem-solving networks, leading to shared learning experiences. Faculty members should explore opportunities for using such collaborative tools.

Service Activities

Mitchell College of business faculty members are expected to be active participants in various service activities that benefit students, the University, the College, their Department, and the community. A detailed discussion is found on pages 47 and 48.

Engaging in Ethical Behavior

It is imperative that faculty uphold the highest level of ethical behavior relating to their role as intellectual guides, mentors, and counselors. Above all, each instructor must treat students with respect, fairness, and honesty.

Respect for students is fostered through professionalism in conduct, including language, mannerisms and dress. It is given through the proper use of class time and by observing the confidential nature of the relationship between teacher and student concerning official evaluative information.

Instructors must maintain fairness and objectivity at all times. It is unethical for instructors to exploit students for their own advantage. Student assistance on faculty research projects must be recognized or acknowledged. Any situation involving romantic or sexual relations between a faculty member and student is unprofessional as is any harassment or discriminatory treatment of any student for any reason.

Honesty includes providing a classroom in which each student is expected to maintain the highest level of integrity through honest academic conduct. Honesty also mandates that each faculty member must evaluate students based on their true merit and the quality of their individual work.

Faculty members are guilty of unethical conduct if they act to prevent the fulfillment of these responsibilities by themselves or any other member of the academic community. Finally, any faculty member faced with a potential or real ethical dilemma involving a student should seek appropriate counsel regarding the situation.
STATEMENT OF STUDENT RESPONSIBILITIES

Students enrolled in the Mitchell College of Business have the following responsibilities:

- To operate with honesty and integrity in their interactions with faculty, staff, and other students
- To engage the learning materials with appropriate attention and dedication
- To maintain their engagement when challenged by difficult learning activities and to seek assistance in a timely manner
- To attend classes regularly, on time, and prepared
- To complete class assignments and examinations as scheduled
- To contact advisors in a timely manner to accurately plan their course of study and understand the degree requirements
- To perform to academic standards and follow the directions as set by each instructor.
ADMINISTRATION OF THE MITCHELL COLLEGE OF BUSINESS

Administration of the Mitchell College of Business is headed by the Dean. Answering directly to the Dean are the Associate Dean, the Director of Graduate Studies, the Center for Real Estate and Economic Development, the Carl and Jewel Melton Center for Innovation and Entrepreneurship, the Joseph and Rebecca Mitchell Learning Resource Center, and the four department chairs.

The Mitchell College of Business organization chart illustrates the chain of command within the College. It is located on page A3 of the Appendix.
COMMITTEES OF THE MITCHELL COLLEGE OF BUSINESS

The Mitchell College of Business is served by the following functioning committees, listed alphabetically:

- Academic Standards Committee
- Assurance of Learning Committee
- Business Executive Council
- Curriculum Committee
- DBA Program Committee
- DBA Admissions Committee
- DBA Comprehensive Exam Committee
- DBA Dissertation Committee
- Dean’s Council
- Faculty Development Committee
- Graduate Committee
- Promotion Committee
- Library Committee
- Strategic Planning Committee
- Student Services Committee
- Technology Committee
- Tenure Committee

The sections that follow state the mission and describe the objectives of each of these committees
MCOB ACADEMIC STANDARDS COMMITTEE

Purpose: The Academic Standards Committee will hear grade grievances and other cases involving academic misconduct. The Committee will hear cases involving undergraduate students and graduate students.

Committee membership: A minimum of five faculty members and one alternate member shall be appointed from the full time graduate faculty (associate or full) in the Mitchell College of Business. Two students will be appointed for each case, depending on the level of the case.
Mission: The mission of the Assurance of Learning Committee is to develop consistent assessment methods across college programs, conduct and report results of surveys focused on program learning objectives, and to examine the results of learning outcomes data from imbedded core course assessment techniques. The committee evaluates whether undergraduate and graduate programs are meeting the stated learning outcome objectives for each program and are consistent with the mission of the College and University. The committee communicates assessment findings to the Dean’s Council and to the undergraduate and graduate committees in a manner consistent with the philosophy of continuous improvement.

Composition: The committee is composed of at least one faculty member from each academic department and is chaired by a faculty member. The Associate Dean serves as an ex-officio member of the committee. The committee and the committee chair are appointed annually by the Dean.

Objectives:

- To design and conduct surveys and interviews of currently enrolled students, former students, and business representatives in the community.
- To analyze assessment data to determine levels of satisfaction, strengths and weaknesses, and perceived quality of the academic and support programs of the college.
- To review annual assessment results and recommend suggestions for continuous improvements of college programs to the appropriate college committees.
BUSINESS EXECUTIVE COUNCIL

Purpose: To advance the mission and objectives of the Mitchell College of Business by providing support and advice for the continuous improvement, and recognition of the achievements of the academic programs of the College, its faculty and students.

Strategic Priorities:

The Business Executive Council will be engaged in the annual strategic planning process to provide support and counsel in the followings areas:

A. Advocacy. To function as an advocacy group for the University and the College, including greater interaction of faculty with the Council and the business community, expanding employment opportunities for students, and promoting the recruitment of outstanding students.

B. Academic Programs. To provide advice and council on curriculum currency and relevance and to assist in faculty recruiting.

C. Development. To assist the College in the identification, cultivation, and solicitation of external funding.
CURRICULUM COMMITTEE

Mission: The mission of the Curriculum Committee is to monitor the undergraduate curriculum in order to provide an academic program of continuing high quality.

Composition: The Committee is chaired by a faculty member and composed of at least one faculty member from each department. The Associate Dean serves as an ex-officio member of the Committee.

Objectives:

- To assess the overall direction and continuous improvement of the undergraduate curriculum. This is accomplished during the Fall Semester of each year through involvement with the Business Executive Council, the Assurance of Learning Committee, faculty members, and students and a review of assurance of learning program results from the prior academic year.

- To review and make recommendations concerning undergraduate curriculum proposals. This is accomplished through reviewing and approving curriculum action forms as submitted by the various departments of the College.

- To continually monitor and review the undergraduate program. This is accomplished through an annual review of assessment data and reports, course descriptions and course syllabi to ensure that standards are being met and that course descriptions and syllabi conform to each other.

- To conduct a major curriculum review (with appropriate revisions) at least every five years.

The undergraduate curriculum process is illustrated on page A4 of the Appendix.
DBA PROGRAM COMMITTEE

Mission: This committee is in charge of the overall guidance for success of the Program. Members will provide direction and facilitate the administration of the program.

Composition: The Dean of the College will nominate faculty members to serve on the Committee for a period of 3 consecutive years. A total of six members of the committee will include five MCOB faculty members who are teaching in the DBA Program and the Director of Graduate Studies who will serve as chair of the committee. The Dean and Associate Dean of the College are Ex-Officio members of this committee.

Objectives:

- Ensuring that the Program contributes to the accomplishment of the University and College mission.
- Ensuring that the Program meets AACSB teaching and scholarly standards.
- Providing leadership in order to facilitate the continued viability of the Program.
- Developing or modifying the curriculum for the Program.
- Periodically reviewing various aspects of the Program with a view to maintaining its competitive advantage.
- Providing assistance in the management and marketing of the Program.
DBA ADMISSIONS COMMITTEE

Mission: The Admissions Committee conducts on-campus interviews of all the qualified applicants of the Mitchell DBA program. The Director of Graduate Studies initially reviews each application package to determine eligibility and qualifications for admission.

Composition: Since the interviews are likely to be scheduled on various days and times in order to accommodate the needs of both the candidate and Committee members, the membership of the interview committee varies based on the availability of the Mitchell DBA faculty.

Objectives:

- Developing guidelines and criteria for admission into the Program.
- Interviewing applicants in order to assess their level of interest in the Program and the determination to successfully completed the doctorate.
- Ensuring that applicants are provided a realistic review of the requirements of the program coursework and research.
- Providing guidance as to how the Program will help applicants transition into the academic arena.
- Helping applicants understand the nature and demands of academic careers.
- Answering applicants’ question and clarifying information regarding the Program.
DBA COMPREHENSIVE EXAM COMMITTEE

Mission: The Committee will develop and grade the questions for the comprehensive exam(s).

Composition: The Comprehensive exam committee will be composed of faculty teaching the five courses in each of the concentration disciplines (Area II).

Objectives:

- Providing guidance regarding all aspects of the Comprehensive Exam.
- Interacting with students in order to establish expectations, answer questions and clarify content.
- Enlightening students with regard to the nature of the questions, format for the answers, etc.
- Developing the questions in consultation with other members of the Committee in order to ensure fair allocation of time for each question.
- Grading the Exam and providing the results and feedback to students.
- Advising students who were unsuccessful in answering one or more questions regarding their second attempt.
- Submitting the appropriate paperwork indicating students’ successful or unsuccessful fulfillment of the examination requirement.
Mission: The dissertation committee is charged with supervising, guiding, and approving research conducted by doctoral candidates.

Composition: The committee will be composed of three qualified graduate faculty members – DBA program teaching faculty, graduate faculty from the department related to the concentration, and/or qualified visiting scholars. The chairperson will be the doctoral candidate’s primary advisor and will be selected by the student in consultation with faculty. The two members of the committee will be selected by the chairperson in consultation with the student. The Director of Graduate Studies will appoint the dissertation committee by taking into consideration the research interests of the student and faculty members.

Objectives:

- Investing significant time and effort in facilitating students’ completion of the research.
- Guiding all aspects of student research from the proposal to defense stage of the process.
- Monitoring a student’s progress in achieving milestones during the research process.
- Keeping up with a student’s submission(s) and providing feedback in a timely manner.
- Apprising the Director of Graduate Studies on the progress, or lack thereof, in the student’s research activities.
- Coordinating the student’s paper/proposal defense and dissertation defense.
- Helping the student meet Graduate School deadlines with respect to submission of required paperwork and the final research papers.
- Submitting appropriate paperwork in order to process the students’ dissertation and graduation requirements.

Changing of Dissertation Chairperson or committee members

During the course of the dissertation, circumstances that warrant change of the members of the dissertation committee are likely to arise. In case the chairperson or a committee member is not in a position to continue in his or her role on the committee, the committee and/or the Director of Graduate Studies may advise the student to seek another chair or member. It is the role of the Director to facilitate this process in consultation with and by consensus of the student, current committee, and potential chairperson or committee member. Once the new committee is selected, a “Change of Committee” form must be filed with signatures of the student and members of the new committee.
DEAN’S COUNCIL

Mission: The mission of the Dean’s Council is to provide for coordination and oversight of the administrative and academic functions of the College.

Composition: The Dean’s Council will be composed of the following positions:

Dean
Associate Dean
Director of Graduate Studies
Department Chairs

Objectives:

- To provide information as needed to the College standing committees
- To review and revise College administrative policies and procedures as required
- To disseminate information from University sources to faculty and staff
- To provide oversight of College academic programs.
FACULTY DEVELOPMENT COMMITTEE

Mission: The mission of the Faculty Development Committee is to encourage, support, and enhance the continuous improvement of faculty teaching, research, and service activities.

Composition: The Committee is chaired by a full professor and composed of at least one faculty member from each department. It is responsible for determining faculty development needs and making recommendations to the Dean.

Objectives:

- To encourage, support, and enhance the efficiency and effectiveness of teaching, research, and service by College faculty

- To promote a balanced faculty in teaching, research, and service

- To improve teaching effectiveness

- To develop a computer literate faculty and improve faculty skills in the use of state-of-the-art audio/visual technologies.

The faculty development process is illustrated on page A5 of the Appendix.
Mission: The mission of the Graduate Committee is to monitor the graduate curriculum in order to provide an academic program of continuing high quality.

Composition: The Graduate Committee is chaired by a faculty member and is composed of at least one faculty member from each department. The Associate Dean and the Director of Graduate Studies serve as ex-officio members of the Graduate Committee.

Objectives:

- To annually assess the overall direction and continuous improvement of the graduate curriculum during each Fall Semester. This is accomplished through input from the Business Executive Council, faculty members and students, and a review of assurance of learning program results from the prior academic year.

- To review and make recommendations concerning graduate curriculum proposals. This is accomplished through review and approval of curriculum action forms as submitted by each department in the College.

- To continually monitor and review the graduate program. This is accomplished by reviewing assessment data and reports, course descriptions and course syllabi annually to ensure that standards are being met and that course descriptions and syllabi conform to each other.

- To conduct a major curriculum review of graduate degree programs (with appropriate revisions) at least every five years.

The graduate curriculum process is illustrated on page A6 of the Appendix.
PROMOTION COMMITTEE

Mission: The mission of the Promotion Committee is to evaluate candidates for promotion based on the criteria specified in “Promotion Policies and Procedures” as outlined in Section 3.10 of the Faculty Handbook and to make recommendations to the Dean.

Composition: The Committee is composed of at least four tenured full professors from the College. The Committee members are appointed by the Dean in consultation with the department chairs to serve for a one-year term.

Objectives: The Committee’s mission is accomplished through a series of steps that begin during the newly-employed faculty member’s first academic year at the University. These steps, the time frames involved, and the methods of disseminating results at each step in the process are described below. A one-page schematic of the steps involved in the promotion review process is located on page A7 of the Appendix.

Evaluation Procedures:

- Prior to the Beginning of the Candidate’s First Academic Year

  During New Faculty Orientation conducted prior to Fall Semester, each tenure-track faculty member receives a copy of (a) the College’s annual faculty performance criteria and evaluation process, (b) the tenure and promotion process, and (c) the Faculty Handbook, which specifies policies and procedures for promotion (Section 3.10) and tenure (Section 3.11).

- Annual Faculty Review

  Each tenure-track faculty member meets with the department chair in June or July to review performance in the areas of teaching effectiveness, professional development, and professional service. Areas of needed improvement are discussed and remedial actions may be specified.

- Fall of the Promotion Review Year

  A faculty member who meets the requirements specified in Section 3.10 of the Faculty Handbook may apply for promotion by submitting a formal application based on the College Guidelines for Promotion/Tenure Portfolio Presentations located on pages 53 and 54. The deadline for submission is December 1.

  The promotion committee of the candidate’s department conducts a review of the application and forwards recommendations to the Dean and to the chair of the College Promotion Committee.
The department chair submits a separate promotion recommendation to the Dean and to the chair of the College Promotion Committee. The candidate’s formal promotion application is forwarded to the chair of the College Promotion Committee.

- **February 1 - February 14**

  Formal applications for all promotion candidates are reviewed by members of the College Promotion Committee.

- **February 15 - February 28**

  The College Promotion Committee meets to conduct a final review of each application for promotion. A formal vote is taken for each candidate and the Committee’s recommendations are forwarded in writing to the Dean.

- **March 1**

  The Dean reviews each application for promotion together with the recommendations of the department chair and the department and College Promotion Committees. The Dean then makes a separate recommendation and forwards all recommendations to the Senior Vice President for Academic Affairs.

- **April - May**

  After receiving the College submissions, the Senior Vice President for Academic Affairs shall proceed to formulate recommendations based on the supplied information. Those recommendations are submitted to the President, who takes final action on recommendations for promotion, subject to the approval of the Board of Trustees.

  Once the President and the Board of Trustees have acted, promotion letters are issued by the President. Upon the issuance of such letters, the Senior Vice President for Academic Affairs shall report to the Dean the results of the Board’s action on promotion. The Dean disseminates these results to the department chairs and faculty and submits appropriate personnel action forms.
LIBRARY COMMITTEE

Mission: The Library Committee monitors College compliance with applicable standards regarding use of library resources by means of collection and analysis of data on library usage with recommendations to the College when the Committee feels it is appropriate.

Composition: The Committee is composed of at least one faculty member from each department. One member will be appointed to serve on the University Library Committee. The Business Librarian serves as an ex-officio member of the Library Committee.

Objectives:

- To encourage continuous improvement in providing student access to quality library resources, including online services and other electronic resources, by reviewing library requirements and serving as the principal link to the University Library committee.

- To provide advice and feedback to the Business Librarian relative to operating policies and procedures of the MCOB Library.
STRATEGIC PLANNING COMMITTEE

Mission: The Strategic Planning Committee mission is to contribute to the continuous improvement of the College by (a) developing a working knowledge of the current and future demands and interests of the multiple stakeholders of the College, and (b) proactively working with all College committees to develop a comprehensive strategic plan. The strategic planning process is illustrated on page A9 of the Appendix. The Associate Dean serves as an ex-officio member of the Strategic Planning Committee.

Objectives:

- To collect, assess, and utilize a variety of input information pertaining to the current and future interests of College stakeholders

- To develop an understanding of the current and emerging issues that impact the College, its faculty, staff, and students, and its other stakeholder groups

- To review and assess the College’s current resources, abilities, preparedness, and motivation for dealing with major issues that will impact the future of the College

- To coordinate the annual review of the College mission statement through interaction with all College stakeholders

- To serve as a resource to all College departments and committees pertaining to strategic planning.
STUDENT SERVICES COMMITTEE

Mission: The Student Services Committee will have as its mission the task of monitoring, maintaining, and improving student services in a manner that allows the College and University to achieve its overall mission. This is accomplished by continually developing, improving, and monitoring processes for student recruitment, orientation, registration, advising, and various on-campus career opportunities, and by reviewing scholarship applications.

Composition: The Committee will be composed of at least five faculty members. The Director of the Office of Student Services serves as an ex-officio member of the Student Services Committee. The Committee will be chaired by a faculty member.

Objectives:

- To annually review student demographics and current practices of student recruitment and retention and recommend needed changes

- To advertise scholarships and solicit qualified candidates. Candidate applications will be reviewed based on qualifications. Final recommendations for scholarship awards will be forwarded to the Dean.

The MCOB Office of Student Services organization chart illustrates the chain of command within the Office. It is located on page A8 of the Appendix.
TECHNOLOGY COMMITTEE

Mission: The mission of the Technology Committee is to support the acquisition, implementation, and utilization of technology for instruction and research.

Composition: The Committee is composed of one representative from each department, the MCOB Systems Administrator, and additional representatives appointed as required. The Committee will be chaired by the MCOB Systems Administrator.

Objectives:

- To maintain a continuing interface among students, faculty, staff, and administration in order to provide the most current technologies to support instruction and faculty research and development
- To conduct an annual review and evaluation of current resources
- To prepare recommendations concerning the acquisition of computer hardware, software, and other electronic technology
- To assume oversight responsibility for the installation and testing of new technologies
- To develop an assessment of future needs with respect to technology resources
- To provide information to the Strategic Planning Committee and the Faculty Development Committee on all matters involving new technological developments that impact the delivery of educational information
- To provide relevant information to the Faculty Development Committee to aid in planning and delivering technology training to faculty and staff.
TENURE COMMITTEE

Mission: Following guidelines set forth in “Tenure Policies and Procedures” as outlined in Section 3.11.4 of the Faculty Handbook, the mission of the Tenure Committee is to evaluate candidates for tenure based on the criteria specified therein. Under these guidelines, it also will conduct pre-tenure reviews for assistant professors and report its evaluations in writing to the Dean and appropriate department chair.

Composition: The Committee is composed of at least four tenured faculty from the College. The members are appointed for a one-year term by the Dean in consultation with department chairs.

Objectives: The Committee accomplishes its mission through a series of steps that begin during the newly-employed faculty member’s first academic year at the University. These steps, the time frames involved, and the methods of disseminating results at each step in the process are described in the sections that follow. A one-page schematic of the steps involved in the tenure review process is located on page A10 of the Appendix.

Evaluation Procedures:

- Prior to the Beginning of the Candidate’s First Tenure-Track Academic Year

  Each tenure-track candidate receives a copy of (a) the College’s annual faculty performance criteria and evaluation process (located on pages A15 - A18 of the Appendix) and (b) the tenure and promotion process (located on pages A10 and A7) during the New Faculty Orientation conducted prior to the Fall Semester of each academic year. In addition, each new faculty member receives a copy of the Faculty Handbook that specifies policies and procedures for tenure in Section 3.11.

- Annual Faculty Review

  The tenure-track faculty member meets with the department chair in June or July of each year to discuss the candidate’s performance with respect to College standards for instructional responsibilities, intellectual contributions, and service. At this time, the candidate’s progress toward tenure is also reviewed. Areas of needed improvement are discussed and needed remedial actions may be implemented.

- Pre-Tenure Review

  As part of the internal College review process, the college Tenure Committee conducts a pre-tenure review for all tenure-track faculty by no later than the completion of the third year of probationary service (or mid-probationary term for faculty whose probationary term includes credit for prior service). Documentation materials supplied by the tenure-review candidate, evaluation criteria used, and the time frames involved are the same as
those used in the regular review process. External reviews are not used in the pre-tenure review.

Once the College Tenure Committee completes the pre-tenure review process in February, its evaluation is communicated in writing to the tenure candidate’s department chair and the Dean. The chair then meets with the faculty member to discuss the results of the review and provide the candidate with a written summary.

- Fall Semester of Tenure Review Year

1. The tenure candidate submits a formal tenure application based on the College guidelines for Promotion/Tenure Portfolio Presentations (see pgs. 53-54). The deadline for submitting this application is December 1.

2. An external review of the candidate’s scholarship is included in all tenure applications. Obtaining the reviews is the responsibility of the department chair. The following procedures are followed in obtaining external reviews:

   o The candidate, the department chair, and tenured faculty of the department are asked to submit a list of names of external referees who are recognized scholars in the candidate’s field of scholarship.

   o The chair of the department’s tenure committee will select name(s) from each of the three lists and request that these individuals provide a written review of the candidate’s scholarship. The candidate is notified of the names of those selected to serve as referees. The external review is included in the candidate’s tenure application and becomes a component of all levels of the tenure review process.

3. The candidate’s department tenure committee conducts a review of the application and submits its recommendations to the Dean and the chair of the College Tenure Committee.

4. The candidate’s department chair submits a separate tenure recommendation to the Dean and the chair of the College Tenure Committee. The candidate’s formal tenure application is forwarded to the chair of the College Tenure Committee. Deadline for Steps 2, 3, and 4 is January 31.

- February 1 to February 14

Formal applications for all candidates for tenure are reviewed by members of the College Tenure Committee.

- February 15 to February 28

The College Tenure Committee conducts a final review of each tenure application. A formal vote is taken for each candidate and the Committee’s recommendations are
forwarded in writing to the Dean.

- March 1 of Tenure Review Year

The Dean reviews each tenure application together with the recommendations of the department chair, department tenure committee, and College Tenure Committee, and then makes a separate recommendation. The combined recommendations are forwarded to the Senior Vice President for Academic Affairs.

- April - May of Tenure Review Year

After receiving the College submissions, the Senior Vice President for Academic Affairs shall proceed to formulate recommendations on tenure candidates based on the supplied information and submit all recommendations from the department chair, department tenure committee, College Tenure Committee, and Dean to the President.

The University President takes final action on the recommendations for tenure, subject to the approval of the Board of Trustees.

Once the President and the Board of Trustees have acted, tenure letters are issued by the President. Upon the issuance of such letters, the Senior Vice President for Academic Affairs shall report the results of the Board action on tenure to the Dean for dissemination to the chairs and faculty. The Dean will submit appropriate personnel action forms.
MITCHELL COLLEGE OF BUSINESS FACULTY POLICIES AND PROCEDURES

The following sections outline policies and procedures applicable to faculty activities and evaluations within the Mitchell College of Business. They include:

- Faculty Hiring Policy
- Orientation of New Faculty
- Policy for Assigning Classes
- Faculty Qualifications (SA/PA/SP/IP)
- Improvement Plan for Faculty Losing Academically Qualified Status
- Improvement Plan for Faculty Losing Professionally Qualified Status
- Reviewing Credentials of Program Coordinators
- Assessment Procedures for Evaluation of Faculty Contributions
- Determination of Performance Evaluation Weights and Release Time
- Performance Evaluation Procedures and Schedules for Deans and Administrators
- Guidelines for Promotion/Tenure Portfolio Presentations
- External Faculty Activities
- Faculty Travel
- Faculty Travel Expense Reimbursement
- Nomination Process for Emeritus Faculty Status
- Sales of Academic Materials to Students
- International Program Activities
- Faculty Sick Leave
- Summer Teaching Policy
- Student Instructional Policies
• DBA Program Faculty Policies
• Statement on Student Conduct Related to Distance Learning Testing
• Federal Regulations Governing Financial Aid and Class Attendance
• MCOB Textbook Adoption Policy
• Graduate Transfer and Transient Policies
• Student Guide for Research Involving Human Subjects
• Student Academic Conduct Policy
• How to Recognize, Prevent, and Resolve Academic Disruption
• How to Report Disruptive Behavior
• USA Investigations Unit
FACULTY HIRING POLICY

Priority in hiring will be given to graduates of AACSB accredited programs, except when the position announcement requires graduate credit outside the traditional business disciplines.

The process for the recruitment and selection of new faculty is illustrated on page A11 of the Appendix.
ORIENTATION OF NEW FACULTY

All new, full-time MCOB faculty members are required to participate in the University New Faculty Orientation conducted prior to the start of the Fall semester. This orientation provides new faculty with information on University policies, procedures, and services. All new full-time faculty members are also required to attend the MCOB New Faculty Orientation and the MCOB Fall Faculty Retreat in order to be briefed on College policies, procedures, and programs.

The process for the orientation of new faculty is illustrated on page A12 of the Appendix.
POLICY FOR ASSIGNING CLASSES

Classes are assigned by department chairs as needed. In general, part-time faculty are assigned to teach freshman-, sophomore-, and junior-level sections of basic core courses. On an exceptional basis, part-time faculty may be assigned to teach a senior-level or graduate course.
Qualified faculty status applies to faculty members that sustain intellectual capital in their field of teaching, demonstrating currency and relevancy of intellectual capital to support the Mitchell College of Business mission, expected outcomes, strategies, including teaching, scholarship, and other mission components. The categories for qualified faculty status are based on initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below.

**Qualified Faculty Categories**

Scholarly Academics (SA)

Initial academic preparation:

Scholarly Academic Status, at the time of initial hiring, is established by one of the following options:

1. A doctoral degree in the teaching area
2. A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the primary area of academic preparation
3. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation, with maintenance of active engagement in the area of teaching responsibility
4. A specialized graduate degree in taxation and a graduate degree in law, for the purposes of teaching taxation
5. A faculty member that has received an appropriate terminal degree within the last five years or one that has attained ABD status for less than three years will be classified under SA status.

Maintenance of Scholarly Academic Status:

1. Faculty members must produce at least four intellectual contributions of which three must be articles in approved peer reviewed journals within the last five years. This requirement will sustain University of South Alabama full graduate faculty status.

Intellectual Contributions are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Intellectual contributions may fall into any of the following categories:

- Applied Scholarship
- Teaching and Learning Scholarship intended to impact to the teaching of business and management
- Basic Scholarship
Intellectual contributions other than peer reviewed publications include, but are not limited to:

- Academic books
- Chapters in academic books
- Chapters in a readings book
- Text book (first edition)
- Papers presented at professional meetings
- Relevant active academic journal editorships and/or continuing editorial board/committee service
- Published proceedings from academic meetings
- Published cases
- Non-peer reviewed publications in practitioner journals
- Instructional software that is publicly available

Practice Academics (PA)

Initial academic preparation

The initial academic preparation requirements are the same for PA status as those for SA status described above.

Maintenance of Practice Academic status:

Faculty must produce at least four intellectual contributions*, two of which must be in approved peer reviewed journals or externally reviewed academic or practitioner journals within the last five years.

Intellectual contributions, other than peer reviewed journals are:

a. The intellectual contributions list for Scholarly Academic status and,

b. Other Intellectual Contributions that support PA status:

- Relevant, active service on professional boards of directors
- Sustained professional work supporting qualified status
- Consulting activities that are material in terms of time and service
- Developing and presenting executive education programs
- Faculty internships/visiting professorships
- Documented continuing educational experiences
- Significant participation in business professional associations
Scholarly Practitioners (SP)

Initial academic preparation

Faculty must have a master’s degree in a field related to the teaching field. At the time of hiring, the faculty member must have professional experience that is current and should be substantial in terms of duration and level of responsibility and clearly linked to the field in which the person is expected to teach.

Maintenance of Scholarly Practitioner Status

Faculty must produce at least three intellectual contributions, one of which must be a publication in a peer reviewed or externally reviewed academic or practitioner journal.

Other intellectual contributions that support SP status include, but are not limited to:

- Presentation of papers at academic/professional meetings
- Publication in academic meeting proceedings
- Significant participation in academic associations in substantive roles
- Developing and presenting continuing professional education activities or executive education programs
- Continuing leadership positions in recognized academic societies, research awards, or invited presentations
- Relevant, active academic and/or professional journal and/or other business/management publication editorships and/or editorial board/committee service.

Instructional Practitioners (IP)

Initial academic preparation

Faculty must have a master’s degree in a field related to the teaching field. At the time of hiring the faculty member should have professional experience that is current and should be substantial in terms of duration and level of responsibility and clearly linked to the field in which the person is expected to teach.

Maintenance of Instructional Practitioner Status

Faculty must produce at least three intellectual contributions in the last five years.

Intellectual contributions that support IP status include, but are not limited to:

- The intellectual contributions listed for SP status
- Sustained professional work supporting IP status
- Consulting activities that are material in terms of time and substance
- Documented continuing professional educational experiences
- Documented professional certifications in the area of teaching
- Significant participation in business professional associations or societies
• Relevant, active service on professional boards of directors
• Participation in professional events that focus on the practice of business, management, and related issues, and other activities that place faculty in direct contact with business and other organization leaders.

Additional Notes on Faculty Academic Qualifications

Relationship of Academic Qualification, Annual Performance Evaluation, and Tenure and Promotion Evaluation

Maintaining the appropriate continuing academic qualification is expected of all full-time and adjunct faculty members. For tenured faculty and tenure track faculty at the rank of Assistant Professor and above, the foundation of maintenance of the appropriate academic qualification is based on the production of peer reviewed publications related to the teaching field (discipline) for each faculty member. Tenured and tenure track faculty at the rank of Assistant professor and above are expected to maintain SA (Scholarly Academic) status. Faculty performance evaluations for the purpose of annual merit increases, tenure, or promotion consider a broader range of listed intellectual contributions, as well as, teaching and service contributions.

Maintaining the appropriate academic qualification is considered the foundation of satisfactory performance for all faculty members. If the appropriate academic qualification is not maintained the faculty member will not be eligible for full merit increases, summer teaching assignments, tenure or promotion until the appropriate academic qualification standard is achieved.

Publication Credit for Multiple Authors:

The Mitchell College of Business supports and encourages collaboration among faculty; however, credit for publication for multiple authors will be based on:

1. The relevance of the publication to the teaching field of each author
2. The level and significance of the contribution of each author

Approved Peer Reviewed Publications

1. The journal is represented on the academic department list of approved journals for the disciplines represented in the department. The department approved journal list may be revised subject to approval of the Dean’s Council.
2. The journal is generally related to the teaching field (discipline) of the author(s).

Decisions regarding credit for multiple authors and whether or not a journal or journal article is related to the teaching field of the faculty member will be made through the current faculty
performance evaluation process. Under this process, the initial evaluation is completed by the department chair based on the annual report submitted by each faculty member. The initial evaluation made by the chair is then reviewed in group evaluation meetings conducted by the Dean’s Council (Department Chairs, the Associate Dean and Dean) for consistency across all departments. The final evaluation for each faculty member is based on the consensus decision of the Dean’s Council. Questions of publication credit awarded for multiple authors or decisions regarding the general relevance of a particular journal or journal article will follow this process with a final determination made by the Dean’s Council.

Individual faculty members should explore any potential issues with their department chair while in the planning stages of a research project in order to avoid potential conflicts after the completion of a research project.
IMPROVEMENT PLAN FOR FACULTY LOSING ACADEMIC QUALIFICATIONS

Faculty members that are qualified under the guidelines for SA, PA, SP, or IP status may lose that status if their academic performance does not meet the standards set forth in the MCOB definitions. Determination of status will be made as a part of the annual performance evaluation process conducted in March of each year.

If it is determined that a faculty member has lost SA/PA/SP/IP status based on a review of the most recent five year record, that individual must submit an improvement plan (to the Department Chair) designed to reinstate their status as quickly as possible. Until the appropriate status is attained, the individual will be expected to devote the summer term to activities that will qualify that individual for the appropriate status and, therefore, will not be eligible for summer teaching assignments.

The Faculty Improvement Plan Form for Reinstating Status is illustrated on page A13 (SA or PA) and A14 (SP or IP) of the Appendix.
REVIEWING CREDENTIALS OF PROGRAM COORDINATORS

The credentials of program coordinators are reviewed annually with respect to Academic Qualification (SA) as defined by the College’s SA policy. All program coordinators must meet SA standards.
Mitchell College of Business faculty are evaluated annually on the basis of three criteria: instruction, scholarship or maintenance of professional qualification, and service. The following sections explain how these criteria are used in assessment procedures for evaluation of faculty contributions to the College mission. The faculty annual performance evaluation process is illustrated on page A15 of the Appendix. An example of the Faculty Performance Record is shown on pages A16 to A18 of the Appendix.

**Instruction**

The primary mission of the Mitchell College of Business is to contribute to the personal and professional development of our students. Effective teaching is the foundation of quality educational programs and the College expects faculty members to be fully committed to their students, to engage in continuing efforts to improve their pedagogical skills, and to provide the most effective curriculum possible.

The following elements are considered in the annual evaluation of teaching:

- **Teaching Portfolio Assessment (40%)**
  - **A. Content of Courses Taught**
    1. Types of examinations (objective test, essay, case analysis, combination, etc.)
    2. Consistency of examination content with department course objectives
    3. Use of library and/or Internet assignments
    4. Use of technology to communicate with students, analyze data, and prepare oral presentations, written reports, and class research projects
    5. Methods that encourage students to think critically
    6. Quality of course syllabus
    7. Use of written assignments
    8. Other
  - **B. Curriculum Development**
    1. Development of new course materials
    2. Development of new teaching materials
    3. Development of new courses
    4. Development of online courses
    5. Curriculum assessment and evaluation
    6. Other
  - **C. Other Factors that Contribute to Teaching Performance**
    1. Supervision of directed studies
    2. Supervision of internships
    3. Number of different course preparations
    4. Willingness to accept teaching related assignments
5. Other

- Student Relations (20%)
  A. Accessibility and willingness to assist students outside of class
  B. Student advising

- Student Teaching Evaluations (40%)

Scholarship/Maintenance of Professional Qualification

Scholarly activities are an essential element of the mission of the Mitchell College of Business. The scholarship component is divided into three categories:

- The professional development of each faculty member through a continuing agenda of scholarship in the faculty member’s field of expertise as evidenced by publication of scholarly books, journal articles, and proceedings at academic meetings; published working papers; and paper presentations at academic meetings and faculty research seminars.

- Scholarship projects (e.g., through grants and contracts) that provide opportunity for professional growth while simultaneously contributing to the improvement of management practices and the economic and community development of the region served by the University.

- Instructional development including scholarly efforts to enhance the educational value of instruction within the institution and the various disciplines.

Faculty scholarship is evaluated within the context of four possible administrative decisions: (a) scholarship requirements for tenure, (b) scholarship requirements for promotion to a higher academic rank, and (c) scholarship and/or activity requirements for Academic Qualification/Professional Qualification, and (d) scholarship requirements for annual merit (i.e., pay raise) purposes.

A. Evaluation of Scholarship for Tenure

Faculty hired in ABD status are expected to devote all of their scholarly effort to the timely completion of their dissertations. Terminally qualified faculty hired at the rank of assistant, associate, or full professor, but who are not tenured, are expected to emphasize development of a program of continuing scholarship in their respective fields of expertise as evidenced by:

1. Publication of scholarly papers in conference proceedings
2. Publication in refereed journals or in scholarly books
3. Publication of textbooks, case studies, and software

While other scholarly output may be considered on an annual basis as evidence of on-going activity, the untenured assistant, associate, or full professor must realize that under no circumstances will tenure be granted if the individual has not published in refereed journals. Prior to tenure, applied scholarship projects, such as those associated with grants, contracts, and reports, are encouraged only to the extent that the projects have a high probability of resulting in publication in refereed journals.

B. Evaluation of Scholarship for Promotion

A wider range of faculty scholarly activities may be considered for promotion to the rank of associate or full professor. As with the tenure decision, each candidate for promotion is expected to demonstrate continuing professional development as evidenced by successful scholarly output. Factors in this category that indicate on-going activity and that may receive consideration in the promotion decision include:

- Promotion to Associate Professor
  1. A record of publication in refereed journals sufficient to indicate the continuation of a significant scholarly career
  2. Publication of scholarly books or textbooks
  3. Research monographs or reports that provide evidence of contract or grant activity
  4. Presentation of scholarly papers at national and regional academic meetings
  5. Publication in practitioner journals and journal proceedings
  6. Service on editorial boards and reviews for scholarly journals and books.

- Promotion to Full Professor
  In general, the scholarly activities of the faculty member seeking promotion to full professor are the same as for associate professor. However, the evaluation focuses on the attainment of outstanding scholarly activity over the faculty member’s career as an assistant and associate professor. Some consideration will be given to the overall contribution of the research activity of the candidate to the department, College, University, and the profession.

C. Evaluation of Scholarship for SA/PA/SP/IP/Maintenance

In order to maintain the Scholarly Academic (SA) standard a faculty member must:

- produce at least four intellectual contributions of which three must be articles in approved peer reviewed journals within the last five years

In order to maintain the Practice Academic (PA) standard a faculty member must:
produce at least four intellectual contributions, two of which must be in approved peer reviewed journals or externally reviewed academic or practitioner journals within the last five years

In order to maintain the Scholarly Practitioner (SP) standard a faculty member must:

produce at least three intellectual contributions, one of which must be a publication in a peer reviewed or externally reviewed academic or practitioner journal

In order to maintain the Instructional Practitioner (IP) standard a faculty member must:

produce at least three intellectual contributions in the last five years

Details of the SA/PA/SP/IP qualifications is outlined and discussed on pages 37-41 of this Policies and Procedures Manual.

D. Evaluation of Scholarship/Maintenance of Professional Qualification for Merit Raises

All of the scholarly or professional activities important for promotion/maintenance of professional qualification are also considered in the annual merit raise process. In addition, faculty members have greater flexibility in selecting their personal research agenda with regard to merit than with regard to tenure and promotion. For example, ongoing contract and grant reporting activity, while carrying little weight for tenure and promotion purposes, may warrant merit pay consideration depending on the extent and success of the particular project and the faculty member’s classification status (ie. SA versus PA). It should be noted that a particular activity that counts with respect to merit considerations will not carry the same weight in the decision-making process as, say, a publication in a nationally recognized refereed journal.

Service

College faculty members are expected to be active participants in various service activities that benefit students, the University, and the community. Service weights vary from 5 percent to 20 percent of the annual performance evaluation. Service activities are defined in three categories: (a) University service, (b) professional service, and (c) community service.

A. University Service

1. Department and College committees
2. University committees
3. Faculty Senate
4. Advisor for student organizations
5. Ad hoc task force assignments
6. Other activities as identified by the chair
B. Professional Service

1. Active participation in professional organizations
2. Offices held in professional organizations
3. Service on editorial review board for academic publications
4. Participation in University sponsored activities such as seminars, conferences, workshops, and professional development programs
5. Other activities as identified by the chair

C. Community Service

1. Active participation in community organizations and programs as a representative of the University
2. Active participation in civic programs
3. Other activities as identified by the chair.

Evaluation of teaching, research, service and professional development activities forms are illustrated in the Appendix on pages A19-A21.
DETERMINATION OF PERFORMANCE EVALUATION WEIGHTS AND RELEASE TIME

The Mitchell College of Business has adopted a flexible weighting system that provides for the annual selection of evaluation weights with the approval of the department chair and Dean.

At the beginning of each academic year, tenured faculty may select performance evaluation weights, in consultation with the department chair, based on the following format:

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40 or 45</td>
<td>40 or 45</td>
<td>20, 15, or 10</td>
</tr>
<tr>
<td>7</td>
<td>45 or 50</td>
<td>35, 40, or 45</td>
<td>20, 15, 10, or 5</td>
</tr>
<tr>
<td>8</td>
<td>55 or 60</td>
<td>20, 25, 30, 35, or 40</td>
<td>20, 15, 10, or 5</td>
</tr>
</tbody>
</table>

The normal teaching load for full-time, tenure track faculty is 24 semester credits or eight classes per year. For faculty members actively engaged in research, some release time may be granted. The maximum release time is six credits or two classes per academic year and is dependent on the 3-year running average performance evaluation score for research, which is updated each Summer. Tenured faculty who maintain a 3-year average research score of 7.5 or higher are entitled to six credits (one class per semester) release time each year. Faculty with an average score between 6.0 and 7.49 are entitled to three credits (one class per academic year) of release time. When the average research score falls in the unsatisfactory range (below 6.0), a normal teaching load (eight classes, 24 credits) will be instituted by the department chair.

An exception is made for untenured assistant professors who are entitled to six credits per year of release time for the first three years of employment regardless of research scores. However, upon completion of the pre-tenure review at the end of the third year, the above policy applies.

If circumstances require a revision of faculty assignments during the academic year, the faculty member may keep the original performance weights or revise them, with consent of the chair, to reflect the new assignment.

The weighting system is modified in the following cases:

- **New ABD Faculty**

  Faculty hired as instructors in the ABD category are expected to complete all doctoral degree requirements as soon as possible. Their activities should focus on establishing a record of quality instruction and completing their dissertations. Service activities are normally limited to participation in departmental functions. The performance weights for faculty in this category are:

  --Instruction  45 %
  --Scholarship  45 %
  --Service      10 %
New Terminally Qualified, Tenure-Track Faculty

Faculty in this category are expected to establish a record of quality classroom instruction as well as a program of scholarship and professional development. Service activities are normally limited to participation in department and College assignments. The performance weights in this category are:

- Instruction 45%
- Scholarship 45%
- Service 10%

Full-Time Non-Tenure-Track Faculty (Master’s Level)

Faculty in this category are expected to focus their activities on undergraduate instruction, maintenance of professional qualification and service. Scholarship may be included for annual evaluation at the request of the faculty member and approval of the chair.

- Instruction 60%
- Maintaining Professional Qualifications 20%
- Service 20%

Exceptional Classroom Effort

In certain limited cases where the size of the classes taught or the required pedagogical approach result in significant effort on the part of the faculty member, higher weighting may be assigned to the teaching component.

NOTE: The specific teaching assignments for faculty in each of the categories will be determined on an annual basis by the chair and will be subject to approval by the Dean.

Determination of Final Evaluation Scores

- Department chairs separately develop a tentative score (1-10) for each of the three factors (instruction, scholarship/maintenance of professional qualification, and service). The total score is then computed by multiplying each factor by its appropriate weight and summing the result.

- A review of all evaluations is conducted in a meeting of the department chairs, the Associate Dean, and the Dean. All faculty are evaluated again with respect to each factor without regard for their departmental affiliation. The tentative score initially developed by the chair is developed into a final evaluation score. The joint review functions to ensure that a consistent rating method is used throughout the College.
• Department chairs review final ratings with each faculty member prior to the determination of merit raises. At this time, chairs also discuss the faculty member’s strengths and weaknesses and offer suggestions and guidelines for improvement.

• A 3-year-moving average is used to calculate the final faculty evaluation score each year. Scores for the current year and the two prior years are summed and divided by three to determine an average rating. This procedure is intended to measure activities in the areas of instruction, scholarship/maintenance of professional qualification, and service, which often extend over several years.

• Current SA/PA/SP/IP status will be determined as part of the annual review process.
PERFORMANCE EVALUATION FOR DEANS AND ADMINISTRATORS

Center Directors, Department Chairs, the Director of Graduate Studies, and the Associate Dean are evaluated by the Dean on a yearly basis. Those who teach two courses per semester (Center Directors, Department Chairs, and the Director of Graduate Studies) are evaluated as follows:

- 40% Teaching
- 20% Research
- 40% Service/Administration

Those who teach one course per semester (Associate Dean) are evaluated as follows:

- 20% Teaching
- 20% Research
- 60% Service/Administration
GUIDELINES FOR PROMOTION/TENURE PORTFOLIO PRESENTATIONS

Each faculty member who is eligible for consideration for promotion and/or tenure shall prepare a portfolio for review by the department chair, department promotion and tenure committee, the College Promotion and Tenure Committees, the Dean, Senior Vice President for Academic Affairs, and the President.

The portfolio should be submitted in a three-ring binder and should be organized by sections in the format that follows. Supporting documentation (i.e., books, photographs, etc.) should not be forwarded with the portfolio. Such documentation should be referenced in the appropriate sections of the portfolio and made available only upon request of the reviewers.

The portfolio begins with a letter of request for consideration for promotion and/or tenure. The request is followed by the sections outlined below.

- **Section I: Curriculum Vitae/Biographical Data**
  - A. Name
  - B. Academic rank
  - C. Date of Appointment to the current rank
  - D. Educational credentials
    1. Baccalaureate degree earned, date conferred, granting institution, with area of specialization
    2. Masters degree earned, date conferred, granting institution, with area of specialization
    3. Doctorate degree earned, date conferred, granting institution, with area of specialization
  - E. Professional designations and/or licenses
  - F. Other credit-earning, higher education courses completed
  - G. Other courses attended for professional development, including course title, date completed, and organization or institution conducting the course

- **Section II: Teaching**
  - A. Teaching experience
    1. Undergraduate and graduate courses taught at USA
    2. Courses taught (credit and noncredit) for other institutions indicating title, academic level, and year taught
    3. Chronology of academic appointments at all institutions of higher learning, beginning with current academic appointment
  - B. Teaching effectiveness—list appropriate indicators such as:
    1. Short statement of teaching philosophy and goals
    2. List of course syllabi you have developed
    3. List of representative handouts or supplementary materials you prepared for class distribution
    4. Innovative teaching methods you have devised
    5. Evidence of your contribution to building the library’s collection in your
discipline
6. List of audiovisual materials you have developed
7. New courses or academic programs you have developed in the past five years
8. Laboratory experience/experiments you have devised, revised, or utilized
9. Academic advising assignments or activities
10. Supervision of independent research
11. Guest lecturer presentations
12. Student evaluations

- **Section III: Research and Professional Development**

  A. Publications and manuscripts accepted for publication (include full bibliographic citations)
  B. Manuscripts submitted for publication (copies attached)
  C. Grants and contract awards; grant and contract submissions
  D. Research activities
  E. Paper presentations
  F. Concerts, recitals, design displays, performances, productions, etc.
  G. Participation in professional organizations; indicate office held, sessions chaired, type of organization (national, regional, state, local), and dates of service
  H. Activities as professional advisor, consultant, workshop leader, editor, etc.
  I. Honors and awards earned for professional publications, performances, etc.
  J. Participation in short courses, workshops, etc.

- **Section IV: University Service**

  A. Service on university-level committees, including Faculty Senate
  B. Service on college- and department-level committees
  C. Extracurricular activities (student organization advisor, counseling, etc.)
  D. University-related community services that involve field of expertise (advisory boards, expert testimony, career guidance, etc.)

- **Section V: Recommendations**

  This section will contain recommendations from various reviewers (department chair, department and college promotion and tenure committees, and from the Dean to the Senior Vice President for Academic Affairs for forwarding to the President).
  Recommendations should include evaluative comments on the data contained in the portfolio, along with a positive or negative recommendation for promotion or tenure.
EXTERNAL FACULTY ACTIVITIES

As faculty members of a professional college, we understand and accept the role and importance of professional development in the fulfillment of our mission. We recognize that it is essential for the faculty to engage in professional and scholarly activities that enhance the quality of our academic programs. These activities include participation in academic and professional conferences, external consulting, and the rendering of professional services on a pro bono basis.

The University Consulting Policy applies to all professional consulting or service for which compensation is direct and in excess of the terms of University contracts. Properly transacted, such services fulfill a responsibility of the University to the community at large and provide invaluable professional experiences to faculty members. Consulting is a privilege and responsibility that is encouraged if it is of a non-routine character provided at a high professional level. It must not, however, interfere with an individual’s obligations to the University, put the individual in a conflict of interest situation, or be derogatory in any way to the standing image of the University. Information concerning all consulting activity should be submitted in advance to the department chair and forwarded to the dean. This information will be reported to the Office of Academic Affairs on an annual basis.

It is understood that certain scholarly and professional activities will require faculty to be away from the University. (The maximum time allowed for consulting is one day per week per academic term.) These activities, however, should not distract from nor conflict with the instructional responsibilities of the faculty. If consulting or scholarly activities require a faculty member to miss scheduled classes, all missed classes should be covered by a full-time faculty member or an individual approved in advance by the department chair. In all but exceptional cases, approved leave for scholarly or professional activities that result in missed class days will not exceed three class hours per course per semester. All requests for faculty leave for these activities must be submitted to and approved by the department chair and Dean at least one week prior to the activity.

The Faculty Consulting form is available online at
FACULTY TRAVEL

An Authorization for Professional Leave or Travel must be submitted to the appropriate Department Chair and Dean prior to making any travel arrangements. Permission to be absent from campus or other approved work site for one-half day or more to engage in professional activity during regular periods of contracted employment can be granted under professional leave.

The Request for Professional Leave or Travel is available online at http://www.southalabama.edu/financialaffairs/traveloffice/forms/exhibitw.pdf
Requests for reimbursement of authorized travel expenses should be submitted on the official Travel Reimbursement Form. It must have the traveler’s signature in the certification space, be notarized, and be approved by the Department Chair and Dean. The purpose of the trip should be indicated and applicable receipts should be attached. The dates and hours of departure and return, length of stay documentation, points of travel, mode of transportation, mileage (if by private automobile), cost of meals and lodging and the per diem and transportation expense claimed should be indicated on this form.

The Travel Reimbursement Form is available online at http://www.southalabama.edu/financialaffairs/traveloffice/forms/exhibitdtravel.pdf
NOMINATION PROCESS FOR EMERITUS FACULTY STATUS

Faculty of the Mitchell College of Business may be nominated for emeritus status upon retirement from the University. The criteria for emeritus status awards are outlined in the Faculty Handbook.

The College review process for nominations is as follows:

- A candidate for emeritus status must be nominated within three months of the official date of retirement by a faculty member of the candidate’s department. A vitae describing the nominee’s accomplishments and contributions at the University of South Alabama must be included.

- Tenured faculty in the department will review the nomination and submit a recommendation to the department chair.

- The department chair will review the nomination and submit a recommendation along with the faculty recommendation to the Dean. If both recommendations are negative, the process will terminate at this point.

- The Dean will submit the recommendations and application to the College Promotion Committee for review and recommendation.

- The Dean will review the application and all recommendations submitted and prepare a recommendation. All recommendations will then be forwarded to the Senior Vice President for Academic Affairs to complete the University review.

- Upon final approval by the President and the Board of Trustees, the President will send a letter to the candidate.

- The college review should be completed within six months of the date of retirement.
SALE OF ACADEMIC MATERIALS TO STUDENTS

The following policy must be adhered to in order to comply with all federal copyright laws, state ethics laws, and other state laws:

The sale of academic materials including texts, supplementary texts, and other supplementary materials directly to students by either an individual faculty member, staff employee, or by the academic department is prohibited. All academic materials as indicated above must be sold through the bookstore.

State law requires that outside college bookstore retailers be informed of required and optional textbooks and any other academic materials sold to students, such as custom published and supplementary academic learning materials (course packs). The University bookstore will be responsible for preparing a list of these and will make such lists available to off-campus retailers and/or their representatives no more than two working days from the time they are established. Also, all off-campus retailers will be allowed to purchase the items on the list from the bookstore at a discount if a margin is added or at cost if no margin is used, provided the copyright agreement legally covers such a sale. Although these procedures do not apply when students are provided class materials at no charge, faculty members are responsible for adhering to copyright laws in all instances.

Procedures

- Textbook requests must be submitted to the bookstore on a Textbook Request form. All other materials (syllabi, course packs, etc.) that are to be sold through the bookstore must be submitted on a Course Pack Request form with appropriate faculty and departmental chair signatures and in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>April 8</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>February 21</td>
</tr>
</tbody>
</table>

The bookstore encourages the faculty member to meet with the bookstore textbook supervisor to discuss the best way to have the material duplicated and distributed.

- Copyright Release: Faculty members are responsible for notifying the bookstore of any component in the course handouts, custom published materials, etc., that contain copyrighted materials. The bookstore will be responsible for obtaining copyright clearance on such materials. Upon obtaining the necessary clearances, the bookstore will send the document to the Office of Publications to obtain the requested number of copies.

- Bookstore Charges: The bookstore will determine the per item retail price by adding publication charges for duplication of the materials and copyright charges plus 20 percent.
INTERNATIONAL PROGRAM ACTIVITIES

The Office of International Services, an administrative unit of the Academic Affairs Division, is responsible for the coordination and oversight of University international activity (e.g., academic programs or projects that involve University faculty, staff, or students beyond the territorial limits of the United States). The Director of International Services works with faculty, staff, and students to ensure that all international activity meets the requirements of University affiliation.

All existing or proposed international programs, exchanges, contracts, and grants are to be reviewed and registered with the Office of International Education. Each existing or proposed program will provide necessary information on personnel, fees, curriculum, budget, transient approval, credit transfer/equivalencies, itinerary, insurance, orientation, and liability.

This policy complements the existing guidelines for travel, study, and research, and is included in the Faculty Handbook and the Academic Administrative Operating Manual.
FACULTY SICK LEAVE

As of October 1, 1999, faculty sick leave will accumulate at the rate of one day per month of service. Nine-month appointments earn nine days per year and 12-month appointments earn 12 days per year.

Unused sick leave will accumulate from year to year. A total of 225 days may be applied toward retirement benefits. This is the equivalent of 15 months service credit.

In addition to the accumulating sick leave that is provided under this policy, current full-time faculty members will have individual sick leave, based upon years of previous service, which will be available for their personal use in the event of illness or injury. Such individual sick leave will be calculated at the rate of six days per year of previous service for faculty on nine-month appointments and eight days per year for faculty on 12-month appointments. Pursuant to state law and Teachers Retirement System regulations, such sick leave based upon previous service cannot be applied retroactively toward retirement credit but may be used for illness or injury prior to using accumulating sick leave.
SUMMER TEACHING POLICY

Each summer semester the College seeks to offer a comprehensive undergraduate and graduate curriculum in support of the College mission. In order to develop a viable schedule and provide an objective and equitable method of allocating summer teaching assignments, the College will use the following priorities:

- Each department will develop a tentative summer schedule by the end of fall term using the pool of eligible faculty. The departments may establish their own priorities among eligible faculty in developing a schedule that will maximize student enrollments. The teaching assignments for summer semester may be revised up to the time of receipt of the summer contract letter.

- Faculty in the following categories will not be eligible for summer semester teaching assignments:
  - Faculty who have received notice of non-reappointment
  - Faculty who have received an annual performance evaluation rating below satisfactory (6.0) in teaching, research, or total evaluation for the most recent annual performance evaluation prior to the development of the summer semester schedule.
  - Faculty who have lost academic status (SA/PA/SP/IP) and are engaged in a required improvement plan are not eligible for summer semester teaching.

- ABD faculty who have received certification of the completion of all degree requirements before the summer semester schedule is finalized may be eligible.

- The Associate Dean will coordinate the summer semester schedule with respect to time and course conflicts and in balance with first- and second-term course offerings.

- University policy requires the College to cover the cost of the summer semester schedule through tuition revenues. If tuition revenues do not cover the cost of instruction, the Dean, in consultation with department chairs, may cancel selected classes.
STUDENT INSTRUCTIONAL POLICIES

Faculty members will follow prescribed student instructional policies concerning classroom instruction, office hours, grading, examinations, and advising.

- Classroom Policy

Each instructor is required to furnish students in each credit class the following information in writing at the beginning of each semester.

- Goals and objectives of the course
- Textbooks and any other instructional material to be used
- A brief Course Description and topical outline
- Office hours of the instructor, class hours, and other appointment times
- Class attendance policy
- Number and type of exams to be given during the semester
- Policy on make-up examinations
- Outside assignments, if any
- Penalty, if any, for late work
- Grade determination policy
- Statement regarding students with disabilities
- Statement regarding changes in course requirements
- Statement on academic dishonesty/plagiarism/Turnitin.com
- Academic disruption policy

- Office Hours

Faculty are required to post and maintain eight (8) office hours per week each semester.

- Grading

The following guidelines are to be used in the determination and reporting of student grades. The procedures for changing grades and the policy regarding posting of grades are also outlined.

Faculty should assign grades on the basis of the following guidelines:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Minimum passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

NOTE: Grades of D are not awarded in graduate classes. See page 72 for F* Grade.
Policy.

The following symbols are substitutes for grades. These are not grades.

WD  Withdrawal in good standing
AU  Audit
N   No grade or invalid grade (assigned only by the Registrar)

Because of the large and steadily growing increase in the use of the symbols I, X, and P, and the increasing incidence and severity of problems arising thereof, the policies and procedures for assigning these symbols as substitutes for grades are explained in detail.

I  An “Incomplete” (denoted on a student’s grade sheet a “I”) may be given in certain circumstances. When a student has completed a substantial portion of the course with a passing grade and experiences a significant health or personal problem preventing him/her from completing a course, an “I” may be assigned. The faculty member makes the decision to assign an “I” at the request of and in consultation with the student. The department chair or designee may be consulted by the faculty member, if desired. **NOTE: Part-time faculty members MUST consult with the department chair or designee before assigning an incomplete grade for a course.** The student should be passing the course and should be able to complete the course requirement no later than mid-term of the following semester. If the student does not complete the course requirement by that time, the “I” is automatically changed to “F.” **It is the student’s responsibility to consult with the faculty member at the beginning of the following semester to report on his/her intention to complete the assignment.** The faculty member should make the requirement for completing the course clear to the student before the “I” is assigned. It is strongly recommended that the requirement(s) be put in writing, signed, and dated by both the faculty member and the student except when circumstances such as hospitalization, etc., prevents the student from signing. The faculty member should keep the original and give a copy to the student.

X  An “X” is given if the student has a reasonable chance of passing the course, but with good reason missed the final exam.

Students should be reminded that if they receive an “I” or an “X,” it is their responsibility to make up the work prior to the date that incomplete grades are due (approximately the middle of the following semester). “I’s” and “X’s” automatically become “F’s” if not removed by the deadline unless an extension beyond the deadline is given. Extension requires approval of the Dean.

P  The symbol “P” (In Progress) is assigned only in a limited number of approved courses that require more than one term for completion. This grade should not be used merely to indicate that the student was unable to complete a course within the term enrolled and is given some additional time to complete coursework. Use either “I” or “X” grades, as appropriate in these situations. A grade of “P” for an undergraduate course must be changed to a letter grade by the end of the second
succeeding term or a grade of “F” will be assigned. In most graduate courses approved for “P” grades, “P”-grades greater than two years old will be automatically changed to “WD” (Withdrawn). For Graduate thesis and dissertation courses, a grade of “P” is assigned for each incidence of registration and all are changed to the appropriate letter grade (A,B,C,D,F), and accumulated credit assigned when the thesis or dissertation is approved by the Dean of the Graduate School. Graduate students who do not complete their degree within the limits of the Graduate School, will have all “P” grades in thesis or dissertation changed to “WD.”

See page 72 for F* Grade Policy.

Extensions of the time available to students to complete the required work may be authorized only by the Dean of the college in which the concerned course is taught.

A. Reporting of Grades

Final course grades are due by the deadline announced by the USA Registrar’s Office each semester.

B. Buckley Amendment and the Posting of Grades

The Buckley Amendment prohibits the disclosure of certain types of student information, including the release of grades, without the student’s consent. Therefore, posting of grades is NOT an advisable practice, even if codes are used instead of names. The University Registrar provides each student with an official grade report each semester and students may access their grades on a secure website. EMAILING GRADES TO STUDENTS IS NOT CONSIDERED ADEQUATELY SECURE AND MAY NOT BE USED AS A MEANS OF INFORMING STUDENTS OF THEIR GRADES.

- Examination Policy

University regulations require that a final examination in each course be given at the specific time indicated in the final examination schedule. The examination will take place in the instructional space assigned to the particular class. Any deviation from the scheduled time and place for the final examination must have the prior approval of the Dean’s Office.

The character of certain courses, however, sometimes justifies exceptions to this requirement. Consequently, it shall be the responsibility of each department to ascertain which of its courses, if any, do not require a final examination and propose a list of such courses to the Dean’s Office for approval. Once the list has been approved, those courses will carry a continued exemption from the final exam requirement.

The normal expectation of the University is that the final examination will be in written
form and be course comprehensive in nature. At the same time, the University recognizes that situations may arise in which a faculty member may find some pedagogic reasons for employing alternate examining methods.

- **Student Advising Policy**

  Since faculty members will be asked to serve as student advisors, they are urged to make themselves familiar with current University requirements, policies, and procedures used during the academic year and especially during registration periods. Advisors should enforce course prerequisites.

  Each student in the University will be assigned a faculty advisor as a matter of record. Selection of faculty advisors and assignment of students to advisors will be left to the judgment of the individual colleges. Faculty advising will be limited to guidance through the curriculum and miscellaneous professional counseling. Although faculty advising should not extend to personal counseling, each faculty member is expected to be knowledgeable about where to direct students who need help with personal problems (financial, psychological, etc.).

  Faculty members are expected to be familiar with current University requirements, policies, and procedures with respect to advising.

- **Students with Disabilities**

  In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. Note: the following is an example of a statement that should also be included in the course syllabus: “If you have a specific disability that qualifies you for academic accommodations, please notify me (the instructor/professor) and provide certification from the Office of Special Student Services. The Office of Special Student Services is located at 5828 Old Shell Road, Phone 460-7212.”

- **Changes in Course Requirements**

  Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.
• Academic Dishonesty/Plagiarism/Turnitin.com

(The academic dishonesty policy is printed in the *Lowdown*. It might be useful to remind students about it and tell them how faculty check for plagiarism.) Please refer to the USA Student Handbook, the *Lowdown* (southalabama.edu/lowdown), regarding academic dishonesty. Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, altering transcripts or university records. Penalties range from loss of credit for a particular assignment to dismissal from the University. Students are responsible for acquainting themselves with, adhering to, and promoting the governing of academic conduct.
DBA PROGRAM FACULTY POLICIES

Classes are led by doctoral faculty with extensive experience in teaching and research in their fields. With terminal/doctoral degrees in their respective areas and long-term involvement in an academic career, the Program faculty are in a unique position to facilitate knowledge transfer required for students to understand and appreciate the value of the program in their future university or college careers.

While most of the courses are delivered by full-time faculty members of the Mitchell College of Business, well known visiting scholars from other universities and colleges are utilized in courses/areas in which they have an established outstanding reputation.

Faculty involved in the Mitchell DBA program should be engaged in scholarly activities at the level defined by AACSB for institutions offering doctoral programs (Standard 15 of the 2013 Business Accreditation Standards). The academic and professional engagement standards are indicated in the table below that was reproduced from the AACSB Website:

As noted by AACSB, doctoral level faculty members are considered Scholarly Academics (SA) that “sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.” Visit http://www.aacsb.edu/accreditation/business/standards/2013/academic-and-professional-engagement/standard15.asp for more information.

DBA faculty members are expected to maintain the SA status in order to teach in the program. Mitchell DBA Faculty Re-assigned Time:

The full-time teaching load each semester for USA faculty is 4 courses or 12 credit hours. All MCOB faculty members engaged in scholarly activities, as defined by AACSB standards, currently receive unfunded re-assigned time from teaching to research resulting in a full-time teaching load of 3 courses or 9 credit hours. Additionally, Mitchell DBA faculty members engaged in scholarly activities as defined by AACSB standards, and as interpreted by the department, are offered additional unfunded re-assigned time with a teaching load of 2 courses or 6 credit hours during the semester he/she teaches the DBA course and during the preceding semester. Course re-assigned time during the semester prior to the teaching semester ensures a high level of preparation by the faculty member to enhance delivery of the course during the following semester.

Faculty Payment Policy for Summer Term DBA Courses

MCOB faculty teaching in the Mitchell DBA program will not receive additional re-assigned time during the summer semester due to the separate contract offered for summer teaching. Thus Mitchell DBA faculty teaching during the summer semester may teach only one other undergraduate/Masters level course in addition to the DBA course.
In order to provide equity for faculty members teaching a Mitchell DBA course in the summer, the faculty member will receive a one-time stipend amount in addition to the regular payment for the DBA summer course. Visiting scholars/faculty from other institutions or other USA colleges are not eligible for this stipend but are paid according to the policy outlined below.

Faculty Payment Policy for serving on Dissertation committees

MCOB faculty members serving on dissertation committees will not be eligible for additional reassigned time beyond what is outlined above. However, for expending their effort and time in directing student research projects, MCOB faculty members serving as chairpersons and as members of the dissertation committee will be paid a stipend. Given the nature of the duties, it is likely that the stipend amount will vary between the chairperson and the committee members.

Faculty Payment Policy – Visiting Scholars

Visiting scholars, who are not members of the MCOB faculty, are eligible for a stipend when teaching courses within Mitchell DBA program. The stipend is based on the number of three-day weekend sessions offered in the course. Visiting scholars from other institutions or universities will also be reimbursed for travel, lodging, and meals for the weekends they are engaged in teaching program courses.

Visiting faculty, who are not members of the MCOB faculty, offering 1-hr research or pedagogy seminars on Fridays are also eligible for a stipend for their efforts. The stipend is based on the number of 1-hour research/pedagogy sessions taught by the faculty.

Visiting scholars who serve on dissertation committees will also be provided a stipend for their service. They will also be reimbursed for travel, lodging, and meals for the days they are on USA campus in connection with their role on the committee(s).
STATEMENT ON STUDENT CONDUCT RELATED TO DISTANCE LEARNING TESTING

1. Students should provide a valid photo ID when checking into the testing room/lab. Students without a valid photo ID will be denied testing.

2. Electronic devices are not allowed in the testing room/lab. Mobile phones and pagers must be turned OFF and stored for the duration of each test session. PDAs, iPods, iPads, and similar devices, including “databank” watches, are not allowed at any time. Calculators may be allowed at the discretion of the instructor. Use of ANY other electronic device during an exam will be considered evidence of cheating! Please note: Cell phones should also not be used outside the testing room/lab because of the noise level.

3. Students are encouraged to leave all personal items, including book bags, backpacks, and purses in a secure location outside of the testing room/lab. This also applies to non-religious head coverings.

4. Students will only be allowed to use items such as calculators or notes if the instructor has indicated that these items are allowed.

5. There is no talking to or otherwise interacting with others while taking a test.

6. Students may not sit with another person while taking a test. One student per testing station. Sorry, no children allowed during testing. No exceptions.

7. When testing in a computer lab, students may not look at a computer monitor other than their own or position their monitor so another student can see it.

8. When testing in a computer lab, students may not leave the test screen, open a browser, or open other computer files during test taking.

9. No food or drinks allowed in testing rooms/labs.

10. Students may not leave the room during test-taking. If a student needs to leave, the test must be returned to the proctor. Whether a student is allowed to re-test must be determined by the instructor.

11. All tests are collected at the end of the scheduled exam time.

12. Students with special needs should contact the Office of Special Student Services at 5828 Old Shell Rd., (251) 460-7212, prior to taking a test. The Student Disability Services Office will notify the instructor of any needed accommodation.

13. Examinees are bound by the following statement: “On my honor, I have neither given nor received unauthorized aid during this examination.”
14. Evidence of cheating will be investigated and reported to appropriate authorities. Any form of academic misconduct will result in a grade of F in the course.
Federal regulations governing financial aid require that the University report information regarding class attendance for financial aid recipients in certain circumstances as indicated below. Failure to report this information will result in substantial liability for the University. We have tried very hard to reduce the burden on faculty for reporting the information.

Henceforth, grade sheets for all classes will have a statement requesting that an F* be recorded rather than an F when it is KNOWN by the faculty member that ALL of the following circumstances occur:

Record an F* when the student earned an F because he or she:

1. stopped attending class completely  
   AND

2. did not officially withdraw (a "WD" will already be printed on the grade sheet for any student who has officially withdrawn)  
   AND

3. completed NONE of the course requirements; e.g., completed no tests or homework assignments, etc.

It is anticipated that the circumstances listed above occur infrequently. In any event, it is important that F* be recorded ONLY when it is known with certainty that ALL circumstances apply. These instructions will be printed on the grade sheets.
MCOB TEXTBOOK ADOPTION POLICY

1. All textbook adoptions must be approved by the department chair. All textbook adoptions for core courses must be approved by the department faculty teaching the course and the department chair.

2. Textbooks considered for adoption must meet the following requirements:

   a. The textbook must be distributed by an identified publisher of higher education textbooks. The publisher must provide an accepted standard of support for the textbook.
   b. The textbook must have been subjected to peer review as a part of the publishing process.
   c. The textbook must be adopted by at least one other AACSB accredited business school.

3. Textbooks may not be changed for a minimum of two years unless the textbook is no longer available from the publisher.

4. If a textbook is authored by MCOB faculty and adopted for use in MCOB courses, the faculty member(s) must file a conflict of interest form each year and MCOB must provide a management plan for the identified conflict.

   February 16, 2012
GRADUATE TRANSFER AND TRANSIENT POLICIES

The graduate transfer and transient policy applies to all students admitted to the Master of Business Administration program and the Master of Accounting program.

Transfer Policy

Upon admission to the MBA or MACC programs, students may transfer up to nine graduate semester hours from another accredited institution. The acceptance of transfer credit for any course is subject to the approval by the Director of Graduate Studies at the time of admission into the program.

Strategic Management (MGT 580) cannot be transferred to USA.

Transient Policy

Students admitted to the MBA or MACC programs are expected to complete all requirements at the University of South Alabama. The Director of Graduate Studies may grant transient approval only under the following conditions:

1. If a student or the spouse of a student is transferred out of the Mobile area prior to completing all degree requirements, the Director of Graduate Studies may approve up to nine semester hours for transfer to the University of South Alabama as a transient student. All courses accepted for credit must be reviewed and approved in advance by the Director of Graduate Studies.

2. If for any reason a required course is not offered for two consecutive terms (not including the summer term) the Director of Graduate Studies may approve transient status and accept the course as transfer credit.

Any student who transfers nine semester hours to the University of South Alabama at the time of admission to the graduate program will not be granted transient status under any condition.
If you plan to use human subjects in any research, be sure you comply with the USA human subjects guidelines BEFORE you contact any potential participants. If your thesis or dissertation research involves human subjects and you do not comply with Institutional Review Board regulations, you may not be eligible to receive your degree or be able to publish your findings.

1. Use the IRB web site (http://www.southalabama.edu/researchcompliance/humansubjects.html) to find current forms and guidelines and to determine deadlines for submission, or contact the IRB administrator at 251-460-6308 or fax at 251-461-1595. The IRB office is located in CSAB 128.

2. Discuss your project with your faculty advisor and/or department chair to help determine the correct IRB review you need (i.e., full board review, expedited review, or exempt from full board review).

3. A completed application should:
   a. Address the protection of rights and welfare of human subjects in your research project.
   b. State risks faced by research participants. Even if the risks are minimal, state that point in your application and in your protocol. Researchers proposing studies that expose participants to more than minimal risk as defined below should clearly identify the risks, articulate the implications of the risks, discuss the means used to minimize the risks, and communicate their assessment of the anticipated benefits vs. the risks.

   Minimal risk is defined as follows: “The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”

   c. State the means used to recruit participants in the study. Describe your recruiting methods and materials. Describe how you gain initial access to potential participants. Indicate how participants are adequately informed about your study’s purpose and procedures. If you are reaching potential participants through third parties (e.g., hospitals, schools, etc.), be sure the person granting you access has the right to permit that access and documents their permission in writing. That permission should be dated, on appropriate letterhead, and should indicate the extent to which you will have access to potential participants or data. Attach these letters to your application.

   d. Identify any involvement of “vulnerable populations” who require special precautions to minimize risks and to avoid coercion.
“Vulnerable populations” include children, pregnant women, cognitively impaired persons, and prisoners. Sometimes, economically or educationally disadvantaged persons, patients recruited by their own physicians, students recruited by instructors, and employees recruited by their employers may be considered vulnerable populations. Usually when participants are under the age of 19, parental consent must be obtained.

NOTE: Age of adulthood in Alabama is 19 years, not 18 as in many states.

e. Address equity among gender, racial, and ethnic groups recruited as research participants.

f. State the informed consent procedure. The informed consent procedure is a critical aspect of your protocol. The IRB needs to know that your participants are fully informed about their rights and the study’s research procedure.

g. Present the content of the interview instruments. All written surveys, tests, and procedures that will be used should be included in your protocol. For more informal interviews, a thorough description of the initial interview questions and subsequent interview procedures should be provided.

h. Describe who will have access to the data once they are collected; how the data will be used and presented; how the data will be stored; where the data will be stored; and what happens to the data when the study is completed.

Check dates for application deadlines for IRB review. Allow enough time for your thesis/dissertation committee and the IRB to review your protocol.

Submit the correct number of copies. Your supervising faculty member’s signature is required.

Remember, you may not initiate human subject research until you have received approval from the IRB. Do not assume you have approval just because you have submitted your application.
STUDENT ACADEMIC CONDUCT POLICY

As a community of students and scholars, the University strives to maintain the highest standards of academic integrity. All members of the community are expected to exhibit honesty and competence in academic work. This responsibility can be met only through earnest and continuing effort on the part of all students and faculty.

Any dishonesty related to academic work or records constitutes academic misconduct, including but not limited to activities such as giving or receiving unauthorized aid on tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. Note that dismissal from any University of South Alabama college or school for reasons of academic misconduct will also result in permanent dismissal from the University. Faculty, students, and staff are responsible for acquainting themselves with, adhering to, and promoting policies governing academic conduct.

The Office of the Senior Vice President for Academic Affairs (SVPAA) will maintain a permanent record of all academic misconduct penalties involving Level I, Level II, and Level III cases according to the Academic Misconduct Penalty Record. The record will include the student’s name and student number; course title, section and instructor (as appropriate); semester in which the misconduct occurred; type of misconduct; penalty imposed; and the student’s major(s) at the time the penalty was imposed.

Upon receipt and recording of information regarding penalties imposed as above, the SVPAA will determine if the student has been found guilty of any previous incident(s) of academic misconduct. If a previous instance of academic misconduct has occurred in Level I or Level II cases, the SVPAA will notify the Dean of the college of the student’s major. The Dean will then determine whether an additional higher level charge of academic misconduct is warranted and whether it should be brought against the student. In Level III cases, the SVPAA will notify the chair of the University Academic Standards Committee to convene the committee to determine if a more severe penalty is warranted.

The Academic Misconduct Record will be used for the purpose of determination and evaluation of repetition of academic misconduct and, if appropriate, for charging the student with an additional charge of academic misconduct. The information contained in the Academic Misconduct Record will not be available to the course instructor. College level and University level Academic Standards Committees and/or their members will not have access to information contained in the Academic Misconduct Record prior to the conclusion of the case, including completion of appeals, if any. The only circumstance in which an Academic Standards Committee and/or its members will have access to information in the Academic Misconduct Record is if the Committee(s) is/are charged by the Dean or SVPAA to consider whether a more severe penalty is warranted in cases where it has been determined that repetition of academic misconduct has occurred. The Academic Misconduct Record may be found at http://www.southalabama.edu/academicaffairs/forms/ampr.pdf.
All matters related to academic misconduct are the responsibility of the academic units involved and the Office of the SVPAA. These matters will be resolved through procedures defined herein for both graduate and undergraduate students.

A. Definitions

The term “student” is used in the policy to refer to one or more students as appropriate to the case. The term “class day” refers to a weekday (Monday through Friday), excluding holidays, during which the offices of the University are open and the classes of the full term are in session, excluding final examination periods. The term “college” refers to colleges, schools, and academic divisions of the University.

B. Committees

1. Each department shall have a Departmental Undergraduate Academic Standards Committee. Those departments offering graduate programs or graduate course work shall also have a Departmental Graduate Academic Standards Committee.

The Undergraduate/Graduate Committee(s) shall conduct all hearings requested by undergraduate/graduate students in academic misconduct cases within the department.

For the Undergraduate Academic Standards Committee, each department shall appoint four (4) full-time faculty members, plus one full-time faculty member designated as an alternate, and two non-voting, upper division student members. The Committee shall be constituted early in the Fall Semester of each year. In departments with fewer than five full-time faculty members, each eligible faculty member shall serve on the Committee and the dean of the college shall appoint other members from a related department to complete the Committee.

For the Graduate Academic Standards Committee, each department shall appoint four graduate faculty members, plus one graduate faculty member designated as an alternate, and two non-voting, graduate student members. The Committee shall be constituted early in the Fall Semester of each year. In departments with fewer than five graduate faculty members, each eligible member shall serve on the Committee, and the dean of the college shall appoint other qualified graduate faculty members from a related department to complete the Committee.

2. College Academic Standards Committee

Each college shall have a Collegiate Undergraduate Academic Standards Committee. Those colleges offering graduate programs or graduate course work shall also have a Collegiate Graduate Academic Standards Committee.

For the Undergraduate Academic Standards Committee, each college shall appoint four (4) full-time faculty members, plus one full-time faculty member
designated as an alternate, and two non-voting, upper division student members. The Committee shall be constituted early in the Fall Semester of each year.

For the Graduate Academic Standards Committee, each college shall appoint four graduate faculty members, plus one graduate faculty member designated as an alternate, and two non-voting, graduate student members. The Committee shall be constituted early in the Fall Semester of each year. In colleges with fewer than five graduate faculty members, each eligible member shall serve on the Committee, and the SVPAA shall appoint additional qualified members from other colleges to complete the Committee.

3. University Academic Standards Committee

The University Academic Standards Committee shall be composed of five faculty members and one alternate, at least four of whom are graduate faculty, and two non-voting students, one graduate and one upper-division undergraduate. The Committee shall be appointed each Fall Semester by the SVPAA.

4. Committee Authority

Committees may prescribe penalties, sustain penalties, reduce penalties (including reduction to no penalty), or dismiss charges, as appropriate to the case. However, when acting on an appeal request, a committee may not increase the severity of the previously prescribed penalty.

C. Procedures

In cases of alleged academic misconduct, the committee will make every effort to maintain confidentiality of all parties during the process. Information regarding the case is generally not communicated to non-involved parties, and communications regarding the matter are on a need-to-know basis. If, however, informational material relative to the case is subpoenaed through a court process, or is required to be divulged in some other type of investigation, then it would not be deemed to be a breach of confidentiality and the requested material would be void of its confidentiality.

This policy recognizes three levels of academic misconduct (see the following identification of Levels I, II, and III). The college in which a Level I case is heard shall normally be the college in which the misconduct occurred, not necessarily the college of the student’s major program. A Level II case will normally be heard in the college of the student’s major program. A Level III case will normally be heard by the University Academic Standards Committee.

The Committee Chair will be elected by the Committee. The chair shall maintain complete, confidential records of all proceedings, including minutes of all meetings held regarding the case.
Student members of the Committee serve in an advisory capacity to provide the Committee with a student perspective. Neither the student nor the faculty member involved shall have legal representation during the presentation of the case or during the appeal process. However, legal assistance in preparing a defense or statement for presentation to the Committee is permissible.

The Committee will confirm their decision by vote. The chair of the Committee will not vote except in case of a tie. After a decision is rendered, an appeal may be requested (see sections under Appeal). Grounds for appeal are the alleged lack of due process in the case or alleged discrimination against the student.

All penalties must be within the authority or purview of the involved unit. For example, an instructor may impose a penalty of failure in a course where cheating is involved, but the instructor may not dismiss the student from the program.

A student accused of alleged academic misconduct, or involved in the appeals process for alleged academic misconduct, will not be allowed to withdraw from a class(es) related to the charge of academic misconduct until the charges, penalties, and/or appeals have been resolved through due process as described below. The student must be allowed to remain in or complete the class(es) until the case is resolved. The student may not withdraw from a class(es) in which a penalty is sustained (either by the student accepting the penalty or by an academic standards committee decision) for academic misconduct.

D. Levels of Academic Misconduct

The three levels of misconduct consideration in this policy are as follows:

1. Level I -- Cases Limited to a Specific Class and/or Instructor

   When an instructor discovers an act of academic misconduct, the student involved shall be informed verbally or in writing of the alleged violation.

   If the instructor decides to impose a penalty, the instructor shall prepare a dated, written statement describing the alleged violation and the recommended penalty, along with a copy of the Student Academic Conduct Policy. The instructor shall either mail the statement, with attachment, by U.S. mail with Return Receipt Requested, or hand deliver the statement. A copy of the written statement will be submitted to the department chair. The instructor will also request that the department chair immediately notify the registrar to block the student from withdrawing from the course. At any point in the process in which it is determined that the student is innocent of the charge of academic misconduct, the block will be removed.

   The student normally has five class days from receipt of the written notification to submit a written response to the instructor. Failure of the student to respond in a timely manner (not to exceed ten class days from receipt of notification) will be considered as either subversion of the process or agreement with the misconduct
charge and acceptance of the imposed penalty. This information will be communicated as follows:

The instructor will inform the student in writing of the penalty. If the student responds in writing with denial of the charge, the department chair will be notified and a hearing shall be arranged. If the student does not respond in writing with denial of the charge, the instructor will submit to the department chair a report of the penalty using the Academic Misconduct Penalty Record form who will in turn forward it through the dean of the college to the SVPAA.

At any stage in the Level I process, the department chair or the Departmental Academic Standards Committee may decide that the alleged misconduct is of such a serious nature as to warrant inquiry beyond the Level I proceeding and to refer the case to the College Academic Standards Committee (Level II) for disposition.

**Hearing**

Upon receipt of the written denial of charges, the following procedure applies. If the department chair is the accuser, the college dean shall perform the functions previously ascribed to the chair.

**The department chair shall notify the Departmental Academic Standards Committee to begin a hearing within ten class days of the notification.**

**The hearing shall be conducted in the presence of the involved student and faculty member. The student and faculty member shall have opportunities to present all relevant information and witnesses before the Committee.**

**At the conclusion of the hearing, the committee shall convene to review the evidence and decide whether or not the charge of academic misconduct is sustained. If the charge is sustained, the Committee may affirm the instructor’s recommended penalty or may replace it with a lesser penalty, including no penalty. If the charge is not sustained, the Committee shall dismiss the charge. If the Committee dismisses the charge, the department chair is responsible for taking necessary steps for removing any blocks on registration. The Committee’s decision shall be submitted in writing to the department chair no more than five class days after the conclusion of the hearing. The department chair shall provide the student with written notification within five class days of receipt of the Committee’s decision. If it is determined that previous incident(s) of academic Misconduct have occurred, the written notification will inform the student that an additional or higher level charge may be brought. If the student does not file an appeal, the department chair will submit a report of the penalty (if any) using the Academic Misconduct Penalty Record through the Dean to the SVPAA.**
Appeal

Grounds for appeal are the alleged lack of due process in the case or alleged discrimination against the student. If the student wishes to appeal the decision of the Departmental Academic Standards Committee, a written request for appeal must be filed with the dean of the college in which the class is taught within five class days of receipt of the written notification from the department chair. The dean shall notify the College Academic Standards Committee of the student’s academic program or major in writing to begin a review within ten class days of receipt of notification.

The Committee will first determine if grounds exist for an appeal. If there is a decision to hear the appeal, the review shall be based upon the record developed in the hearing process, and the Committee may interview case principals as it deems appropriate. At the conclusion of the review, the Committee shall convene to review the evidence and determine whether or not the charge of academic misconduct is sustained or dismissed.

In cases where the Committee sustains the charges, the Committee may affirm or reduce the previously imposed penalty. The Committee shall submit its decision in writing to the dean within five class days of receipt of the conclusion of the hearing. The dean shall provide written notification of the committee’s decision to the student within five class days of receipt of notification from the Committee.

The decision of the College Academic Standards Committee shall be final. The dean will submit a report of any penalty imposed using the Academic Misconduct Penalty Record to the SVPAA. The dean is also responsible for removing or continuing registration holds, as appropriate.

2. Level II -- Cases Involving Action by a College or School

If the alleged academic misconduct is beyond the scope of a specific class and/or instructor or is of such a serious nature as to warrant review of continued participation in an academic program, the procedures shall be as described below. Note that dismissal from a college or school for reasons of academic misconduct will result in permanent dismissal from the University. Because of the possible severity of the penalty, all allegations of academic misconduct at this level are heard by the College Academic Standards Committee of the college of the student’s academic program or major, and the penalty will be determined by that Committee if the allegations are sustained.

The instructor, department chair, or other involved party shall forward a written notification of the alleged violation(s) with evidence to the academic dean or equivalent administrator of the academic program or major of the student involved. A copy of the written notification will be given to the student.
The college dean shall notify the College Academic Standards Committee in writing of the allegations, transmit any evidence to the Committee, and instruct the Committee to begin the hearing process within ten class days of the notification. (In the event that the college dean is the accuser, the college assistant/associate dean or person appointed by the SVPAA shall perform the functions ascribed to the dean.)

The hearing shall be conducted in the presence of the involved student, faculty member, and/or administrator, and witnesses. The student and faculty/administrator(s) shall have opportunities to present all relevant information and witnesses.

At the conclusion of the hearing, the Committee shall convene to review the evidence and determine whether or not the charge of academic misconduct is sustained. The Committee, in its best judgment, may sustain or dismiss the charges. In cases in which the Committee sustains the charges, the Committee may impose a penalty, including suspension from the University or permanent dismissal from the University. The Committee shall submit its decision to the dean in writing within five class days of the conclusion of the hearing. The dean shall provide written notification of the Committee’s decision to the student within five class days of the receipt of notification from the Committee and the following action(s) shall be taken:

1. If the Committee’s decision is to dismiss the charges, the dean is responsible for removing the registration blocks on the student; or

2. If the Committee’s decision is to sustain the charges and if the case is not appealed, then

   a. the chair of the College Committee on Academic Standards will submit a report to the SVPAA through the college dean of the penalty imposed, if any, using the Academic Misconduct Penalty Record, and

   b. the dean is responsible for notifying the Registrar to remove or continue registration blocks, and/or to take necessary actions such as suspension or dismissal as appropriate.

Appeal

Grounds for appeal are the alleged lack of due process in the case or alleged discrimination against the student. If the student wishes to appeal the decision of the Committee, a written request for appeal must be filed with the office of the SVPAA within five class days of receipt of the written notification from the dean. The SVPAA shall notify the University Academic Standards Committee in writing to begin a review within ten class days of receipt of notification.
The Committee will first determine if grounds exist for an appeal based upon its review of the record developed in the hearing process. If there is a decision to hear the appeal, the appeal shall be based upon the record in the hearing process, and the Committee may also interview case principals as it deems appropriate. At the conclusion of the hearing, the Committee shall review the evidence and determine whether or not the charge of academic misconduct is sustained or dismissed. In cases where the Committee sustains the charges, the Committee may affirm or reduce the previously imposed penalty.

The Committee shall submit its decision to the SVPAA in writing within five class days after the conclusion of the hearing. The decision of the University Academic Standards Committee related to the appeal shall be final. Also, at the conclusion of the appeal process, the chair of the University Standards Committee will submit a report of the penalty imposed, if any, to the SVPAA using the Academic Misconduct Penalty Record. The SVPAA shall provide written notification of the Committee’s decision to the student within five class days of receipt of notification from the Committee, and as appropriate, the written notification to the student will include notification of additional charges if previous incident(s) of academic misconduct have occurred as indicated in the SVPAA review of the Academic Misconduct Penalty Record. The SVPAA will be responsible for informing the Registrar to remove or continue registration blocks on the student, and for taking necessary action(s) such as suspension or dismissal, as appropriate.

3. Level III - Cases Involving Action beyond a College or School

If the alleged academic misconduct warrants inquiry beyond a college or school, the procedure shall be as follows:

The department, academic unit, college or school, or other party shall submit a written notification and statement of allegations to the SVPAA. A copy of the notification/statement of allegations shall be sent to the student.

The SVPAA shall notify the University Academic Standards Committee in writing of the allegations, transmit any evidence to the Committee, and instruct the Committee to hold a review within ten class days of the notification. The hearing shall be conducted in the presence of the student, witnesses, and other involved parties. All parties shall have opportunities to present all relevant information and witnesses.

At the conclusion of the hearing, the Committee shall convene to review the evidence and determine whether or not the charge of academic misconduct is sustained or dismissed. For cases in which the Committee recommends a penalty, the penalty may range up to and including dismissal from the University. The Committee shall submit its decision in writing to the SVPAA within five class days of the conclusion of the hearing. The SVPAA shall provide written notification of the Committee’s decision to the student within five class days after receipt of notification from the Committee.
Appeal

Grounds for appeal are the alleged lack of due process in the case or alleged discrimination against the student. If the student wishes to appeal the decision of the Committee, a written request for appeal must be submitted to the SVPAA within five class days of the decision notification. The SVPAA will first determine if grounds exist for an appeal. If there is a decision to consider the appeal, the SVPAA shall conduct the appeal review beginning within ten class days of receipt of the request. The review shall be based upon the study of the record developed through the hearing process. The SVPAA may interview case principals and conduct other reviews as deemed appropriate. The SVPAA shall promptly notify the student in writing of his/her decision. The decision of the SVPAA shall be final.

At the conclusion of the Level III process, including appeal, if any, the SVPAA will report the penalty imposed, if any, using the Academic Misconduct Penalty Record. If previous incidents of Academic Misconduct have occurred, the chair of the University Academic Standards Committee will convene the Committee to determine if a more severe penalty is warranted. The SVPAA is responsible for notifying the Registrar to remove or continue registration blocks, and/or to take necessary actions such as suspension or dismissal, as appropriate.

Minimum Academic Misconduct Penalty

Any form of academic misconduct regarding a class assignment, group project, quiz, or examination will result in a grade of F in the course. A second incident of academic misconduct will result in academic dismissal from the Mitchell College of Business.
Defining Disruptive Academic Behavior

Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. An academic environment is defined as a classroom, laboratory, library, study hall, field trip or similar setting in which formal learning is taking place. Though dependent upon the size and nature of the academic setting, disruption refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of an activity. Disruptive behavior may range from the mildly annoying (which should be tolerated as much as possible) to clearly disruptive, dangerous and/or violent behavior which should never be tolerated.

Common Disruptive Behavior

Common examples of disruptive student behavior include (in part from Gerald Amada “Coping with the Disruptive Student”):

- Threatening, stalking, intimidating, or harassing of anyone in an academic setting, such as another student, instructor, librarian, or other academic staff person in an attempt to address some grievance.
- The formation of close and sometimes erotic attachments to a professor resulting in shadowing or persistent and unwanted phone calls or letters.
- The badgering of an instructor with questions with the intent to interrupt lectures and gain attention (this problem is even more severe if related to alcohol or substance abuse).
- Sleeping in class.
- Routinely entering class late or departing early.
- Personal hygiene problems impacting others.
- Repeatedly talking in class without being recognized, talking while others are talking, or dominating class discussion.
- Loud keyboarding or playing computer games.
- Physical display of anger (such as throwing books or other items).
- The use of cell phones or pagers.
- Tampering with equipment, altering computer software or hardware, or damaging furnishings in any academic setting.
- Excessive noise in a quiet setting such as the library.
Faculty Rights and Responsibilities

The University of South Alabama respects the right of instructors to teach, and students to learn. Maintenance of these rights requires an academic environment that does not impede their exercise. To ensure these rights, faculty and staff members have the prerogative.

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each academic setting.
- To refer for disciplinary action those students whose behavior may be judged to be disruptive under the Code of Student Conduct (refer to USA policies in the student handbook The Lowdown for specifics).

Preventing Student Disruptions

Faculty should identify possible issues that may arise in the classroom or other academic settings and address them in the course syllabi. These could include - but are not limited to - the following:

- How to address faculty (Dr., Mr., Ms., etc.)
- Rules regarding attendance, punctuality, make up exams, etc.
- Policies regarding the use of cell phones, recording devices, computers, etc.
- How to be recognized in class.
- How to engage in civil classroom discussion, even if there are passionate disagreements.
- Academic integrity issues.

Use the first class to set the tone. Discuss your expectations regarding the class and student behavior. Develop ownership of standards during discussion with students.

Role model expected behavior. Avoid swearing, provocative statements and the public humiliation of your students. Keep your relationships with them friendly but professional.

Intervene early to discourage continuation of inappropriate behavior. Be aware that students within your class may be having difficulties with classmates. Let your class know that they may come to you when their educational experience is being hindered and that you will assist them in resolving classroom problems.

Discuss issues and concerns with your department chair and more seasoned colleagues. Be aware of campus resources and be prepared to make appropriate referrals such as counseling, health services, and disabled student services. Consult early with the appropriate staff members (listed at the end of the section) regarding problematic behavior and collectively develop strategies.

Dealing with Academic Disruptions

When the moment comes in which you must deal with a disruptive student:

- Remain calm and try to calm the student.
- Listen carefully and acknowledge the student’s words and feelings.
- Remember always that you are the only person you can control in this situation.

_You may remove a student from the environment (however, avoid any physical contact with the student unless absolutely necessary)._ 

Ask the student to step outside the classroom with you:

- Assure the student of your concern and help him/her to identify possible options.
- Explain his/her options necessary for re admittance to class.

_If you are unable to de-escalate the situation, you may need to state in class that the behavior is unacceptable. If necessary, dismiss the class or other academic activity. If necessary call 511 for immediate assistance from the University police. Report the incident to your department head at the first opportune moment._

Documentation of Incidents

Document each incident - however minor - “for the record.” This may be important at a later date to show a pattern of behavior. Disruptions and questionable behavior should be documented utilizing the _Classroom Disruption/Behavior Concern Report_. This form may be found at [http://www.southalabama.edu/academicaffairs/forms/ClassroomDisruptionBehaviorConcern.pdf](http://www.southalabama.edu/academicaffairs/forms/ClassroomDisruptionBehaviorConcern.pdf).

University Procedures for Dealing with Disruptive Behavior

Once an incident is documented, reports must be routed promptly. The instructor should provide a copy of any report to the appropriate administrator (i.e., Dean of Libraries) or academic department chairperson. The department chairperson (who may possess other reports filed against a particular student) will then choose one of the following three options:

1) If the faculty member and/or chairperson believe that the situation is salvageable, a conference between the faculty member and the student - possible involving others such as the department head, the Student Conduct Administrator, the University Police - may be held. The consequences of continued improper behavior and strategies for ending such behavior should be discussed at this meeting. If the student cannot do this, further action is necessary.

2) If the department cannot resolve the situation, the report should be forwarded to the Student Conduct Administrator and charges should be brought against the offending student. There must be a complainant for this to occur. The complainant may be the involved faculty member or academic staff person, the department head, a witness to the event, the campus police, or any other knowledgeable third party including students. The report, or a written statement by the complainant, must be given to the Student Conduct Administrator, who will then notify the accused student that he or she is being charged with violating the Code of Student Conduct. The Student Conduct Administrator will follow necessary procedures in
dealing with the students as explained in the Code of Student Conduct section of The Lowdown. The Student Conduct Administrator may take unilateral action or the involved parties may be asked to appear before the University Disciplinary Committee, a group made up of students and faculty charged with deliberating non-academic Code of Conduct violations and issuing appropriate sanctions.

3) If there is a perceived threat or act of violence, or if and when disruptive behavior violates federal or state laws, the report should be forwarded to the University Police who have arrest powers and may issue trespass warnings when appropriate. Once the University Police action or investigation is completed, they will share the report with the Student Conduct Administrator and Behavior Assessment Committee for additional action. The Student Conduct Administrator will forward all final decisions to the respective department heads, who will in turn notify the appropriate faculty members.

**COMMON SENSE AND GOOD JUDGMENT**
*will often provide the best resolution of the problem.*

University Staff Available for Consultation and Assistance:

Deputy Chief, Derek Christian, University Police, Beta/Gamma Commons Bldg.,
290 Stadium Blvd., 460-6611, dchristian@usouthal.edu

Dr. John Smith, Vice President for Student Affairs, Student Center, Room 270,
460-6171, johnsmith@usouthal.edu

Dr. B. Keith Harrison, Academic Affairs, Administration Building, Room 300,
460-6261, kharriso@usouthal.edu

Dr. Robert Hanks, Counseling Services, Alpha Hall East, Room 326,
460-7051, rbhanks@usouthal.edu

Beverly Kellen, Student Health Center, 650 Clinic Drive, Suite 1200
460-7151, bglusman@usouthal.edu

Maggi Fields, Student Disability Services, 5828 Old Shell Rd.,
460-7212, specialstudents@usouthal.edu
HOW TO REPORT DISRUPTIVE BEHAVIOR

The MCOB follow the Academic Disruption Policy in the Lowdown. Faculty report concerns to their department chair. The chair and/or faculty member discusses the incident with the Associate Dean and/or the Dean. If the issue cannot be resolved within the college, the Dean of Students is notified as per the policy. A copy of the file developed is held in the Dean’s office. The Classroom Disruption/Behavior Concern Report located at http://www.southalabama.edu/academicaffairs/forms/ClassroomDisruptionBehaviorConcern.pdf should be used to report the incident.
USA INVESTIGATIONS UNIT

The Investigations Unit is the investigative branch of the University Police Department. The unit's goals are early intervention, prompt investigations and preventative or corrective resolutions. Members of the University's Community can help the unit achieve these goals by early reporting of criminal or suspicious activities.

What should be reported?

1. All types of threats directed towards any University community member or University property
2. Any person exhibiting threatening or unusual behavior
3. Any administrative meeting or hearing that may pose a threat to the people involved during or after the proceeding
4. Any social or family issue that may pose an on-campus threat to anyone who attends, works, or visits the University of South Alabama.

How do I report situations?

Investigations Unit (251) 461-1405 After Hours: (251) 460-6312
Detectives’ e-mail investigations@usouthal.edu
Silent Witness (Anonymous) Program Click “Silent Witness” on the USA Police home page
Anonymous Tips Line (251) 460-6667
Campus Mail Attn: Investigations Unit
USA Police Department
Beta/Gamma Commons Bldg., 290 Stadium Blvd.
Mobile AL - 36688
For Emergency Police Response (251) 460-6312 or 511 on any campus
911 from cell and other non-campus phones

The Tips Line and Silent Witness are checked daily.

Safety First, Call the Campus Police when:
1. The situation poses an immediate threat,
2. The situation ends with a commission of crime,
3. Or an uniformed police presence is needed to resolve a situation.
4. If you are in doubt about whether a situation is an emergency, call the campus police.
MITCHELL COLLEGE OF BUSINESS CONTINUOUS IMPROVEMENT PROCESS

Stakeholders
--businesses
--students
--faculty
--alumni

MCOB Mission

Strategic Planning Process

Programs & Services

Plans

Outcomes Assessment

Strategic (3-5 Years)
UNDERGRADUATE CURRICULUM PROCESS

Initiation of Curriculum Action

→ Department Faculty Recommendation
→ College Standing Committee Recommendation
→ Dean’s Council Recommendation

→ College Curriculum Committee

→ MCOB Faculty review and Approval

→ Office of the Dean

→ University Academic Affairs Committee

→ Senior Vice President for Academic Affairs

→ University Bulletin
MCOB FACULTY DEVELOPMENT
PROCESS

MCOB SUPPORT

College Faculty Development Committee serves faculty to develop recommendations for program

College support of external seminars and workshops

Internal workshops on topics identified by faculty

Relevant Professional Consulting

UNIVERSITY SUPPORT

University faculty workshops and seminars

University Faculty service and development awards

University faculty development fund
Initiation of Curriculum Action

Department Faculty Recommendation

College Standing Committee Recommendation

MCOB Graduate Committee

MCOB Faculty Review and Approval

Office of the Dean

University Graduate Committee

Dean of the Graduate School

Senior Vice President for Academic Affairs

University Bulletin
Annual performance evaluations provide continuing feedback each year.

Each fall, all eligible faculty are notified of the promotion review process. Candidates prepare a report describing instructional activities, intellectual contributions, and service activities for the relevant period. This report is submitted to the department chair by December 1.

The candidate’s report is reviewed by department faculty holding the rank being considered and/or higher and the department chair. The chair prepares a promotion recommendation that includes a statement on the consensus of the faculty.

The candidate’s report and department recommendation are forwarded to the College Promotion Committee for review and recommendation in January.

The candidate’s report and all recommendations are forwarded to the Dean for final review and recommendation.

If recommendations are negative, the candidate is notified and given the option of withdrawing from the promotion review process. In March, the candidate’s report and recommendations are forwarded to the Senior Vice President for Academic Affairs for review.

The Senior Vice President for Academic Affairs forwards a recommendation to the University President.

In May, the University President forwards a recommendation to the Board of Trustees for final approval.
MITCHELL COLLEGE OF BUSINESS STRATEGIC PLANNING PROCESS

Stakeholders --businesses --students --faculty --alumni

Identification of objectives and issues

Prioritized issues and objectives

Stakeholder participation in Action Plan Development

Strategic Planning Committee

College Standing Committees

Action Plans

Assessment of Plans

Implementation of Plans

Approval by Faculty
TENURE PROCESS

Annual Performance Evaluations provide continuing feedback each year.

Third-Year Pre-Tenure Review
The faculty member prepares a formal report that is reviewed by the department’s tenured faculty, department chair, and College Tenure Committee. Feedback from this process is given to the candidate.

If annual evaluations and third-year review continue to be negative, the department will recommend non-reappointment.

Sixth-Year Tenure Review
In the fall of the sixth year, the candidate prepares a report describing activities for the six-year period. This report is submitted to the department chair by December 1.

Department’s Recommendation
The candidate’s report is reviewed by the department’s tenured faculty and the chair, who prepares a tenure recommendation including a statement on the consensus of the department faculty.

College Tenure Committee’s Recommendation
The candidate’s report and department recommendations are forwarded to the College Tenure committee for review and recommendation in January.

Dean’s Recommendation
The candidate’s report and all recommendations are forwarded to the Dean for the final College review and recommendation.

Senior Vice President for Academic Affairs’ Recommendation
The candidate’s report and all recommendations are forwarded in March to the Senior Vice President for Academic Affairs for review and recommendation.

President’s Recommendation
The Senior Vice President for Academic Affairs forwards the candidate’s recommendation to the University President for final recommendation to the Board of Trustees.

Board of Trustees’ Approval
The President’s recommendation is forwarded to the Board of Trustees for final approval in May.
PROCESS FOR THE RECRUITMENT AND SELECTION OF NEW FACULTY

1. Vacant Faculty Position (new or existing position)
2. Review of College Academic Program Priorities by Dean’s Council
3. Assignment of the Faculty Position to a Department
4. Permission of the Senior Vice President of Academic Affairs to recruit for the position
5. National Advertisement for the Position
6. Dean Appoints a Department Screening Committee
7. Department Screening Committee Reviews Applicants & makes recommendations for Campus Visits to the Dean
8. Associate Dean reviews vitae for SA/PA/SP/IP compliance
9. Campus Visits by Candidates
10. Recommendation for Appointment by the Dean to the Senior Vice President of Academic Affairs
11. Senior Vice President of Academic Affairs recommends appointment to University President
12. Letter of Appointment from the University President
13. Final Review of Candidates by Department Faculty and Chair
14. Recommendation for Appointment to the Dean
PROCESS FOR THE ORIENTATION OF NEW FACULTY

Review of College Mission Statement, Educational Objectives, Curriculum, and Performance Evaluation System during the Campus Visit

UNIVERSITY NEW FACULTY ORIENTATION

August

Review of University Policies, Procedures, and Services

Mitchell College of Business
New Faculty Orientation

An In-depth Review of Advising, Curriculum Requirements, and Registration Procedures by the Department Chair and Dean

Mitchell College of Business
Fall Faculty Retreat

Annual Retreat for Planning and Review of College Programs

Follow-up Review by the Dean and Department Chair at the end of the Fall Term
MITCHELL COLLEGE OF BUSINESS
FACULTY IMPROVEMENT PLAN
for Reinstating Academic Status (SA, or PA) (circle one)
for
January ____ to December ______

Faculty Name/Rank ____________________________ Department ____________________________

Actions planned in order to restore academic status:

1. ________________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________
4. _______________________________________________________________

I understand that until the appropriate academic status is attained, I will be expected to devote the summer term to activities that will qualify me for SA or PA (circle one) status and, therefore, will not be eligible for summer teaching assignments. I acknowledge that I have received a copy of the Mitchell College of Business Academic Qualifications Definitions and Considerations document that outlines acceptable activities for maintaining my academic status.

__________________________________________ Date
Faculty Member ________________________________

_____________________________________________ Date
Department Chair ______________________________

_____________________________________________ Date
Associate Dean ________________________________

_____________________________________________ Date
Dean ________________________________
MITCHELL COLLEGE OF BUSINESS
FACULTY IMPROVEMENT PLAN
for Reinstating SP or IP Status
for
January ____ to December ______

________________________________________________________________________
Faculty Name/Rank                      Department

Actions planned in order to restore SP or IP (circle one) status:

1. _______________________________________________________________

2. _______________________________________________________________

3. _______________________________________________________________

4. _______________________________________________________________

I understand that until the appropriate status is attained, I will be expected to devote the
summer term to activities that will qualify me for that status and, therefore, will not be eligible
for summer teaching assignments. Further, I understand that non-reappointment will occur if
the appropriate status is not restored after the period allowed for improvement.

I acknowledge that I have received a copy of the Mitchell College of Business SP/IP Definitions
and Considerations document that outlines acceptable activities for maintaining status.

________________________________________________________________________
Faculty Member                        Date

________________________________________________________________________
Department Chair                      Date

________________________________________________________________________
Associate Dean                        Date

________________________________________________________________________
Dean
FACULTY ANNUAL PERFORMANCE EVALUATION PROCESS

JANUARY
All faculty complete the Faculty Performance Record in Digital Measures and submit to the department chair.

FEBRUARY
The department chair prepares a preliminary evaluation based on the Faculty Performance Record and an examination of teaching portfolios, student teaching evaluations, and other materials submitted by the faculty member.

MARCH
The Dean, Associate Dean, and department chairs meet to review all faculty evaluations. Performance is reviewed with respect to College standards for instruction, scholarship/maintenance of professional qualification, and service. The final evaluation score is determined based on a consensus of the group.

MARCH – APRIL
Department chairs review the final evaluation with each faculty member. All faculty receive a summary of College evaluations including average scores, ranges, and their relative position among the College faculty.
FACULTY PERFORMANCE RECORD

January through December _____

Name and Rank:

Department:

For each applicable item in the Teaching, Research, and Service categories below, describe your performance or activity during the past January-December. Do not list categories or sub-categories for which there was no completed activity during the year.

TEACHING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Number of Students</th>
</tr>
</thead>
</table>

COURSES TAUGHT:

Spring
Summer
Fall

TEACHING-BASED FACTORS

A. Content of Courses
   1. Types of examinations used, by course
   2. Use of written assignments
   3. Use of library and/or Internet assignments
   4. Use of technology
   5. Explain how your course content encourages critical thinking

B. Curriculum Development
   1. Development of new course material
   2. Development of new teaching methods
   3. Development of online courses
   4. Teaching an online course for the first time
   5. Other

C. Other Factors Related to Teaching
   1. Supervision of directed studies
   2. Supervision of internships
   3. Number of different course preparations
   4. Other*

STUDENT ASSISTANCE AND ADVICE

1. Accessibility and willingness to assist students outside of class
2. Student advising

*Other activity you elect to report. Department Chair will review the teaching portfolio, including the quality of syllabi, and evaluate other factors, e.g., willingness to undertake teaching related tasks.
Faculty Activities in support of Academic Qualifications

A. Discipline Based Scholarship
   1. Books:
      a. Scholarly Books
      b. Scholarly Book Chapters
   2. Articles in refereed journals
   3. Articles in non-refereed journals
   4. Refereed proceedings - papers that were blind reviewed and published in *Proceedings*
   5. Non-refereed proceedings - papers that were not blind reviewed, but were published in *Proceedings*
   6. Presentations at academic conferences and seminars
   7. Major editorial responsibilities for academic journals
   8. Manuscripts completed and currently under review
   9. Manuscripts in preparation
   10. Manuscripts reviewed:
        a. Article length manuscripts reviewed for refereed journals
        b. Book length manuscripts reviewed for publishers
        c. Manuscripts reviewed for academic meetings
   11. Research grants
        a. External grants awarded
        b. Internal University grants awarded
   12. Other research activity

B. Contributions To Practice
   1. Refereed articles in practitioner journals
   2. Non-refereed journal articles in practitioner journals
   3. Presentations at practitioner conferences/seminars
   4. Publications in *Proceedings* from practitioner conferences
   5. Major editorial responsibilities for practitioner journals
   6. Executive Education course creation
   7. Documented practice software
   8. Manuscripts completed and currently under review
   9. Manuscripts in preparation

C. Learning and Pedagogical Research
   1. Publication of textbooks
   2. Chapters in textbooks
   3. Teaching cases
   4. New course creation
   5. Presentations to education seminars or conventions
   6. Editorial responsibilities for pedagogical or learning focused journals
   7. Publication of articles in pedagogical or learning focused journals.
   8. Publication in *Proceedings* of pedagogical or learning focused professional; meetings
   9. Documented teaching software

Faculty Activities in Support of Professional Qualifications

1. Membership and active participation in professional organization related to the teaching discipline
2. Offices held in professional organizations
3. Continuing education programs completed
4. Consulting practice in a teaching related field
5. Active continuing practice in a teaching related field
6. Other activities
SERVICE

INTERNAL SERVICE

A. Committee and Administrative Service
   1. University committees
   2. MCOB committees
   3. Department committees
   4. Special projects
   5. Administrative assignments

B. Other Internal Service
   1. Participation at orientation, convocation, graduation, and award ceremonies, etc.
   2. Participation in student organizations (e.g., faculty advisor, guidance, etc.)
   3. Funds raised for department or college
   4. Conference or seminar organized at USA
   5. Service on master's or doctoral committees
   6. Other internal service

EXTERNAL SERVICE

A. Continuing Education and Management Education Assignments (USA and non-USA)
B. International Experiences and Assignments
C. Honors, Awards, Appointments, Degrees, or Professional Certifications received
D. Pro-bono Consulting and Public Service
   1. Pro-bono consulting or advisory activities with business, government, labor, or other institutions
   2. Service to community and civic organizations

E. Other External Service
MITCHELL COLLEGE OF BUSINESS

Evaluation of Teaching

Name:                                                                                                      Year:

Department Chair Evaluation (60%)

Factors:
1. Completeness of the Teaching Portfolio
   Syllabi for all courses taught (accurate & complete) (Required)
   Copies of all major exams (Required)
   Appropriate use of objective testing and essay questions/problems/cases/simulations
   Examples of written assignments (if appropriate)
   Adequate number of exams
   Use of projects/simulations (if appropriate)

2. Number of Course Preps
3. Size of classes
4. New course preps.
5. Conversion of courses to blended/online
6. Number of graduate courses taught
7. Willingness to teach an overload (if necessary)
8. Academic Advising
9. Adequate scheduled office hours

Chair Evaluation Score ____________________

Teaching Effectiveness Score (40%)

Based on student teaching evaluations from all courses taught in the Spring and Fall semesters of each calendar year.

Teaching Effectiveness Score ________________

Total Teaching Evaluation Score________________
### MITCHELL COLLEGE OF BUSINESS
Evaluation of Research

<table>
<thead>
<tr>
<th>Name:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>High Quality Journals in the Discipline (1) 10 x x x</td>
</tr>
<tr>
<td></td>
<td>Quality Peer Reviewed Journal in the Discipline (2) 3 x x x</td>
</tr>
<tr>
<td></td>
<td>Other Peer Reviewed Journal in the Discipline 2 x x</td>
</tr>
<tr>
<td></td>
<td>Practitioner/Professional Journal in the Discipline 2 x x</td>
</tr>
<tr>
<td></td>
<td>Presentation/Proceedings</td>
</tr>
<tr>
<td></td>
<td>National/International Conference 2 x x</td>
</tr>
<tr>
<td></td>
<td>Regional Conferences (one per year) 1 x x</td>
</tr>
<tr>
<td></td>
<td>Practitioner Conference (one per year) 1 x x</td>
</tr>
<tr>
<td>Book</td>
<td>Academic Book 10 x x x</td>
</tr>
<tr>
<td></td>
<td>Textbook (First Edition) 10 x x x</td>
</tr>
<tr>
<td></td>
<td>Revision of a textbook 5 x x x</td>
</tr>
<tr>
<td></td>
<td>Book Chapter (Academic) 3 x x x</td>
</tr>
<tr>
<td></td>
<td>New Reading Published in a Book of Readings 2 x x x</td>
</tr>
<tr>
<td></td>
<td>Practitioner/Business Book 3 x x x</td>
</tr>
<tr>
<td>Case</td>
<td>Published in a Refereed Outlet 3 x x x</td>
</tr>
<tr>
<td></td>
<td>Published in a Non-refereed Outlet 2 x x</td>
</tr>
<tr>
<td>Other Research Contributions</td>
<td>External research grant received 3 x x x</td>
</tr>
<tr>
<td></td>
<td>Internal Research Grant 2 x x</td>
</tr>
<tr>
<td></td>
<td>Book Review (Published) 2 x x</td>
</tr>
<tr>
<td></td>
<td>Monograph 2 x x</td>
</tr>
</tbody>
</table>

(1) Nationally Ranked as a Top Tier Journal
(2) Quality Refereed Journals are defined as those with an acceptance rate of 50% or less.

**Total Research Rating**

<table>
<thead>
<tr>
<th>Research Points</th>
<th>USA Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Score</td>
</tr>
<tr>
<td>9 or more</td>
<td>10</td>
</tr>
<tr>
<td>6-8</td>
<td>9</td>
</tr>
<tr>
<td>3-5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Individuals with no research points in a current year may receive an evaluation score of 6 or more based on research work published over the last two years and a review of current work submitted and under review.

Faculty scoring more than 10 points may elect to transfer up to 20% (from teaching and service) of their evaluation weight to research for that year. Faculty publishing in a journal identified as a “High Quality Journal in the Discipline” will be eligible for an award of a financial stipend subject to the availability of funds.

Faculty with AQ activities other than high quality or quality PRJ publications, may substitute some of the identified activities for one PRJ publication in order to meet AQ qualifications.

*IP faculty do not receive a research score. They receive a professional development score based on maintaining IP status.*
### MITCHELL COLLEGE OF BUSINESS

**Evaluation of Service and Professional Development Activities**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Year:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Service</td>
<td>University Committees</td>
</tr>
<tr>
<td></td>
<td>Faculty Senate</td>
</tr>
<tr>
<td></td>
<td>Special Assignment</td>
</tr>
<tr>
<td>MCOB Service</td>
<td>College Committee</td>
</tr>
<tr>
<td></td>
<td>Department Committee</td>
</tr>
<tr>
<td></td>
<td>Special Assignment</td>
</tr>
<tr>
<td>Academic Professional Service</td>
<td>Officer or Board member in a National Association</td>
</tr>
<tr>
<td></td>
<td>Officer or Board member in a Regional /Local Association</td>
</tr>
<tr>
<td></td>
<td>Editor or Associate Editor of a PRJ</td>
</tr>
<tr>
<td></td>
<td>Member of PRJ Review Board</td>
</tr>
<tr>
<td></td>
<td>Editor of a Conference Proceedings</td>
</tr>
<tr>
<td></td>
<td>Ad hoc Reviewer for a Journal</td>
</tr>
<tr>
<td></td>
<td>Ad hoc Reviewer for a Conference Proceeding</td>
</tr>
<tr>
<td></td>
<td>Session Chair/Track Chair at an Academic Conference</td>
</tr>
<tr>
<td></td>
<td>Discussant at an academic conference</td>
</tr>
<tr>
<td>Community Service</td>
<td>Speaking at Civic/Professional Meetings</td>
</tr>
<tr>
<td></td>
<td>Officer in Civic Organization</td>
</tr>
<tr>
<td></td>
<td>Media Contributions</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Maintain one’s professional certification</td>
</tr>
<tr>
<td></td>
<td>Attend Conference: teaching, research, professional</td>
</tr>
<tr>
<td></td>
<td>Complete Training workshops</td>
</tr>
<tr>
<td></td>
<td>Complete advanced degree</td>
</tr>
<tr>
<td></td>
<td>Other Professional Development Activities</td>
</tr>
<tr>
<td>Consulting/ Work</td>
<td>Counts for PA and IP only</td>
</tr>
</tbody>
</table>

**Total Service Rating _____________      Total Professional Development Rating _____________**