



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

SCHOOL OF ACCOUNTANCY
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

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Director Date

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School of Accounting Policies and Procedures

I. Introduction

The School of Accounting (SoA) Policies and Procedures document supplements the College of Business and Economic Development (CBED) Policies and Procedures document and the University of Southern Mississippi (USM) Faculty Handbook.

II. Vision & Mission (Developed 2/21)

We are an applied-based school with nationally recognized faculty that is diverse, research-active, connected to the business community, and dedicated to contributing to the School, College, and University. We have a supportive, collegial environment that allows faculty to (a) develop their areas of expertise and (b) contribute in practical and rewarding ways.

We are student-focused and prioritize building connections with students. We aim for all students to gain tangible experience in their field through in-class projects, study abroad, internships, undergraduate research, and student organization leadership. Our faculty keep program curricula current, relevant, and challenging so students can build character and be prepared to succeed in their future careers.

Core Principles and Values

In line with the College of Business & Economic Development values established in 2020, our guiding principles and values include:

Authenticity: We stay true to who we are and always act with integrity.

We aim to develop genuine connections with our colleagues, students, and external partners, where everyone is held accountable and feels supported.

Unity: We respect others' perspectives and work together to strengthen our community.

We aim to leverage our diverse faculty and business connections to guide all students interested in various areas. We value our colleague's contributions and work as a team to accomplish our school and program goals.

Resiliency: We persevere by being relevant, tenacious, and adaptable.

We aim to connect students with the local community and challenge them to be forward-thinking to understand better and prepare them for the ever-changing marketplace.

Passion: We nurture passion and inspire boldness.

We aim to inspire faculty, staff, and students to pursue their passions and work toward approaching their aspirational goals.

Resourcefulness: We meet challenges head-on by fostering curiosity, creative problem-solving, and forward-thinking.

We aim to create an environment that supports innovation by challenging thinking and encouraging creative thinking.

Vision

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

Mission

Our purpose is to develop leaders in the accounting profession who leverage their accounting and business knowledge to create value and innovative business solutions. We ensure that all students have the skills to succeed and lead in the practice of accounting. We support the accounting profession by advancing knowledge through influential scholarship and collaboration with members of the accounting profession.

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

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

- **Maintain Integrity:**
We are committed to relationships and interactions with our colleagues, students, alumni, and members of the accounting profession that are characterized by honesty, integrity, and respect. We aim to be ethical in our actions and encourage ethical behavior by our students as we build and maintain trusting relationships with all of our stakeholders.
- **Commitment to Excellence.**
We are committed to enhancing the reputation of the SOA at USM. This commitment requires us to work with our students, members of the accounting profession, and the business community to achieve excellence. We will provide educational experiences that promote collaboration and teamwork.
- **Collaboration and Collegiality:**
Sustaining excellence requires faculty to interact regularly with other faculty within the SOA and the College and to work collaboratively in developing and revising classes and working on research activities

Strategic Priorities

During the next five years, the SOA will focus on:

- Becoming the School of Accountancy choice for students in southern Mississippi by providing students with an excellent educational experience.
- Maintaining current knowledge of accounting and communicating that knowledge effectively to students and other faculty.
- Fostering a culture and community of scholars who have a positive impact upon others and are characterized by excellent and relevant teaching and research, collegiality and considerate service to all stakeholders.
- Enhancing external relations with alumni and members of the accounting profession.

Learning Goals and Outcomes

Learning goals and outcomes are available in the Assurance of Learning (AoL) and Southern Association of Colleges and Schools (SACS) manuals.

III. Organizational Structure

The SoA currently includes the BSBA in Accounting and MPA programs.

School Organization

1. School Personnel

Faculty

The SoA faculty includes full-time tenure-track and teaching-track appointments, as well as several part-time (adjunct) positions. The voting members are the full-time faculty members. Faculty are expected to maintain active engagement in teaching, research (tenure-track), and service. Faculty report to the Director and are evaluated annually following the College of Business & Economic Development (CBED) Policies and Procedures Manual.

Director

The Director is the administrative officer of the School and is responsible for the operational and organizational functions necessary to support academic and scholarly excellence within the School. The Director provides leadership in matters relating to personnel, faculty development, faculty workload, annual evaluation, budgets and resource management, assessment and accreditation, strategic and long-term planning. The Director is responsible for finalizing loads for individual faculty that incorporate teaching, research, and service. The Director collaborates with the faculty to establish the mission, vision, and goals of the School. The Director represents the School at the administrative level of the University.

The Director is appointed by the Dean following consultation with the school faculty and the Provost and serves at the pleasure of the Dean. The Director undergoes an annual administrative evaluation by the Dean and participates in a periodic administrative review as outlined in the *Faculty Handbook*.

Associate Director

The Associate Director is also an administrative officer and reports to the Director. The Associate Director provides leadership in internal administrative and academic responsibilities to support school operations. Other administrative responsibilities are determined by the needs of the School and are negotiated with the Director.

The Associate Director may act as the signature authority for budget and academic administration in the absence of the Director. The Associate Director is appointed by the Director in consultation with the faculty and with the approval of the Dean.

Director of MPA Program

The Director of the MPA Program is essential to the operations of the School's graduate program and is highly engaged in class scheduling, program-level recruitment, curricula development, student advisement, establishing program policies and procedures, program assessment and accreditation, and submission of required paperwork related to student persistence to graduation. The Director of the MPA Program also serves on the Graduate Programs and Assessment Committee (GPAC) in CBED.

Program Coordinators are nine-month faculty who receive reassigned time during the academic year and/or during the summer semester to administer the MPA program. The Director of the MPA Program is appointed by the Director following consultation with faculty and with the approval of the Dean.

Assessment Director

The Assessment Director is a faculty member who will work with the Director of the SoA to oversee the AACSB and SACs assessment requirements. The Assessment Director is a nine-month faculty who receive reassigned time during the academic year and/or during the summer semester to administer the MPA program. The Assessment Director is appointed by the Director of SoA following consultation with faculty and with the approval of the Dean.

Staff Personnel

The SoA has one staff position, an Administrative Specialist. The Administrative Specialist's responsibilities include but are not limited to providing academic support to the faculty and students, ordering textbooks, processing Consortia Agreements/Contracts with Facilities, property management, fingerprinting, room assignments in ASTRA, assignment of advisors, course scheduling, and other academic support tasks.

2. Organizational Structure of the School

See Appendix A for SoA Organizational Chart

IV. Workload Guidelines

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

Tenured & Tenure Track Faculty

Evaluated on 40% research, 40% teaching, and 20% service.

- Teaching load for those who are SA qualified is typically 3/3 (18 credit hours per year), with reduced loads for new/junior research faculty and those with administrative duties or additional research assignments.
- Teaching load for those who are *not* SA qualified is typically 4/4 (24 credit hours per year), with reduced loads for those with administrative duties.
- Service load for tenured faculty will be heavier than for untenured faculty. Full professors are expected to also provide substantial leadership and mentorship.

Teaching Track Faculty

Typically evaluated on 60% teaching, 20% research, and 20% service.

- Teaching load is typically 4/4 (24 credit hours per year), with possible reduced loads for new faculty and those with administrative duties.
- Faculty are typically expected to remain SA qualified.
- Service expectations depend on role, but load is similar to tenure track faculty of same rank.

Professors of Practice and Instructors

Typically evaluated on 65% teaching and 35% service.

- Teaching load is typically 4/4 (24 credit hours per year), with possible reduced loads for new faculty and those with administrative duties.
- Service responsibilities are typically focused on the program and school level, and often include considerable external relations activities.

V. Annual Evaluation Guidelines

General expectations and guidelines are outlined in the CBED Policies & Procedures Document.

VI. Promotion & Tenure Guidelines

General expectations and guidelines are outlined in the CBED Policies & Procedures Document.

VI. Shared Governance

General expectations and guidelines are outlined in the CBED Policies & Procedures Document.

Appendix A

SoA Organizational Chart

