THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

Academic Reorganization Steering Committee

Reorganization Proposals and Final Recommendations

Submitted: 18 December 2017

Table of Contents

EXECUTIVE SUMMARY

On September 15, 2017, Provost and Senior Vice President for Academic Affairs, Dr. Steven Moser, formed four committees and identified a liaison to guide the first phase of Vision 2020: The Plan for Academic Reorganization. The liaison and the four committees—the Academic Reorganization Steering Committee (ARSC), the Academic Structure and Evaluation Committee (ASEC), the Faculty Governance and Representation Committee (FGRC), and the Academic Staff Structure Committee (ASSC)—received charges with these aspirational goals in view:

- Design evaluative practices that allow for greater flexibility and innovation as we recognize and expand upon the strengths in our reorganized community;
- Increase our ability to respond to changes in the external environment, particularly appropriation rescissions and/or reductions; and
- Attain administrative coherence, consistency in practice across disciplines, and opportunities for collaboration from arts to sciences and in professional programming.

The academic reorganization committees brought together more than 50 faculty and staff members, all of whom were asked to think broadly about new and innovative ways of shaping the future of the academy at the University of Southern Mississippi. Several core principles have emerged from this work that we believe should guide the implementation phase of reorganization: enhanced emphasis upon staff, faculty and leadership development; flexibility and increased operational efficiency; enhanced university-wide communications; improved procedural consistency; and heightened fairness in organizational structure, compensation and evaluation.

ARSC and the liaison commend all chairs, faculty and staff who served on committees for taking their roles seriously. Their thoughtful, careful work resulted in **sixteen proposals** that aspire to change processes, outcomes, performance, governance and structure at Southern Miss. Specifically, these proposals aim to:

- create more consistent and flexible organizational structures that will strengthen the university, enabling us to respond more dexterously to changes in the external environment (including fiscal challenges);
- develop evaluation processes for faculty and staff that will enhance academic excellence and the student experience;
- enhance guiding principles for faculty and staff performance and representation;
- create new operational systems that will mitigate redundancies, expedite processing, and improve efficiencies across all USM locations;
- heighten coherence and consistency across and among academic units and nurture interdisciplinary collaboration.

Reorganization Process: In conversation with the committee chairs, ARSC developed a shared set of principles and common goals; with those principles and goals in mind, ASEC, FGRC, and ASSC were charged with developing their own internal processes for generating, reviewing, and voting on proposals. Each committee met weekly (ARSC, ASEC, FGRC, ASSC), as did breakout subcommittees; additionally, the liaison met weekly with the chairs of all four committees to ensure adherence to common principles, limit redundancies, and maintain productive lines of communication. Once proposals had been finalized and voted upon by

ASEC, FGRC, and ASSC, the Steering Committee met with subcommittee members and committee chairs to discuss each proposal, one by one. After final revisions, ARSC met over two days to deliberate and finalize recommendations. The process has thus been careful, thorough, and intensive.

Steering Committee Recommendation: Given the thorough process outlined above, ARSC is confident in making the following RECOMMENDATION:
- Implement each of the sixteen proposals, either in full or in part.
- Keep the ASEC, FGRC, and ASSC committees intact to oversee respective implementation activities through a rollout period.
- Hand off implementation to relevant university/academic units during the 2018-19 academic year.
- Include more USM faculty and staff at the Gulf Park Campus, GCRL, and Stennis Space Center for reorganization implementation.

Rollout: The following table highlights the recommended rollout date for all sixteen proposals:

CMTE	PROPOSAL TITLE	ROLLOUT
ASEC	Annual Evaluation of Faculty Performance	July 1, 2018
ASEC	Promotion of Tenure and Non-Tenure-Track Faculty	July 1, 2018
ASEC	The Award of Tenure	July 1, 2018
ASEC	Vision 2020 Faculty Handbook	July 1, 2018
FGRC	Standing Committee Definition and Bylaws	July 1, 2018
FGRC	Aligning Faculty Governance and Representative Bodies	July 1, 2018
FGRC	Uniform College-Level Documents	July 1, 2018
FGRC	Developing School-Level Policies and Procedures	July 1, 2018
FGRC	Responsibilities of School Directors & Department Coordinators	July 1, 2018
FGRC	Faculty Involvement in Selection of Academic Leadership	July 1, 2018
ASSC	School Staff Structure	July 1, 2018
ASSC	College Staff Structure	July 1, 2018
ASSC	Maximizing Operational Efficiencies in Academic Processes	July 1, 2018
ASSC	Academic Staff Development, Promotion, and Retention	July 1, 2018
ASSC	Communication Plan for Implementation	July 1, 2018
ASSC	Academic School Staff Operations Manual	July 1, 2018

As we define it, "rollout" marks the date that proposed changes will be formally adopted and in place. With administration's backing and requisite support from iTech, University Communications, Human Resources, and other entities, ARSC is confident that the general frameworks can be ready by July 1, 2018. Once in place, those frameworks can begin guiding the specific procedures and processes that will bring the vision of the reorganization to life. While bearing in mind the need to maintain the fundamental principles and concepts at work in the proposals, each one should be viewed as a "Work In Progress" that will require continued refinement and improvement. We understand that as the proposals are broadly disseminated and as the true work of implementation proceeds, adjustments will be made. In order to ensure that those adjustments do not compromise the central principles that each proposal embraces, it is

fundamentally important that the reorganization committees remain in place to drive the next phases of implementation.

The Reorganization Document: This document is organized into three sections, one for each committee. Each section provides

- a **cover sheet** that includes a list of committee members, and a review of committee charges
- **overview statements** written by the committee chair and the ARSC
- **individual proposals**, prefaced by
    - **comments** from the committee that produced the proposal, from the committee chair, and from the ARSC;
    - a **FINAL RECOMMENDATION** from the ARSC which also includes additional requirements and suggestions for implementation.

In conclusion, the ARSC commends Provost Moser for engaging faculty and staff through the formation of reorganization committees, and the opportunity for continued participation through implementation. This chance for faculty and staff to actively participate in reshaping the University of Southern Mississippi through the cultivation of new structures and systems is unprecedented in our history. This bottom-up approach has produced a set of proposals that will increase academic productivity, improve the student experience, and safeguard the stability, growth and prosperity of the University of Southern Mississippi and all who serve it.
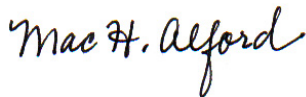
The response from the entire reorganization committee team has been nothing short of astounding and points to an enthusiastic embrace of the opportunity to shape Southern Miss for the future. While we realize that change is difficult and that uncertainties abound, the ARSC urges everyone to engage in implementation, support and improve the proposed activities, openly communicate thoughts and concerns in a constructive manner, and use this opportunity to elevate SOUTHERN MISS, TO THE TOP! This is clearly our time to drive meaningful change; we ask all members of the campus community to embrace it.

_____
Dr. Jeffrey Wiggins, ARSC

_____
Dr. Ellen Weinauer, Liaison

_____
Dr. Mac Alford, ARSC

_____
Dr. Sheila Davis, ARSC
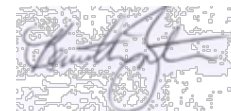
_____
Dr. Chad Miller, ARSC

_____
Ms. Martha Resavy, ARSC

_____
Dr. Marek Steedman, ARSC

_____
Dr. Ken Zantow, ARSC

Academic Reorganization

Committee on Academic Structure and Evaluation

Jacob Breland, Ph.D. (Chair)

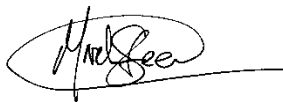Jonathan Barron, Ph.D.; Samuel Bruton, Ph.D.; Angela Burton, J.D.; Rene Drumm, Ph.D.; Bridget Hayden, Ph.D.; Frank T. Heitmuller, Ph.D.; Joshua Hill, Ph.D.; Ann Marie Kinnell, Ph.D.; K. Alisa Lowrey, Ph.D.; Derek Patton, Ph.D.; C. Andy Reese, Ph.D.; Bernd Schroeder, Ph.D.; Lachel Story, Ph.D.; Joseph Weinberg, Ph.D.

1. *Define the USM protocol for annual evaluation procedures for the Corps of Instruction;*
2. *Develop guidelines for the promotion and tenure process under the new school structure;*
3. *Outline general promotion and tenure expectations with revisions that consider interdisciplinary appointments, student recruitment/retention efforts, online course developments, etc.;*
4. *Clarify the role of non-tenure track faculty in the Corps of Instruction, (e.g. instructors, teaching track faculty) for serving on representative committees; and*
5. *Develop a Faculty Handbook that is aligned with the USM Employee Handbook.*

Committee on Academic Structure and Evaluation (ASEC)

Committee Membership:

Jacob Breland (*Chair*); Jonathan Barron, Sam Bruton, Angie Burton, René Drumm, Bridget Hayden, Frank Heitmuller, Joshua Hill, Ann Marie Kinnell, Alisa Lowrey, Derek Patton, Andy Reese, Bernd Schroeder, Lachel Story, Joe Weinberg

Committee Charges (from Provost charge letter, 9.15.17):

The Academic Structure and Evaluation Committee will address particular evaluative documents and/processes. Specific charges to this committee for the 2017-18 academic cycle include but are not limited to:

1. Define the USM protocol for annual evaluation procedures for the Corps of Instruction;
2. Develop guidelines for the promotion and tenure process under the new school structure;
3. Outline general promotion and tenure expectations with revisions that consider interdisciplinary appointments, student recruitment/retention efforts, online course developments, etc.;
4. Clarify the role of non-tenure track faculty in the Corps of Instruction, (e.g. instructors, teaching track faculty) for serving on representative committees;
5. Develop a Faculty Handbook that is aligned with the USM Employee Handbook.

In sum, the charge for the Structure and Evaluation Committee is to establish university protocols for annual evaluations, promotion and tenure, the Faculty Handbook, and procedural standards within the framework of the reorganized structure. Given new configurations for disciplines, schools, and colleges, the goal is to ensure an aspirational process for evaluation of faculty achievements and progress.

Proposals:

1. Annual Evaluation of Faculty Performance
2. Promotion of Tenure and Non-Tenure-Track Faculty
3. The Award of Tenure
4. Vision 2020 Faculty Handbook

ASEC Committee Chair's Overview

Overall Chair Statement:

Consistent with the aspirational goals professed in the "Academic Reorganization Plan: Vision 2020" and the September 15, 2017 charge letter from the Provost, proposals were developed by The Academic Structure and Evaluation Committee (ASEC) with the goal of driving University excellence by keeping the following four ideals in mind:

(1) Prioritize (re)allocation of resources (operationalized as faculty talents);

(2) Promote collaboration and interdisciplinary teaching and research within and across academic units;

(3) Maximize administrative coherence and consistency of both policy and practice across schools and colleges; and

(4) Embrace economies of scale.

The proposals, which were submitted to the Steering Committee via unanimous vote from ASEC, represent ASEC's effort to provide a coherent vision for the future regarding faculty life, and, ultimately, student success at Southern Miss. Specifically, ASEC strived to imagine and propose innovative and meaningful options for annual evaluations, promotion of both tenure- and non-tenure track faculty, tenure, and the faculty handbook to drive University excellence. While the complete details of each proposal are meritorious on their own, ASEC presents these proposals as a package because they are purposefully developed to be interconnected and mutually reinforcing in a manner that maximizes the ideals of the academic reorganization. Individually, each proposal introduces distinguishing hallmarks that exemplify the ideals of the academic reorganization. Collectively, the proposals exemplify the aspirational goals of the reorganization relevant to the ASEC charges. The proposal titles, hallmarks of each, and aspirational aims sought after are listed below:

· "Annual Evaluations of Faculty Performance" is driven by the desire to formally and directly integrate professional development of faculty within the annual evaluations structure. The emphasis on workload allocation and the specific consideration of cross-disciplinary appointments incorporates consistency and flexibility by accommodating professional goals while promoting the interests of academic units.

· The "Promotion of Tenure & Non-Tenure Track Faculty" aligns the promotions process within the new academic structure, ensuring consistency across colleges while maintaining the needed flexibility for smaller units. This is done with a specific effort to enhance transparency and fairness by linking annual evaluations to promotion decisions and requiring external evaluators for all levels of promotion for tenure-track positions.

· "The Award of Tenure" is characterized by an alignment to annual evaluations that promotes a system of tenure that is both rigorous and transparent. The direct incorporation of interdisciplinary activities and external evaluators also enhances the utility of this process.

· "Vision 2020 Faculty Handbook" envisions a revised structure to the existing handbook that enhances administrative coherence, internal consistency, and, as a result, flexibility and utility.

These proposals introduce and support flexibility for administration and faculty, promote equity and consistency across academic units, and strive to maximize the return on University investments in faculty talents. As a group, the proposals imagine frameworks that span careers of faculty, incorporate the necessary flexibility for academic units, and, as a whole, truly

Steering Committee Overview

The proposals developed by the Academic Structure & Evaluation Committee seek to establish consistency and improve academic excellence. They provide well thought out details for promotion, tenure, and the Faculty Handbook for the reorganized university. Procedural details as well as mechanism for improved management are included. However, ability for these changes to lead to the accomplishment of Vision 2020 goals hinge upon the leadership qualities of School Directors. Notably, effective decisions for workload allocation require a clear understanding of faculty strengths and professional ambitions balanced with strategic initiatives and needs of academic programs. These proposals provide a framework for faculty performance, but not organizational performance.

Certain outcomes of the reorganization process are best evaluated at the school or program level rather than through faculty performance evaluations. For example, the aspiration for more cross-disciplinary activities and products should not necessarily focus on individual contributions (unless, of course, objectives established for the year evaluated include cross-disciplinary activities), but rather on the overall culture of the school as indicated by collective efforts. In a similar vein, student recruitment and retention indicators are likely more reflective of initiatives within the school or program rather than by the efforts of a faculty member alone. A myriad of other activities and outcomes are likely best evaluated at the school or program level.

On-line course development was not addressed in these proposals. This is another area perhaps best addressed at the organizational level using the mechanisms proposed in these recommendations.

Proposal 1: Annual Evaluation of Faculty Performance

Charge Addressed:
- *Define the USM protocol for annual evaluation procedures for the Corps of Instruction.*

ASEC Subcommittee Statement on Proposal

Subcommittee Statement:

The "Annual Evaluation of Faculty Performance" proposal provides an innovative assessment and development framework for members of USM's Corps of Instruction. The proposal offers a dynamic document that inspires and directs professional development, strategic planning, faculty performance, and personnel decisions, including tenure and promotion. It suggests guidelines for workload allocation percentages, membership on unit personnel committees, faculty performance evaluations, appeal mechanisms, managing faculty with cross-disciplinary appointments, post-tenure review, and responding to administrative evaluations.

The proposed evaluation process is designed to emphasize professional development while efficiently evaluating the previous year's activities. Importantly, faculty workload allocation accommodates professional goals and encourages academic units to leverage existing talent. Focusing on faculty goals and strengths, the process promotes creative opportunities and strategic initiatives that should lead to positive outcomes for faculty members and students alike.

The founding principles upon which the framework rests include: flexibility, clarity, transparency, efficiency, and fairness. Genuinely aspirational activities and outcomes will be realized only in institutions designed to fluidly allocate resources and accentuate personnel strengths. Therefore, flexibility is a key consideration in all facets of the proposal. This flexibility is balanced by establishing clear standards within an academic unit through unabridged and transparent disclosure of performance expectations.

ASEC Committee Chair Statement on Proposal

Chair Statement:

The critical component in the reimagined process for the evaluation of faculty performance hinges on the newly devised workload allocation policy. This policy directly reflects the ideals of the reorganization and serves as the foundation for the proposals regarding promotion and tenure. The workload policy directly emphasizes professional development by addressing how faculty time is deployed to support respective programs and University strengths and drive

academic and institutional success. The clarity constructed into the workload policy necessarily promotes transparency and equity, semester-to-semester/year-to-year flexibility, and benefits from economies of scale to manage programs, departments, and schools. The plan supports and provides opportunities for credit for those engaging in interdisciplinary activities while simultaneously allowing flexibility for those faculty that may need to be more discipline-focused. Finally, this policy is designed to simultaneously align faculty interests with departmental needs in that it (a) supports a newly minted assistant professor's need to emphasize scholarly/creative activities and (b) leverages the talents of senior professors transitioning into emeritus status who may have less interest in research but more interest in teaching while (c) still promoting program enhancement.

Steering Committee Overview

This proposal emphasizes faculty development, but more importantly for the achievement of Vision 2020 aspirations, creates mechanisms that can support alignment of individual faculty goals with university goals. School Directors can utilize the workload allocations and collaborative framework for establishing individualized professional expectations to manage their organizations. It is essential that unit evaluation systems be established that are directly tied to the Vision 2020 goals (e.g., optimize resources and infrastructure, increase enrollment). It is crucial that faculty concentrate on academic excellence, but administration needs to work toward collective goals Implementation of this recommendation will facilitate both. *The Steering Committee recommends adoption of this proposal.*

ARSC Implementation Recommendation

Committee: Academic Structure & Evaluation
Proposal: "Annual Evaluation of Faculty Performance"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:
- Review and approval by Human Resources and General Counsel
- School directors need to set meaningful faculty goals which drive unit performance
- Faculty goals need to align with department and school-level strategic plans
- Annual evaluation documents need to align with tenure/promotion documents
- Resolution of workload policies and incentives for diverse faculty base

Additional Suggestions:
- College-level strategic plans should drive school-level strategic plans

Timeline / Resources Considerations:
- As stipulated in the proposal

Statement of Objectives

1) Synopsis of Aspirational Aims

The Annual Evaluation of Faculty Performance proposal provides an innovative assessment and development framework for members of USM's Corps of Instruction. The proposal offers a dynamic document that inspires and directs professional development, strategic planning, faculty performance, and personnel decisions, including tenure and promotion. It suggests guidelines for workload allocation percentages, membership on unit personnel committees, faculty performance evaluations, appeal mechanisms, managing faculty with cross-disciplinary appointments, post-tenure review, and responding to administrative evaluations.

The proposed evaluation process is designed to emphasize professional development while efficiently evaluating the previous year's activities. Importantly, faculty workload allocation accommodates professional goals and encourages academic units to leverage existing talent. Focusing on faculty goals and strengths, the process promotes creative opportunities and strategic initiatives that should lead to positive outcomes for faculty members and students alike.

The founding principles upon which the framework rests include: flexibility, clarity, transparency, efficiency, and fairness. Genuinely aspirational activities and outcomes will be realized only in institutions designed to fluidly allocate resources and accentuate personnel strengths. Therefore, flexibility is a key consideration in all facets of the proposal. This flexibility is balanced by establishing clear standards within an academic unit through unabridged and transparent disclosure of performance expectations.

2) Projected Outcomes and Impacts

The proposed evaluation framework is anticipated to produce the following outcomes and impacts:
- Fair and effective allocation of workload that provides incentives for academic units to harness instructional, scholarly, and creative strengths of its faculty members
- Flexible allocation of workload as a response to temporary circumstances (e.g., departure of a faculty member, externally funded research program) within an academic unit
- Evaluation committees comprised of faculty members that exhibit successful professional characteristics and whose membership fairly represents the expectations of individual academic units
- An efficient evaluation system that allows academic units to determine expectations for work performance that is based on professional achievement
- A structured process for annual evaluations that is designed to establish professional objectives for the upcoming year and effectively allocate resources available to achieve those objectives
- Separate grievance processes for workload allocation issues and annual evaluations that are fair and transparent
- Clearly articulated expectations, evaluation criteria, and representation for faculty members appointed to two or more academic units

- An annual review process that is closely aligned with expectations for successful tenure and promotion
- A post-tenure review system that is aimed at positive outcomes and professional development of tenured faculty
- Opportunities for administrative faculty to articulate objectives and address possible deficiencies detected from administrative evaluations

3) Differentiation of Proposed Activities from Current Processes

- Workload allocation is clearly defined for all faculty members in the Corps of Instruction
  - Section 4.4 of the Faculty Handbook does not explicitly define percentages of time allocated to teaching, research, or service based on 12 credit hours of instruction as constituting full-time employment
  - Section 4.4 of the Faculty Handbook does not consider *contact hours* of instruction to fairly partition workload allocation devoted to teaching
  - Section 4.4 of the Faculty Handbook does not address circumstantial adjustments to faculty workload nor are written agreements required that establish an expiration date to circumstantial adjustments
  - Section 8.4.3 of the Faculty Handbook does not include an optional process for faculty to formally request consideration for improvement of workload and/or resources available to achieve professional objectives

- Workload allocation is directly coupled with expectations for work performance during annual evaluations
  - Section 8.4.3 of the Faculty Handbook does not explicitly require that performance expectations are associated with an established standard workload allocation
  - Section 8.4.3 of the Faculty Handbook does not explicitly require that standard performance expectations are to be modified as faculty workload allocation percentages are adjusted

- Unit personnel committees are established at the smallest evaluative unit level, require tenured members (with other criteria explained in the full proposal), and specifically include the school Director (if tenured)
  - Section 8.3 of the Faculty Handbook requires updating to reflect the new academic organization of the University
  - Section 8.3.1 of the Faculty Handbook does not include tenure as a requirement for tenure-track faculty to serve on a personnel committee

- Options for faculty governance are clearly defined within the new University structure and includes an option that adds a 4th member from the teaching track
  - Section 8.3 of the Faculty Handbook requires updating to reflect the new academic organization of the University
  - Section 8.3.1 of the Faculty Handbook does not include an option for an additional member from the teaching track to participate in personnel committees

- Annual evaluations include a standardized 3-tiered system based on meeting expectations established by academic units
  - Section 8.4.3 of the Faculty Handbook does not specify any categorical system for evaluating performance
  - Section 8.5.2 of the Faculty Handbook (Post-Tenure Review) is the first disclosure of the 5-point evaluation system, but does not offer guidelines for its application

- A collaborative framework for establishing individualized professional expectations and goals for the upcoming year as part of the annual review process
  - Section 8.4.3 of the Faculty Handbook describes the expected communication between faculty members and personnel committees regarding professional objectives, but does not clearly mandate that the following year's annual evaluations should adhere to objectives agreed upon during annual faculty-personnel committee meetings
  - Section 8.4.3 of the Faculty Handbook does not include an optional process for faculty to formally request consideration for improvement of workload and/or resources available to achieve professional objectives

- A process established to clarify expectations and resolve representation issues of jointly-appointed and affiliated faculty
  - Chapter 3 of the Faculty Handbook does not explicitly address joint appointments or require a letter of agreement for responsibilities and expectations upon initial hire of jointly-appointed faculty
  - Section 8.6 of the Faculty Handbook provides limited guidance for evaluation of jointly-appointed faculty members and does not explicitly include personnel committee membership criteria for those faculty

- A process established to focus post-tenure review on developmental opportunities for tenured faculty prior to initiating punitive measures
  - Section 8.4.4 of the Faculty Handbook describes a faculty development plan separate from the post-tenure review process
  - Section 8.5 of the Faculty Handbook discusses the initiation of post-tenure review based on unsatisfactory performance according to the 5-point evaluation system

4) Future-oriented Opportunities for Consideration

- Smallest evaluative units will be required to develop standard expectations as the basis for annual review of faculty members, which are to be approved by college deans
- School directors will be required to clearly establish individual expectations for each member of the Corps of Instruction within the unit
- See other items in Appendix B

5) Implementation Strategy

While implementation procedures have been outlined in Vision 2020, we recommend the following:

- Additional time for faculty review and vetting

Time Requirements for Proposed Implementation
- Phase I – 6 months (through July 1st, 2018) for review and inclusion in the Faculty Handbook
- Phase II – Workload and evaluation criteria established for each school (and smallest evaluative units) through December 31st, 2018
- Phase III – Full implementation beginning January 1st, 2019, for the annual evaluation to be conducted in January 2020

Personnel Involved in Implementation
- Phase I – Comment period from all members of the Corps of Instruction, Steering Committee, Executive Cabinet, General Counsel, President
- Phases II & III – School directors in consultation with members of the Corps of Instruction and college deans

Short- and Long-term Financial Impacts
- Workload allocation policies could result in most efficient application of faculty time and effort
- Moving to a non-numerical, 3-tiered evaluation system should result in more efficient evaluation processes
- Clarification of processes for hiring joint faculty should encourage effective allocation of faculty efforts and greater interdisciplinary activities

Recommended Evaluation Strategies for the Proposal
- Compare annual evaluation data from 2018 to 2020 to determine impact on faculty performance and associated metrics at the University
  o Analyze faculty performance categories of current (i.e., 1 – 5 scale) and proposed (Does Not, Meets, Exceeds Expectations) evaluation system to assess deflation/inflation trajectories
  o Assess student recruitment & retention trajectories by academic unit in association with proportion of faculty with Does Not, Meets, Exceeds Expectations for the teaching component
  o Assess scholarly and creative productivity by academic unit (i.e., publications, grants, performances, art showings) in association with proportion of faculty with Does Not, Meets, Exceeds Expectations
  o Assess service contributions of the academic unit (i.e., committee leadership, community outreach, professional organization activities) in association with proportion of faculty with Does Not, Meets, Exceeds Expectations

- o Assess interdisciplinary activity levels (e.g., cross-disciplinary publications, cross-disciplinary proposal development, cross-disciplinary course development) of the academic unit in association with the proposed evaluation system
- o Compare faculty performance data and outcomes to peer institutions and/or programs (list available through Institutional Research)

- Following implementation of the proposed annual evaluation framework, a review of decisions for tenure and promotion measuring alignment with annual evaluations
    - o Review and provide a summary report of annual evaluations for faculty members who have had tenure and promotion decisions

- Survey of both faculty and administration to identify if objectives were achieved, including flexibility, clarity, transparency, efficiency, and fairness
    - o After 2 years of implementation, design and offer a survey of faculty and administration opinions on the proposed evaluation system and consider possible improvements via committee

1.1   Introduction and Rationale

Annual evaluations of work performance are mandatory for members of the Corps of Instruction and other instructors of record at the University. The evaluation framework serves to ensure effectiveness in teaching, scholarly and creative activities, and service by providing a common structure for annual evaluations including the assessment of workload allocations, and by offering periodic opportunities for professional development. Additionally, annual evaluations support decisions for tenure, promotion, and merit-based salary adjustments. The guidelines provided herein closely align with frameworks for such personnel actions.

The annual evaluation framework described here is borne out of a need to move beyond reflective documentation of faculty activities toward proactive engagement between faculty members and their peers and supervisors. Instead, the process is aimed at maximizing potential and supporting the University mission. Furthermore, the annual evaluation framework offers an ideal opportunity for reorganized academic units to encourage interdisciplinary linkages among faculty that will serve to engage our students, strengthen the University's reputation as a research institution, and provide service to the State of Mississippi, the Gulf South region, and beyond. Flexibility, clarity, transparency, efficiency, and fairness are key attributes of the evaluation framework. Smallest evaluative units are largely responsible for developing work performance criteria (i.e., expectations), which are to be clearly articulated in writing and made readily available to faculty and the administration.

In all instances, work performance criteria are designed to *promote achievement* in teaching, scholarly or creative activities, and service. The three-tier evaluation system provided here is intended to be both efficient and effective and it is based on meeting expectations established by academic units. Units are responsible for designating workload allocation percentages to faculty members, and flexibility exists for adjustments as necessary. Processes are defined to stimulate feedback among faculty and administration to realize maximum potential, effectively allocate resources, and fairly arbitrate grievances.

1.2   General Evaluation Framework

The faculty evaluation framework supports the integration of academic units into the reorganized structure of the University, while offering a set of consistent guidelines that closely parallel tenure and promotion policies for faculty within the Corps of Instruction. The annual evaluation framework serves as the primary mechanism for communication of annual objectives and allocation of resources available for faculty members to attain professional goals.

The framework includes: policies and procedures for workload allocation of faculty members, policies for personnel committees, eligibility criteria for personnel committee membership, faculty governance options, administration of annual evaluations, examples of criteria for evaluating faculty, grievance procedures, considerations for evaluating online instruction and faculty with interdisciplinary appointments, post-tenure review, and administrative evaluations.

1.3   Workload Allocation
1.3.1   Workload Allocation Guidelines

We propose that a new section be added to the annual evaluation, where workload allocation percentages for the upcoming year (regarding teaching, scholarly and creative activities, and

service) for all faculty members are clearly defined. These allocation percentages should not be static and can change to reflect the needs of a program, department, or school; the goals of the faculty member; and the standards set forth by the Department or School. These allocations should be borne out of a conversation between the school Director, in consultation with smallest evaluative unit leaders, and the individual faculty member, documented and signed by both parties, and approved by the college Dean. If faculty members meet all their expectations for the assigned workload categories during the year, they should receive a minimum evaluation of "Meets Expectations" (see Section 1.6).

If at any time the workload allocations change, the new allocations should be documented, signed, and approved. If a faculty member disagrees with these allocations and the workload percentage differs from the standard allocation established for the academic unit (see Section 1.6.1.1) by 10% or more, an appeal process can be initiated to the college Dean and the Provost. This appeal process is separate from the already established "grievance" process for faculty who feel they have been unfairly evaluated for the previous year's work. This would constitute a change in current policy that does not include a formal procedure for workload allocation adjustments on an individual basis.

We also recommend that the workload allocations for the Corps of Instruction follow the standards set forth by the Faculty Handbook, in so much that all members are responsible for 12 credit hours of teaching per semester. However, we also recommend that the following rule be applied to this policy for all members of the Corps of Instruction, including tenure-track faculty, teaching-track faculty, and instructors:

1. That each 3-credit hour course (or equivalent) should count towards 20% of a faculty member's overall workload each semester. Currently, the expectation for a full-time Instructor is four, 3-credit hour courses per semester with no research expectations. This results in a workload allocation of 80/0/20, or 80% teaching, 0% research, and 20% service. Therefore, the traditional 40/40/20 workload allocation should be two, 3 credit hour courses per semester (or equivalent), research expectations, and 20% service. If a faculty member teaches three, 3-credit hour courses per semester, then the resulting workload would be 60/20/20. Directors should ensure that all faculty members are evaluated *accurately* based on these workload percentage guidelines.

2. That school directors, in consultation with smallest evaluative unit leaders, explicitly allocate workload associated with *student mentorship* activities to either teaching or, in some cases, scholarly and creative activities. Workload allocation associated with student mentorship should, at minimum, include time and effort associated with *direction* of undergraduate Honors, graduate, and post-doctoral students. Dissertation and thesis courses are not to be included in workload allocation percentages for either teaching, scholarly and creative activities, or service, in deference to wide-ranging expectations for student mentorship across academic units.

   Note: The following recommendations address only tenure-track faculty, on whom the University largely depend for research productivity. The recommendations are designed to assist the University's mission to increase its research activity, even while facing a myriad of challenging external forces that strain resources.

3. That tenure-track faculty members with *any* scholarly or creative expectations be automatically given a minimum reduction of credit hours to their standard teaching load equivalent to the assigned percentage of scholarly or creative activities. In most instances, this should be, at minimum, a reduction of one course for faculty members with at least 20% of their workload dedicated to scholarly and creative activities. Members with additional research expectations may receive a greater reduction in teaching load at the discretion of the school Director.

4. That tenure-track faculty members with *any* research expectations, who teach large-enrollment courses (defined as courses with enrollments greater than 100 students, whether online or face-to-face) *without additional support* from other faculty members or graduate assistants, be given a teaching load reduction equal to the credit hours of that large enrollment course.

5. That tenure-track faculty members with *any* research expectations, who directly teach sections of lab, studio, practicum, or similar courses (courses whose actual contact hours are not accurately reflected by the credit hours of the course) be given credit for the *contact hours* of the course, not the credit hours.

1.3.2   Circumstantial Adjustments to Workload Allocation

We recommend that circumstantial adjustments to a faculty member's standard workload expectations (i.e., any unexpected or sudden adjustments in workload expectations due to unforeseen circumstances, such as the departure of a faculty member which leaves a gap in the curriculum that must be covered, commitments as part of a new external funding agreement, or election to serve in a capacity considered important by the academic unit, among others):

1. Be negotiated between the faculty member and the school Director (in consultation with the department Chair or program Coordinator as necessary);
2. Be documented in writing, and signed by both the school Director and the faculty member;
3. Include an expected expiration date established at which time the faculty member will resume the normal workload allocation for the Department or School; and
4. Hold a provision that if the affected faculty member disagrees with the proposed circumstantial workload expectation, an appeal process to the college Dean and Provost can be initiated according to guidelines outlined in Section 1.3.1, which can also serve as a mechanism to appeal for the expiration date of the re-allocated responsibilities.

1.4   Faculty Evaluation Framework

We recommend that decisions for obligating authority for annual faculty evaluations be made at the smallest evaluative unit. For example, in cases where departments exist within a school, decisions would be made at the departmental level. If no departments exist, then decisions would be made at the school level.

1.4.1   The Unit Personnel Committee

The unit personnel committee (UPC) is formed at each smallest evaluative unit of the University. The UPC is elected annually by the members of the Corps of Instruction employed by the

smallest evaluative unit. This election occurs at a unit meeting and is accomplished by means of a secret ballot.

1.4.2 Committee Membership Eligibility

All tenured members of the Corps of Instruction within the unit with a minimum of three years of service with the University, a minimum 50% appointment within the unit (for jointly appointed faculty see Section 1.7), and who hold the rank of Associate Professor or higher are eligible for UPC membership.

We recommend that eligibility to serve on a UPC be closely tied to faculty evaluation ratings in the year prior to consideration for committee service. For example, faculty eligible for election to the UPC are recommended to have a minimum of "Meets Expectations" in teaching, scholarly and creative activities, and service. Faculty members with annual evaluations lower than "Meets Expectations" in areas of teaching, scholarly and creative activities, or service in the year prior to current academic year are not recommended to serve on a UPC.

We recommend that eligibility to serve on a UPC be limited to tenured, associate rank members or higher of the University Corps of Instruction with exceptions as noted in Section 1.5.1 (UPC Governance Option 4). Eligibility to serve on a UPC should generally be limited to those faculty with workload allocations in all three areas of evaluation: teaching, scholarly and creative activities, and service. However, an expanded UPC is proposed for units employing teaching-track faculty (UPC Governance Option 4).

We recommend that school directors yet to be granted tenure be ineligible to participate in the evaluation process. Because the evaluation process is closely tied to promotion and tenure progression, it is important that individuals who have already been granted tenure serve as committee members. Thus, faculty members under review will receive feedback from individuals who have experienced the tenure process successfully.

For Option 4 (see Section 1.5.1), teaching-track faculty within the unit with a minimum of three years of service with the University, a minimum 50% appointment within the unit, and who hold the rank of Associate Teaching Professor or higher are eligible for committee membership. Department chairs or school directors with less than three years of service at the University, who hold the rank of Associate Professor or higher, and have been granted tenure are also eligible for committee membership.

Faculty holding an appointment within an academic unit and serving as University administrative officers in the positions of President, Provost, Vice President, or as college Dean may not be members of a UPC. Faculty holding an appointment within the academic unit and serving as Assistant Dean, Associate Dean, Assistant Provost, or Associate Provost may not be members of a UPC.

Faculty members holding honorary rank, employed on a terminal contract, undergoing post-tenure review, or who are otherwise excluded for reasons specified in the rules governing the several departmental personnel proceedings are ineligible to serve on a UPC.

1.5 Faculty Governance Options

We recommend that the smallest evaluative unit maintain the ability to choose its governance options as currently described in the faculty handbook.

1.5.1 Unit Personnel Committee Governance Options

A unit must choose one of the following four options for its unit personnel committee. In situations where the school Director is untenured, the unit must choose between Option 3 or Option 4.

Option 1: Authority for all personnel evaluations and recommendations, exclusive of recommendations for pre-tenure review, tenure, and promotion, is vested in the school Director, in consultation with the smallest evaluative unit leader (e.g., department Chair or program Coordinator) as appropriate.

Option 2: A personnel committee consisting of the school Director and two tenured members of the Corps of Instruction employed by the smallest evaluative unit. The three-member committee then elects its chair. The chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the signed evaluations and recommendations of the UPC to the college Dean.

Option 3: A UPC consisting of three tenured members of the Corps of Instruction employed by the smallest evaluative unit, exclusive of the school Director. The three-member committee then elects its chair. The chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the committee's evaluations and recommendations to the school Director.

Those UPC evaluations and recommendations for which the school Director concurs are formally approved by signature and transmitted to the college Dean. If the school Director dissents from one or more UPC evaluations and recommendations, the Director may prepare independent personnel evaluations and recommendations for those faculty and transmit them, along with the evaluations and recommendations of the UPC (with one or more noted by the Director's signature to indicate dissent) to the college Dean. If the school Director is untenured, then the school Director will forward the evaluation materials of the UPC to the college Dean without including their own independent evaluations.

Option 4: In units employing more than one teaching-track faculty, the UPC described in Option 2 or Option 3 may be expanded to include one member of the teaching track faculty. All teaching-track faculty within the unit with a minimum of three (3) years of service with the University, a minimum 50% appointment within the unit, and who hold the rank of Associate Teaching Professor or higher are eligible for committee membership. Teaching-track faculty with the rank of Instructor, Lecturer, Senior Lecturer, or Assistant Teaching Professor are ineligible for committee membership.

1.5.2   Replacement of Committee Members

If a UPC member resigns, dies, or otherwise relinquishes the committee position, another eligible faculty member within the smallest evaluative unit must be elected in the same manner that the original members were chosen. If a unit is operating under Option 1 (school Director) or Option 2 (school Director and two other faculty members) and the school Director resigns from the UPC or is no longer able to serve on that committee, the members of the unit's Corps of Instruction must reconvene and choose all members for Option 3 or Option 4 as their operational UPC for the remainder of the academic year and until the next annual election of the UPC option.

1.6   Faculty Evaluation Guidelines

We propose that teaching, scholarly and creative activities, and service will be annually evaluated for each faculty member according to the following categories: Does Not Meet Expectations, Meets Expectations, Exceeds Expectations. Units are responsible for determining and documenting reasonable criteria for meeting expectations, which should in all cases support achievement in the three categories of work performance. These criteria require approval from

the school Director and the college Dean before being made publicly available through the Office of the Provost. The criteria must be approved at all levels and formally established in writing before faculty members are held accountable to those standards.

Importantly, meeting expectations should not entail minimally acceptable levels of performance to avoid contractual termination. Indeed, meeting expectations in all applicable categories should ensure a successful path to tenure (for tenure-track faculty) and/or promotion. Considering the wide diversity of subjects offered at the University, units are best suited to assess faculty contributions and are thus charged with the responsibility for determining and clearly documenting expectations for each of the three categories of work performance. These expectations could be subsumed within a detailed rubric (see Appendix A) or a more simplified disclosure of standards that serve as a baseline for achievement. Further, units should clearly articulate and document circumstances that warrant assignment of Does Not Meet Expectations and of Exceeds Expectations. Work performance criteria for each unit require approval from the school Director and college Dean before being made publicly available through the Office of the Provost.

Upon request by the Office of the Provost, annual summaries by academic unit and/or faculty category (i.e., tenure- or non-tenure track, rank) are to be provided by colleges to facilitate assessment of evaluation metrics and to ensure consistent application of evaluation standards across the University.

1.6.1 Examples
1.6.1.1 Meets Expectations

Expectations for faculty performance in teaching, scholarly and creative activities, and service should be designed to promote high levels of achievement that ensure student success and contribute to professional communities in a manner consistent with the University mission. Meeting expectations is more than satisfying minimally acceptable levels of work performance – expectations are for faculty to achieve professional goals and maintain progress toward tenure and/or promotion.

Examples of expectations for teaching could include, but are not limited to:

- Development of courses consistent with school directives
- Good scores on student course evaluations
- Good scores on peer-review evaluations
- Direction of undergraduate Honors student thesis projects or SPUR projects
- Direction of graduate student thesis or dissertation projects
- Demonstration of course breadth and periodic improvements through a teaching portfolio

Examples of expectations for scholarly and creative activities could include, but are not limited to:

- Publication of peer-reviewed journal articles
- Proof of efforts to write a book as part of a contract with a publisher
- Development and submission of a proposal for external funding
- Administration of an externally funded grant
- Presentation of research at national or international conferences
- Production and/or direction of dance or theatrical performances

Examples of expectations for service to the University and professional communities could include, but are not limited to:

- Participation in student recruitment and retention initiatives
- Peer review of manuscripts for academic journals
- Membership in University or College committees
- Editorship for an academic publishing company or academic journal
- Session organization at a regional, national, or international conference
- Serving as undergraduate or graduate coordinator for the department or school
- Participation in sanctioned performances, showings, or outreach programs
- Committee or board appointments serving the State or other entity approved by the academic unit

To complement standards for meeting expectations, we recommend that units should designate standard workload allocation percentages for teaching, scholarly and creative activities, and service for tenure-track and teaching-track faculty (see Section 1.3); and will adjust expectations in accordance with the established standard workload allocation.

For example, if an academic unit with a standard 40/40/20 workload allocation establishes one published article per year as the expectations for scholarly activities of tenure-track faculty, and a tenure-track faculty member is allocated a 60/20/20 workload for one year, then that member will meet expectations if evidence is presented that considerable progress was made on a manuscript designated for peer review but was not published that year. Further, if the 60/20/20 workload allocation were to be maintained for two years, then only one published article would be required to meet expectations for scholarly activities for that duration.

1.6.1.2 Does Not Meet Expectations

Assignment of Does Not Meet Expectations should be made for faculty who are unable to produce evidence for meeting annual expectations documented by their academic unit.

1.6.1.3 Exceeds Expectations

Assignment of Exceeds Expectations should be made for faculty who demonstrate excellence beyond expectations documented by their academic unit. Importantly, this designation should be reserved for faculty who provide evidence that indicates high levels of performance in either teaching, scholarly and creative activities, or service. For evidence presented that a faculty member achieved more than unit expectations but not enough to merit assignment of Exceeds Expectations, a specific mention of this achievement should be included in the Noteworthy Activities section of the annual evaluation form (see below).

Examples for exceeding expectations for teaching could include, but are not limited to:
- Innovative development and successful implementation of service learning or active learning courses consistent with school directives
- Very high scores on student course evaluations (e.g., ≥1 standard deviation of the smallest evaluative unit mean)
- Very high scores on peer-review evaluations (e.g., ≥1 standard deviation of the smallest evaluative unit mean)
- Direction of substantially more undergraduate Honors student thesis projects or SPUR projects than needed to meet unit expectations
- Direction of substantially more graduate thesis or dissertation projects than needed to meet unit expectations

- Demonstration of superior course breadth or major improvements through a teaching portfolio

Examples for exceeding expectations for scholarly or creative activities could include, but are not limited to:
- Publication of peer-reviewed journal articles in excess of unit expectations
- Publication of a book with an internationally-recognized publisher
- Successful acquisition of external funding in excess of unit expectations
- Presentation of research as a keynote speaker at national or international conferences
- Production and/or direction of a dance or theatrical performance at an internationally-recognized venue
- Creation of critically acclaimed works of art at an internationally-recognized showing

Examples for exceeding expectations for service could include, but are not limited to:
- Initiation of an outreach program that definitively resulted in recruiting ## students
- Peer-review of manuscripts for academic journals well in excess of unit expectations
- Participation in a proposal-review board at an established national funding agency
- Editor-in-chief responsibilities for a peer-reviewed journal
- Serving as Faculty Senate President or Chair of the Academic or Graduate Councils
- Lead organizer of a traveling regional, national, or international conference
- Direction of a University-sponsored research center or outreach program
- Chair of a committee or board serving the State or other entity approved by the academic unit

1.6.2 Noteworthy Activities

We recommend that annual evaluation reports include a separate section for Noteworthy Activities that provides opportunity for evaluators to mention specific components of teaching, scholarly and creative activity, and service that might not otherwise be discernible from the 3-tier faculty evaluation system or that represent achievements or deficiencies insufficient in themselves to warrant assignment of a category that is not Meets Expectations. Additionally, activities considered exemplary of interdisciplinary collaboration are to be explicitly included in this section. These brief comments can be used alongside the 3-tier evaluation system for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Importantly, Noteworthy Activities is not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluators consider as worthwhile to mention and/or clarify assignment of a particular category of the 3-tier evaluation system. Examples of noteworthy activities could include, but are not limited to:

Achievements
- Faculty member A jointly developed a new interdisciplinary course with faculty member B that attracted ## students and resulted in addition of ## new majors to the program
- Faculty member served as Chair of the … Committee
- Faculty member received an award from the American Society for …for excellence in creativity.
- Faculty member was co-author on a research article published in…, which is the top peer-reviewed journal in the discipline.

- Faculty member authored and submitted two research proposals to the National Institute of … and two research proposals to the National Academy of …, all of which were unfunded but received promising comments for re-submission.
- Faculty member received an invitation to participate in a summer workshop to develop strategies for developing education programs in schools in Mississippi.

Deficiencies
- Faculty member has received multiple complaints about being absent from scheduled office hours.
- Faculty member is irresponsive to e-mail communications within a reasonable amount of time (i.e., within 3 business days).
- Faculty member did not contribute to any research proposal submissions. [In disciplines in which regular proposal activity is expected.]

1.6.3 Faculty Evaluation Meetings

The annual evaluation process should offer an opportunity for faculty members to communicate with their supervisors about professional objectives for the year ahead and resources necessary to accomplish those objectives. Evaluation meetings with individual faculty members should stimulate communication to achieve objectives, not merely serve as a disclosure and arbitration about activities during the previous year.

We recommend that evaluation meetings be scheduled between individual faculty members, personnel committee members, and the school Director. The meetings should disclose rationale for the evaluation, clarify any miscommunications with respect to faculty activities during the year evaluated, and, perhaps most importantly, establish professional objectives and allocate workload percentages for the following academic year.

Prior to signing completed annual evaluations, faculty members may request written communication from administrative evaluators to outline strategies for improving workload allocation issues and/or offering resources available for high-quality teaching and scholarly or creative activities. Faculty may also appeal results of their annual evaluation if they disagree with the assigned categories (i.e., Does Not Meet, Meets Expectations) or written comments from the personnel committee. In either case, if the return communication remains unsatisfactory to the faculty member and efforts to resolve issues are unsuccessful at the school level, a grievance process can be initiated within 15 days of the personnel meeting with the affected faculty member. The faculty member is required to write a brief memo (approximately one page) to the college Dean that outlines justification for the grievance and, in turn, the Dean has 30 days to respond to the grievance in a return memo. If communication from the college Dean remains unsatisfactory to the faculty member, the grievance process can continue as a second memo (approximately one page) submitted to the Office of the Provost for final consideration within 15 days of receipt of the Dean's reply memo. At any point during this process, the college Dean or Office of the Provost may request a meeting with the faculty member, members of the personnel committee, and/or school Director. It is emphasized that this grievance process should be initiated only for circumstances in which the faculty member believes the personnel committee is biased or otherwise misinformed. Faculty who are repeatedly overruled in their efforts to appeal

annual evaluation results, but nevertheless continue to exercise their grievances, are subject to reprimand and concerns regarding their collegiality.

1.6.4   Considerations for Online Instruction

Due to the unique nature of the online learning environment, online teaching requires its own set of evaluation benchmarks. While specific assessment benchmarks may vary from one academic unit to another, it is important for each unit to develop online teaching evaluation criteria that meet or exceed standards set through the online instructional policy (https://www.usm.edu/institutional-policies/policy-acaf-lec-001).

1.7   Interdisciplinary Appointments

The following recommendations are based mainly on the following two sources:
https://www.umsystem.edu/ums/aa/faculty/best
https://provost.uiowa.edu/joint-appointment-review

1.7.1   Policies and Procedures

Jointly-appointed faculty are those faculty whose budget line is shared between two budgetary or evaluative units[1]. We recommend that a policy on Jointly Appointed/Interdisciplinary faculty be established that includes the following elements:

1.7.1.1 Letter of Agreement when Faculty are Appointed

When faculty are jointly-appointed, there should be a letter of agreement between units that outlines the responsibilities of the faculty member with respect to each unit with regards to teaching, research/scholarly activities/creative activities, and service. For brand new appointments, this letter should be part of the offer letter. Differences between units in policies and procedures should be recognized and resolved in the letter of agreement. This includes workload and annual evaluation and P&T policies. Agreement should be such that overall expectations of faculty member are not more than for any non-jointly appointed faculty member. For example, the jointly appointed faculty member should not have more responsibilities in terms of unit meetings and unit advising than non-jointly appointed faculty. Other terms such as resources provided, physical space usage, use of technical and support staff, should be specified. Procedures to address conflicts between units should be specified. Whether or not the joint appointment status can be renegotiated in the future should be specified.

1.7.1.2 Annual Evaluations

As per letter of agreement, expectations for annual evaluations should be set/modified/reconciled based on the specific needs of the joint appointment. Units should set one set of expectations based on the joint appointment rather than simply requiring faculty member to meet both units' expectations. Units may be able to set expectations based on percentage of the faculty member's appointment in each unit, especially for teaching workload and advising workload. However, issues of research, scholarly activity, and/or creative activity may require a new set of guidelines based on the specifics of the joint appointment (e.g., outlets for activities and types of products may need to be expanded). Personnel committees for jointly appointed faculty should include at least one voting member of the minority department.

---

[1] At USM, a budgetary unit is a school whereas an evaluative unit would be a department within a school. A faculty member could be jointly appointed between two schools or jointly appointed between two departments/evaluative units within one school.

1.7.1.3 Promotion and Tenure Reviews

As per letter of agreement, expectations for promotion and tenure should be set/modified/reconciled based on the specific needs of the joint appointment. Units should set one set of expectations based on the joint appointment rather than simply requiring faculty member to meet both units' expectations. Both units are encouraged to be flexible in modify traditional disciplinary standards for research/scholarly/creative activities without compromising the rigor of the program. Although tenure may be granted in a "home" unit and tenure and promotion reviews shall not require the review by multiple smallest evaluative unit committees, the faculty member's promotion/tenure committee should include voting members from the other units that are part of the agreement. The committee makeup can be roughly proportional to the percentage of the faculty member's appointment in each unit. The unit heads will write a joint letter.

1.7.2   Recommendations for Affiliated Faculty

When faculty have 100% of their budgeted line in a home unit but have teaching and/or research/scholarly/creative activity responsibilities in another budgetary/evaluative unit, they are considered affiliated and not jointly appointed. However, many of the same recommendations above should apply to these faculty:

1.7.2.1 Documented Affiliation Agreement

A letter of agreement between units needs to be established with the appointment specifying the rights and responsibilities of the faculty member and the units.

Annual Evaluation and Promotion and Tenure – guidelines for affiliated faculty should consider and account for their affiliated/ interdisciplinary status. The home unit is encouraged to be flexible in modifying traditional disciplinary standards of evaluation without compromising the rigor of the program. The home unit will solicit input from the affiliated unit. The affiliated unit will be invited to provide a separate review to the process.

1.7.3   Other Resources

https://provost.wustl.edu/wp-content/uploads/2014/03/policy_on_joint_appointments_final.pdf
http://www.apa.org/science/leadership/bsa/interdisciplinary-joint-appointments.pdf
http://www.kathwallace.com/Wallace_Joint_Appointment_Report.pdf

1.8   Post-Tenure Review (PTR)

1.8.1   Post-Tenure Faculty Development

We recommend strengthening the positive and developmental aspects of PTR.

1.8.1.1 Initiation of PTR

Per section 8.5.1 of the Faculty Handbook, PTR is initiated after two years of overall unsatisfactory annual evaluations. However, after 2 years, the faculty member may have dug themselves into a hole that can be very difficult to get out of. We recommend that the first overall unsatisfactory annual evaluation results in a formal development plan for improvement. Some departments may do this on their own, but it should be consistently applied across the University. In addition to specific goals in the deficient areas, the developmental plan should include specification of the resources, training, services, etc., that the faculty member needs to return to satisfactory productivity. Having a development plan in place does not mean that the faculty member is on PTR. A development plan is a proactive step to prevent the need for PTR. The development plan should follow the guidelines established in the annual evaluation process.

1.8.1.2 University Guidelines

We recommend the University include guidelines for review of a faculty member's workload as part of the PTR process. If it is possible that a reweighting of workload obligations would solve the deficiency, we recommend that it be done as part of the pre-PTR development process (see 1.8.1.i above). For example, a faculty member later in their career who is doing less research would be assigned a 4/4 teaching schedule, would have expanded service obligations, and would have fewer research expectations. This approach may be the best way to support tenured faculty later in their careers who are still meeting expectations in two evaluative areas but are weak in the third.

1.8.2   Post-Tenure Review Criteria

The post-tenure review process is based upon overall unsatisfactory annual evaluations at the department level. If the university adopts the three-category framework for annual evaluations (Meets Expectations, Does Not Meet Expectations, Exceeds Expectations), we recommend that post-tenure review be initiated if the faculty member receives a Does Not Meet Expectations in two categories for two consecutive years. The review process should commence unless there are substantive mitigating circumstances, including, but not limited to, serious illness. We recommend that a faculty member be taken off post-tenure review if the faculty member receives a Meets Expectations for all three evaluative categories within two years of being placed on post-tenure review. For a faculty member who does not receive a ranking of Meets Expectations for all three evaluative categories within two years of being placed on post-tenure review, we recommend that the school Director, college Dean, and the Provost collectively agree on a course of action that could include termination of employment.

1.8.3   Post-Tenure Review Scheduling

We recommend that PTR should be initiated as soon as the annual evaluations are approved by the Dean(s) for an academic year. Units should not wait until the Fall semester (or later) after the annual evaluation process is concluded in the Spring to initiate the PTR process.

1.8.4   Post-Tenure Review and Jointly-Appointed/Affiliated Faculty

1.8.4.1 PTR Committee Make-up

We recommend that the PTR committee for jointly-appointed faculty should include members from each unit. The committee makeup can be roughly proportional to the percentage of the faculty member's appointment in each unit. For affiliated faculty, at least one member of the committee should be from the affiliated unit if the affiliation is to be continued. The faculty development plan should be tailored to the specific circumstances of the joint or affiliated appointment.

1.8.4.2 Approval Process

We recommend that the path of approval for jointly-appointed faculty be specified at the beginning of the PTR process. Depending on the situation—joint appointment across budgetary units within a college or joint appointments in budgetary units in two colleges—directors and deans may act in concert or the director and dean of the home unit may take precedence with input from the others. The process for appeal should also be specified if appointment is across colleges. These processes should be agreed upon with the Provost when PTR is initiated.

1.9   Administrator Evaluations

Faculty evaluations of administrators are annually offered by the Faculty Senate to all members of the Corps of Instruction. These evaluations are developed to assess the administrative

performance of department Chairs, school Directors, college Deans, the Office of the Provost, Vice President of Research, Chief Financial Officer, and the President of the University. Anonymous results of these evaluations are provided to administrators and, in turn, are used as a performance assessment tool by their supervisors.

We recommend that administrators should arrange for an opportunity each year to respond to their faculty and articulate their vision for the academic unit or the University as appropriate, define objectives for the upcoming year, and address how they will improve administrative deficiencies that may have been detected by the evaluations. In this manner, evaluations can facilitate transparency and clarify the rationale for various administrative decisions made during the previous year. Conversely, this structure ensures that faculty input is adequately addressed and that communication is fostered to improve working conditions, fairly allocate resources, and promote the success of students and faculty.

Appendix A
The following is offered as a draft framework for consideration. Our intent is to begin discussion on a general framework used consistently across the University. Units may individualize this to the expectations for their unit. For example, if application for internal/external funding is not pursued in a unit, they could adjust the rubric accordingly.
The school Director and/or Unit Personnel Committee would circle/highlight as measured. Totals should be completed for each category.

Teaching				
	Does not meet expectations	Meets Expectations	Exceeds Expectations	Comments
Coursework	Coursework (development, materials, and assessments) does not reflect the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework (development, materials, and assessments) reflects the standard performance level identified within the unit or identified by appropriate university groups, (e.g. online steering committee).	Coursework reflects innovative development which may include service learning, active learning, honors theses, SPUR projects, etc. consistent with school directives and exceeding the unit expectations.	
Course delivery	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is not performed according to university calendar and guidelines.	Course delivery (attendance, course load, syllabi, grading deadlines, etc.) is performed according to university calendar and guidelines.	Course delivery exceeds unit and university guidelines by the addition of independent studies, thesis or dissertation coursework, etc. added to existing load.	
Student teaching evaluations	Teaching evaluations conducted by students do not reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students reflect the standard performance level identified within the unit.	Teaching evaluations conducted by students exceed the standard level of performance level identified within the unit.	

Peer teaching evaluations	Teaching evaluations conducted by peers do not reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers reflect the standard performance level identified within the unit	Teaching evaluations conducted by peers exceed the standard performance level identified within the unit.	
TOTAL SCORE: 3/5 in Exceeds with 0 in Does not meet = Exceeds Expectations				

Scholarly/Creative Activities				
	Does not meet expectations	Meets expectations	Exceeds Expectations	Comments
Participation in scholarly/creative activities	Participates or demonstrates continuous effort in scholarly/creative activities at a rate lower than the standard performance level identified within the unit.	Participates in scholarly/creative activities by initiating new activity and/or demonstrating continuous effort on existing activity as reflected within the standard performance level identified within the unit.	Participates in scholarly/creative activities by initiating new collaborative interdisciplinary activity and/or demonstrating continuous effort on existing interdisciplinary activity exceeding the standard performance level identified within the unit.	
Dissemination of scholarly/creative activities	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, performance, etc.) at a rate lower than the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, performance, etc.) as reflected within the standard performance level identified within the unit.	Disseminates work through unit identified channels (i.e., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level identified within the unit.	

Applications for internal/external funding	Submits application for internal/external funding of scholarly activity at a rate lower than the standard performance level identified within the unit.	Submits application for internal/external funding of scholarly activity as reflected within the standard performance level identified within the unit. (e.g., unit may define expectations as annual, bi-annual, tri-annual submissions, etc.)	Procures internal/external funding of scholarly activity exceeding the standard performance level identified within the unit.	
TOTAL SCORE: 2/3 in Exceeds with 0 in Does not meet= Exceeds Expectations				

Service				
	Does not meet expectations	Meets Expectations	Exceeds Expectations	Comments
Institutional committees	Serves on appointed/elected committees at the department, college, and university level at a rate lower than the standard performance level identified within the unit.	Serves on appointed/elected committees at the department, college, and university level as reflected within the standard performance level identified within the unit.	Serves on appointed/elected committees at the department, college, and university level at a rate exceeding the standard performance level within the unit.	
Professional organizations	Contributes to their identified field of study through membership and participation in professional organizations within their field	Contributes to their identified field of study through membership and participation in professional	Contributes to their identified field of study through membership, participation in, and committee	

	internationally, nationally, regionally, and/or statewide at a rate lower than the standard performance level identified within the unit.	organizations within their field internationally, nationally, regionally, and/or statewide as reflected within the standard performance level identified within the unit.	service on professional organizations, publications, activities within their field internationally, nationally, regionally, and/or statewide exceeding the standard performance level identified within the unit.	
Student mentorship	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. at a rate lower than the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit.	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty, service on student to committees to include graduate examinations and dissertations master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit.	
Campus activities and community service	Facilitates growth of the university/college/school/department through active participation in university campus activities (i.e., Eagles Spur, recruitment, retention, etc.) and	Facilitates growth of the university/college/school/department through active participation in university campus activities (i.e.,	Facilitates growth of the university/college/school/department through active participation in university campus activities (i.e.,	

	community service related to their profession at a rate lower than the standard performance level identified within the unit.	Eagles Spur, recruitment, retention, etc.) and community service related to their profession as reflected within the standard performance level identified within the unit.	Eagles Spur, recruitment, retention, etc.) and community service related to their profession exceeding the standard performance level identified within the unit.	
TOTAL SCORE: 3/4 in Exceeds with 0 in Does not meet = Exceeds Expectations				

To be completed by evaluator:

NOTEWORTHY ACTIVITIES	
Evaluator may list any activities they identify as noteworthy for the academic year (see Section 8.6.2)	
Teaching	
Scholarly/Creative Activities	
Service	

Appendix B

The following topics were not conclusively discussed to the extent deemed appropriate for this proposal; however, they may be suitable for the Annual Evaluation Subcommittee to advise upon as needed:

- Development of a process by which administrative members of a unit are evaluated by their faculty (i.e., restriction from evaluating administrative responsibilities, include administrative responsibilities as a service component).
- Cost of affiliation: Budgetary units should not be required to pay other budgetary units for the work of affiliated faculty. If budgetary units can arrange to share faculty to do interdisciplinary work and an adjunct is needed to cover a course in the "home" department, this cost should be borne by the Office of the Provost or other funding mechanism, and not the affiliated department.
- Establishing University-approved templates for workload allocation, online course development and evaluation, annual evaluations, joint- and affiliated faculty agreements, and post-tenure review.
- Many of the outcomes anticipated as part of the aspirational goals of academic reorganization are best evaluated through program assessments (e.g., student recruitment / retention, cross-disciplinary activities) rather than through evaluation of individual faculty members. This proposal does not offer guidance for program evaluations.

Proposal 2 – Promotion of Tenure and Non Tenure Track Faculty

Committee Charges (from Provost charge letter, 9.15.17):

- *Develop guidelines for the promotion and tenure process under the new school structure.*
- *Outline general promotion and tenure expectations with revisions that consider interdisciplinary appointments, student recruitment/retention efforts, online course developments, etc.*
- *Define the protocol or guiding principles for representation on School Personnel and Promotion Committees* – Adopted from Faculty Governance & Representation Committee as directed in ARSC Pre-proposal Feedback on Oct. 20, 2017.

ASEC Subcommittee Statement on Proposal

Subcommittee Statement:

Promotion is an institutional recognition for achievement within a specific discipline as well as a way to reward faculty for excellence in service to the University. As such, establishing clear and consistent guidelines for promotion, within the tenure-track and for non-tenure-track positions, is essential for retaining outstanding faculty, which will in turn drive recruitment and retention of students. The proposal for promotion seeks to both clarify the role of promotion within the institution as well as align it with the annual evaluation process, increasing transparency and fairness in the promotion process across the corps of instruction.

Key to the proposal is the idea that units must drive the criteria for promotion in order to maintain fairness across the institution. Thus, by providing flexibility at the unit level, we balance the needs of individual units with the necessity of consistent evaluation areas across the University. Moreover, in keeping with the aspirational nature of the reorganization, letters from external evaluators are proposed for all levels of tenure-track promotion. This requirement aligns with the tenure process for promotion from Assistant to Associate Professor, and will drive excellence both within the institution as well as helping to further establish USM as a national leader.

ASEC Committee Chair Statement on Proposal

Chair Statement for both "*Promotion of Tenure and Non-Tenure Track Faculty*" and "*The Award of Tenure*":

Though often treated as the same work outcome, promotion and tenure fulfill different ends for faculty and the University. While working to align annual evaluations of faculty performance, the committee has contrived this distinction explicitly and reimagined how these processes might best be facilitated within the newly created academic structure. Key to the changes are the ideas of Southern Miss as an aspirational institution that seeks to lead in interdisciplinary approaches as well as focus on driving excellence within the institution. The frameworks for tenure and promotion extend these charges by assuring institutional accountability for faculty. In addition, this framework extends these charges by assuring that faculty the University tenures and promotes have impact beyond our institution by requiring outside review for promotions from both Assistant to Associate and Associate to Full while integrating the flexibility necessary to support the diverse array of programs that we offer. The committee has also recommended an explicit set of processes for interdisciplinary faculty, an element currently lacking in institutional documentation, and provided avenues for contributions from teaching track faculty within the promotion process.

Steering Committee Overview

The promotion of faculty proposal seeks to improve the standards for promotion, create university-wide consistency, and support interdisciplinary appointments. On-line instruction was not included. It mirrors the tenure proposal. Major changes include:

- Requirement of external letters for tenure
- Promotion to Associate as a requirement for tenure

The proposal provides details for consistency on teaching, service, and other aspects of the promotion process that should be reviewed by the unit/school/college tenure guideline establishing bodies for incorporation into specific tenure guidelines. These bodies will have significant influence in shaping the specific promotion metrics, etc. that align individual faculty goals with the university goals. There will need to be a university body tasked with reviewing specific promotion guidelines to ensure the consistency called for in this proposal is established.

ARSC Implementation Recommendation

Committee: Academic Structure & Evaluation
Proposal: "Promotion of Tenure & Non-Tenure Track Faculty"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:
- Review and approval by Human Resources and General Counsel
- School directors need to set meaningful faculty goals which drive promotion
- Faculty promotion goals and development need to align with strategic plans
- Promotion documents need to align with annual evaluation documents
- Resolution of promotion workload policies and incentives for diverse faculty base

Additional Suggestions:
- College-level strategic plans should drive school-level promotion & strategic plans

Timeline / Resources Considerations:
- As stipulated in the proposal.

Statement of Objectives

Synopsis of Aspirational Aims

In furtherance of the University's commitment to being a student-focused, academically rigorous, doctoral-granting research university with strong academic, co- and extra-curricular programs, it must continue to attract and retain highly qualified faculty members from diverse disciplines. Thus, policies and procedures for promotion must reflect a unified commitment to excellence while offering appropriate flexibility to reward innovation and achievement across divergent fields. Moreover, the policies should be designed with a commitment to rewarding interdisciplinary achievement reflective of the University's many facets, and promoting excellence in teaching, scholarship, and creative activities that will continue to support both the undergraduate and graduate student populations across all significant domains.

The proposed activities meet the aspirational goals of the reorganization, while leveraging our existing institutional strengths, by creating a system of promotion for both tenure and non-tenure track faculty that is designed to be both rigorous and transparent. In keeping with our aspirational charge, and to be consistent with peer institutions such as University of West Florida, University of Texas at El Paso, and both Mississippi State and the University of Mississippi[2] we are now requiring, as do those other institutions, outside reviewers for all applications for tenure-track promotion from Assistant to Associate Professor, across units, schools, colleges, and campuses. As do our peer institutions, we, too, believe that disciplinary excellence can best be adjudicated by national peers. The proposal maintains significant elements of the current structure for promotion, providing continuity, but also explicitly takes into account concerns of interdisciplinarity, fairness across units, and the importance of faculty development. These elements, along with improved annual evaluation methods, will foster excellence in faculty productivity, recruitment, and retention, which in turn support both academic/disciplinary development and student engagement, recruitment, and retention.

Description of Projected Outcomes and Impacts
The proposed promotion framework detailed below is anticipated to produce the following outcomes and impacts:
- Consistency across units, colleges, and campuses related to promotion processes

---

[2] We relied on regional institutions as referenced in the Denver Report. Additional information can be found for specific schools at the University of Texas at El Paso https://admin.utep.edu/Default.aspx?tabid=30381; University of Western Florida http://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/tenure-and-promotion/Promotion_Tenure_Evaluation_Information_2016_2017.pdf; Mississippi institutions were also referenced. Additional information can be found for the University of Mississippi at https://www.google.com/search?q=tenure+procedure+ole+miss&ie=utf-8&oe=utf-8&client=firefox-b-1-ab; Mississippi State at http://www.provost.msstate.edu/pdf/faculty_handbook.pdf

- Flexibility in promotion at the unit level, to account for important differences across disciplines
- Clear guidelines for interdisciplinary faculty promotion processes
- Clearly articulated guidance on processes for tenure as a separate (but related) system from promotion
- A promotion process that is closely aligned with the faculty evaluation process to avoid applicant confusion regarding promotion decisions

Differentiation of Proposed Activities from Current Processes

Throughout the course of the subcommittee's work on these proposals, it became apparent that there is significant variation among units regarding the tenure and promotion processes. While we recognize that excellence looks different across individual disciplines, there must be greater consistency in how standards are developed and applied within the University. Thus, our proposal is less of an overhaul of the current system and more of a refinement that aims to make the processes of tenure and promotion more equitable, transparent, and consistent for all faculty members.

For promotion, below are our specific changes to current policies/procedures (with the caveat that some of these practices may already be in place in some individual units):
- Outside reviewers are required for all promotions for tenure-track faculty, across units, schools, colleges, and campuses. Currently, there is no universal requirement for outside reviewers for promotion for tenure-track faculty.
- Tenure is a clearly delineated process from promotion for tenure-track faculty, making navigating both processes easier. While the process of review for tenure and promotion often happens simultaneously, the current system fails to fully capture the differences in evaluative standards that impact each process.
- Clarification regarding tenure track promotion vis-à-vis other types of faculty in the Corps of Instruction.
- Aligns directly with the annual faculty evaluations. Currently, it appears that annual evaluations are treated as stand-alone reviews, rather than indicators of progression towards promotion. We aim to create a stronger connection among these processes.
- Explicitly addresses the interdisciplinary faculty promotion processes. It appears that there is not currently a consistent standard for faculty who are housed in multiple units, and our goal is to create more predictability and front-end transparency for interdisciplinary faculty.
- Additional clarity on evaluation criteria for promotion based on merit.
- Eliminates the UAC as part of the promotion process.

Discuss Future-oriented Opportunities for Consideration

- Smallest evaluative units will be required to develop standard expectations as the basis for promotion, which are to be approved by school directors and college deans.
- Establishing accountability at higher levels for the Unit level promotion criteria.

Implementation Strategy

    a. Implementation Methods and Procedures

The implementation procedures have already been established in Vision 2020, and we recommend the following in addition to those:

- Additional time for faculty review and vetting.
- Additional time for approval of these proposed policies through the Faculty Handbook Committee.

    b. Estimated Time Requirements for Proposed Implementation

- Phase I – 6 months (through July 1st, 2018) for review and inclusion in the Faculty Handbook.
- Phase II – Promotion criteria established for each Unit through December 31st, 2018.
  - Process for solicitation of outside evaluators established at the unit level.
  - Approval through the school and associated deans should also be completed by the date above for both promotion criteria and the solicitation process.
- Phase III – Full implementation beginning January 1st, 2019.

    c. Personnel Involved in Implementation (administration, faculty, staff)

- Phase I – All members of the Corps of Instruction (for review and comments), Implementation Committee, Faculty Handbook Committee.
- Phases II & III – Unit faculty and school directors in consultation with members of the Corps of Instruction and college deans.

Fiscal Impacts

A brief estimate of the investment into these new promotion tracks is as follows:

Short term fiscal impact: New expenses. Because of the conversion of positions filled by instructors who hold terminal degrees in their discipline to Assistant Teaching Professor positions effective Fall 2017, and because of long-serving Instructors' applications for promotion to Lecturer in Academic Year 2017-18, in the short term, the creation of the new promotion tracks requires additional funds for the raises for the promoted individuals.

Long term fiscal impact: Small savings. Even if only improving retention through the addition of clear promotional guidelines and tracks, there is likely to be some savings due to the reduction of turnover.

Recommended Evaluation Strategies for the Proposal

Because these proposals suggest changes from previous practices and will be adopted during a time of change for the university, we seek feedback and evaluation of their implementation. This process requires feedback from all levels of organization. We focus on three such areas for evaluation:

1. <u>Timeliness of adoption and adaptation</u>: It is important that schools and programs complete their (approved) tenure and promotion documents as soon as possible. Timelines for completion will be issued and monitored. By monitoring the number of programs that have completed their documents, we can identify problems with the implementation process and target resources towards lagging programs or special circumstances.
2. <u>Satisfaction with new guidelines/unforeseen difficulties</u>: We suggest a brief, online, University-wide survey that can obtain feedback on satisfaction with the new guidelines and suggestions for changes. The data collected from Likert scale responses can be collected and analyzed at different levels of abstraction (all professors, only school directors, un-tenured faculty, etc.) while additional suggestions for improvements or specific feedback can be collected to identify specific strengths/weaknesses.
3. <u>Ongoing data collection/analysis</u>: The purpose of all of these proposals, ultimately, is to improve the process of tenure and promotion for the individual faculty member and the University as a whole. Our hope is that these new guidelines will help to more closely align expectations with outcomes, annual evaluations with formal review proceedings, and minimize miscommunication. To this end we suggest a centralized data collection procedure that allows schools and colleges to report the results of annual evaluations as well as annual tenure and promotion processes. These data can then be tracked at each step in the process, increase transparency, and improvements can be made before problems arise.

I.   Tenure Track Promotion

1.1   Introduction and Rationale

In keeping with the aspirational charge, our committee proposes a rigorous separation of tenure and promotion for tenure track faculty. We believe promotion to be an official institutional recognition of meritorious achievement in creative/research activity, service, and teaching. Specifically, promotion functions to recognize talented faculty members for their records of achievement within their respective disciplines or in interdisciplinary settings. Thus, we propose that promotion to the rank of Associate Professor is a necessary, but not a sufficient, condition for tenure at the University of Southern Mississippi. There are inherently different criteria for the latter, such as an individual's long-term "fit" with the university. This submission of a separate proposal seeks to clarify this point. Clear and uniform policy is particularly necessary for promotion of interdisciplinary tenure-track faculty who may have responsibility to more than one unit. To ensure that such faculty meet the same expectations and criteria for both tenure and promotion it is all the more essential, we believe, to distinguish tenure and promotion and establish uniform procedures for both. To this end units must establish equitable and clear guidelines for the evaluation of faculty whose appointments are funded by multiple units. Ideally, a letter of agreement should be signed upon the candidate's initial appointment to an interdisciplinary position, which will set forth the expectations of all relevant units, with a clear breakdown of proportional obligations and objectives.

The following guidelines take into account the explicit charge to create policies that are uniform across schools, colleges, and campuses, but also recognize that disciplinary variations necessitate a certain level of autonomy at the unit level. These guidelines are aspirational in that we aim to provide a unified framework for promotion while improving the university's ability to attract and retain talented faculty through increased transparency, consistency, and fairness. This focus on recognizing and rewarding excellence among faculty, both disciplinary and interdisciplinary, will in turn support greater student achievement, recruitment, and retention. Moreover, by establishing the additional requirements of external evaluations earlier in the promotion process, the proposed processes will improve the reputation of the University as the research-based institution we aspire to be, which will also feed additional recruitment of students at both undergraduate and graduate levels.

1.2   Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the university through excellence in teaching, service, and research/scholarship/creative activities. The purpose of these proposed guidelines is to establish a unified University framework for deciding matters of promotion, while acknowledging the need for discipline-specific variation.

Although this proposal specifically addresses promotion, the committee believes that there must be a stronger nexus between the annual evaluation process and a faculty member's progress

towards promotion. To that end, many of the criteria for evaluation set forth should be synchronized with the criteria used in annual evaluations.

For purposes of these recommendations, the term "smallest evaluative unit" or "unit" refers to the smallest subdivision of the University in which a faculty member serves and is evaluated. A unit can be a department (such as the Department of Mathematics within the School of Mathematics and Natural Sciences), a program within a department (such as the Legal Studies program within the Department of Political Science and Legal Studies), or a school (such as the School of Computing Science and Computer Engineering). The decision as to what constitutes a smallest evaluative unit in a school is to be made at the school or department level.

1.2.1 Teaching

High-quality instruction should be a requirement for the entire Corps of Instruction. Therefore, promotion criteria in the "teaching" category should be as consistent as possible across disciplines. Units should set their specific evaluation criteria for teaching, with an appropriate combination of meaningful metrics.

1.2.2 Service

Satisfactory service to the discipline, unit, and University should be a requirement for the entire Corps of Instruction. Therefore, promotion criteria in the "service" category should be as consistent as possible across tracks and disciplines. Units should set their specific evaluation criteria for service, with an appropriate combination of meaningful metrics.

1.2.3 Research/Scholarship/Creative Activities

Requirements for research/scholarship/creative activities should be set by the unit, and should be comparable to (or exceed) those of peer units at peer institutions.

1.3 Interdisciplinary Contributions

One of the goals of the "Vision 2020" plan for reorganization is increased interdisciplinary collaboration. In addition to interdisciplinary appointments, we propose that all units should incorporate evaluative measures that encourage interdisciplinary efforts of faculty in teaching, service, or research/scholarship/creative activities without necessarily punishing faculty for whom interdisciplinary collaborations are not feasible. To reiterate 1.1, units must establish equitable and clear guidelines for the evaluation of faculty whose appointments are funded by multiple units. Ideally, a letter of agreement should be signed upon the candidate's initial appointment to an interdisciplinary position, which will set forth the expectations of all relevant units, with a clear breakdown of proportional obligations and objectives.

2.1 Probationary Period for Promotion from Assistant to Associate Professor

In keeping with current university and IHL policy, we propose maintaining the current five-year probationary period. Individuals with qualifications far exceeding departmental guidelines may

receive consideration for early promotion. We believe this to be an adequate time to demonstrate excellence in the three categories of research/scholarship/creative activity, teaching, and service. In keeping with the aspirational charge, we propose, too, that in the sixth year of service at USM, unless credit for service prior to joining USM was awarded at the time of hire, the candidate must apply for promotion to Associate Professor. We do not believe it to be in the aspirational interests of the university to maintain a tenured faculty at the rank of Assistant Professor, which is why we propose there be a mandated concurrent or earlier application (with exceptions noted below) for promotion to the rank of Associate Professor in the fifth year.

2.1.2   Exceptions to the Probationary Period

We propose to allow applicants to request an extension of the probationary period by one year for personal circumstances that are not under the control of the University. In recognition of current legal standards and IHL policy, we propose that the application for an extension of the probationary period as well as the reasons for such an application be kept confidential. We propose that only an approval of an extension should be made public. As to the procedure itself, we propose a uniform policy for the University. Specifically, we propose that the candidate request an extension in writing, with rationale to their school director. We propose this request be made to the school director rather than the department chair because each unit's administrative authority is vested at the director level. After receipt of the letter, we propose that the school director prepare a letter supporting or declining the application and submit that letter and application to the college dean. From there, we propose that the college dean prepare a letter supporting or declining the application and submit letters and application to the Provost. Final decision on the request, in keeping with current university policy, will then be rendered by the Provost, the chief academic officer. An example of reasons for such a request follows:

> **i. Reasons for Extension of Probationary Period.** Circumstances that warrant an extension of the Probationary Period include, but are not limited to the following:
>
> - Becoming a parent (birth or adoption)
> - Significant responsibilities for the care of an immediate relative (spouse/domestic partner, parent, child)
> - Death in the immediate family (spouse/domestic partner, parent, child)
> - Serious medical conditions or disability
> - Professional impediments
> - Prestigious external commitments
>
> **ii. Waiver of Probationary Period.** We recognize that higher rank can be awarded upon initial employment in certain circumstances. In keeping with our aspirational charge, and to encourage the hiring of superior faculty we propose that those faculty hired with higher rank be hired only in consultation with the faculty member's primary unit.

2.1.3   No Probationary Period for Promotion from Associate to Full Professor. In keeping with the aspirational charge to our committee we propose to eliminate any probationary period for promotion from Associate to Full Professor. We note that current IHL policy does not mandate such a probationary period. We believe that in order to encourage, stimulate, and aspire to national and even international recognition it is in the interest of the university to recognize outstanding achievement whenever possible. We believe that too often, particularly in fast moving disciplines, extraordinary work is not recognized only as a result of an inefficient policy that prevents promotion to Full Professor. Therefore, we propose that once sufficient achievement is established in the areas of research/scholarship/creative activity, teaching, and service an Associate Professor should be able to apply for promotion to Full Professor.

3.1   Outside Evaluators for Promotion from Assistant to Associate Professor

We propose a change to the current procedure in keeping with the aspirational charge made to our committee. We believe that outside evaluations will inspire, encourage, and create a dynamic that drives excellence and fosters a thriving faculty that will, in turn, enhance the reputation of the University regionally, nationally, and internationally. By requiring outside evaluators for promotion to the rank of Associate Professor, we believe that the tenure track faculty will be encouraged to broaden their scope beyond this institution and will also be able to demonstrate the reach of the work they were hired to do. Because of the frequent coincidence of promotion to Associate Professor and tenure, we propose that letters submitted for promotion to Associate Professor also may be used for purposes of tenure. In cases where promotion to Associate Professor and tenure are separated by more than two years, we propose separate letters be sought for each process independently.

3.1.1   Outside Evaluators for Promotion from Associate to Full Professor

We propose keeping the same procedure currently in place. We believe that it inspires, encourages, and creates a dynamic and thriving senior faculty that enhances the reputation of the University regionally, nationally, and internationally. It is precisely for this reason that we propose extending this policy to promotion from Assistant to Associate Professor (see 3.1 above).

> **i. Procedure for External Evaluators for All Tenure Track Faculty at All Ranks.** We propose that the evaluation letters from external evaluators focus primarily on the research/scholarship/creative activities of the candidate. We make this proposal for aspirational reasons. We believe that outside evaluators are best suited to judge the work a given candidate was hired to do. Such evaluators are best situated, we believe, to assess a candidate's activity in research/scholarship/creative activity as it pertains to an arena beyond the scope of this institution. We do recognize that opportunities and challenges are different at different institutions and do not mean to suggest therefore that outside evaluators not take into account the candidate's whole body of work, including teaching and service duties, as documented in the application. We do not believe

this should be the primary task of the outside evaluator. More specifically, then, we propose that each unit determine the eligibility for serving as an external evaluator. Given the diversity and wide scope of creative/research activity on this campus we do not propose a one-size-fits all eligibility requirement. Similarly, and for the same reason we propose that the size and composition of the external evaluator set be determined by the applicant's unit. More specifically still, we make the following non-binding suggestion. The applicant suggests four external evaluators, of whom the unit picks two. The unit then selects two more external evaluators who are unknown to the applicant.

4.1 Unsuccessful Applications for Promotion

We propose that in the event of an unsuccessful application for promotion from Assistant to Associate Professor that we continue to follow the current procedure. We encourage the continuation of that policy because it gives the applicant time either to improve the weak performance areas or seek employment elsewhere given that promotion to Associate Professor is a pre-requisite for the granting of tenure.

5.1 Promotion Committee Composition

5.1.1 Unit Committee

Given the importance of the probationary faculty's substantive output in terms of creative activity, research, and scholarship, unit-level evaluation should be mandatory for promotion, including for interdisciplinary faculty.

> **i. Minimum Unit Committee Size**. We propose a minimum size of three for a unit promotion committee. If a unit does not have three eligible faculty to serve on such a committee, we propose that the unit invite faculty from a related discipline to that of the faculty under review to serve on the unit promotion committee.
>
> **ii. Unit Promotion Committee Composition.** We propose that any tenure track promotion committee be comprised of higher ranked faculty than the candidate who are not under review for tenure. In keeping with the model proposed for annual evaluations (see 1.51, Option 4 in the proposal for "Annual Evaluation of Faculty Performance") we propose that in units employing more than one teaching track faculty member, the committee expand to include the teaching track faculty. Specifically, teaching-track faculty within the unit with a minimum of three years of service with the University, a minimum 50% appointment within the unit, and who hold the rank of Associate Teaching Professor or higher we propose be eligible for committee membership. We propose excluding teaching-track faculty with the rank of Instructor, Lecturer, Senior Lecturer, or Assistant Teaching Professor from this committee.

iii. Unit Promotion Committees for Interdisciplinary Applicants. Because interdisciplinary applicants, by virtue of their appointments, serve multiple units, we propose that, for interdisciplinary applicants, all units that fund the candidate's position be represented on the candidate's promotion committee, ideally proportional to the percentage of the candidate's workload spent in each unit. Because of the wide variety of possible interdisciplinary appointments, we recommend that details of the makeup of each interdisciplinary candidate's promotion committees be specified in a letter of agreement to be signed at the candidate's initial appointment.

5.1.2. Promotion Committee Composition – College Committee

College-level evaluation is mandatory for tenure track faculty promotion, including interdisciplinary faculty. Because the promotion and tenure process often coincide, the make-up of the committees may be similar, but all processes should be viewed as separate. This is in keeping with the framework in which this document is developed. Therefore, we propose that the college promotion committee consists of at least five members. We further propose that all members of college promotion committees have higher rank than the candidates under review. For the evaluation of interdisciplinary candidates, we propose that the committee shall have a reviewer from each of the units (internal as well as external to the college) with which the candidate interacts. We propose that further details regarding the specific composition of college tenure committees be at the discretion of each college.

5.1.3 Faculty to be Recused from Promotion Committees.

Because there is substantial ex-officio involvement of administrators in the process and to assure that the unit, college and University promotion committees provide peer evaluation of faculty by faculty without the perception of a conflict of interest, we propose the following mandatory recusals:

> **i. Recusals:** We propose that otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Assistant/Associate Provost, Vice-President, College Dean, Assistant/Associate Dean or School Director be recused from unit, college or University promotion committees unless they are invited by a majority vote by the committee, in which case they are not allowed to vote.

II.   Non-Tenure Track Promotion

1.1   Preamble

In keeping with the aspirational charge, our committee proposes that promotion in the non-tenure track Corps of Instruction also be based on institutional recognition of meritorious achievement in both teaching and service.

We believe promotion to be an official institutional recognition of meritorious achievement in service, and teaching. Specifically, promotion functions to recognize talented non-tenurable faculty members for their records of achievement within their respective disciplines. The following guidelines take into account the explicit charge to create policies that are uniform across schools, colleges, and campuses, but also recognize that disciplinary variations necessitate a certain level of autonomy at the unit level. These guidelines are aspirational in that we aim to provide a unified framework for promotion while improving the university's ability to attract talented faculty through increased transparency, consistency, and fairness.

Given that a new rank, Teaching Professor, now exists in addition to other promotable ranks, such as Instructor, Lecturer, Senior Lecturer we propose that the following promotion procedures apply:

2.1   Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the university through excellence in teaching and service in the new non-tenurable promotable lines. The purpose of these proposed guidelines is to establish a unified University framework for deciding matters of promotion for this group of faculty, while acknowledging the need for discipline-specific variation. The committee suggests that evaluation should be closely linked with progress towards promotion at each level. To that end, many of the criteria for evaluation set forth should be synchronized with the criteria used in annual evaluations.

For purposes of these recommendations, the term "smallest evaluative unit" or "unit" refers to the smallest subdivision of the University in which a faculty member serves and is evaluated. The unit can be a department (such as the Department of Mathematics within the School of Mathematics and Natural Sciences), a program within a department (such as the Legal Studies program within the Department of Political Science and Legal Studies), or a school (such as the School of Computing Science and Computer Engineering). The decision as to what constitutes the smallest evaluative unit in a school is to be made at the school or department level.

2.1.1   Teaching

High-quality instruction should be a requirement for the entire corps of instruction. Therefore, promotion criteria in the "teaching" category should be as consistent as possible across

disciplines. Units should set their specific evaluation criteria for teaching, with an appropriate combination of meaningful metrics.

2.1.2 Service

Satisfactory service to the discipline, unit, and University should be a requirement for the entire Corps of Instruction. Therefore, promotion criteria in the "service" category should be the as consistent as possible across disciplines. Units should set their specific evaluation criteria for service, with an appropriate combination of meaningful metrics.

2.1.3 Research/Scholarship/Creative Activities

This criterion may be considered but is not necessary for advancement.

3.1 Probationary Period for Promotion from Assistant to Associate Teaching Professor, or Instructor

We propose maintaining a five-year probationary period for the new Teaching Professor promotable non-tenure track. We believe this to be adequate time to demonstrate excellence in teaching, and service. A notable exception to this probationary period applies to candidates whose initial appointment gave them credit for service prior to joining USM. Individuals with qualifications far exceeding departmental guidelines may receive consideration for early promotion. We propose, however, that non-tenure track faculty not have any mandate to move towards promotion unless that candidate so desires. We make this proposal because non-tenure track candidates may serve particularly important functions at any rank and units should be able to determine when such applicants no longer meet a unit's expectations. In short, given the nature of the non-tenured position, promotion should be considered a desirable goal rather than a mandate. Therefore, we propose that, should the unit so desire, non-tenure track promotable faculty at the University of Southern Mississippi be allowed to remain at the University even if there is a failure to achieve promotion from Assistant to Associate, or from Associate to Full Teaching Professor or from Instructor to Lecturer or from Lecturer to Senior Lecturer.

3.1.1. Waiver of Probationary Period

We recognize that higher rank can be given upon an initial employment in certain circumstances. In keeping with our aspirational charge, and to encourage the hiring of superior faculty we propose that hires with higher rank be made in consultation with the faculty member's primary unit as subject to IHL policy that such an initial appointment be based on a recommendation by the President to the Board and approval by the Board.

3.2 No Probationary Period for Promotion from Associate to Full Professor or for Promotion from Lecturer to Senior Lecturer for Promotable Non-Tenure Track Faculty

In keeping with the aspirational charge to our committee we propose to eliminate any probationary period for promotion from Associate to Full Professor and for promotion from Lecturer to Senior Lecturer for the non-tenure track corps of instruction. We believe that in order

to encourage, stimulate, and aspire to national and even international recognition it is in the interest of the university to recognize outstanding achievement whenever possible. We envision circumstances where exceptional teaching and/or service may well warrant promotion to Full Professor/Senior Lecturer without the artificial barrier a probationary period might impose. Therefore, we propose that once sufficient achievement is established in the areas of teaching and service an Associate Teaching Professor/Lecturer should be able to apply for Full Professor/Senior Lecturer.

4.1 Unsuccessful Applications for Promotion for promotable Non-Tenure Track Faculty

We propose that in the event of an unsuccessful application for promotion that the faculty member be allowed to continue in the corps of instruction per the needs and requirements of the unit. In short, we do not propose that a non-tenure track candidate who fails to achieve promotion be necessarily required to leave the university. Given that such non tenure-track positions are year-to-year contracts we believe that while promotion is desirable it may be both expedient and necessary to maintain faculty at the rank of Assistant/Instructor and/or Associate/Lecturer beyond the five-year probationary period. In the event of an unsuccessful promotion, too, we propose that the applicant should not be allowed to apply for promotion in the following year.

5.1 Promotion Committee Composition

5.1.1 Unit Committee

Given the importance of the probationary faculty's substantive output, unit level evaluation should be mandatory for promotion, including for interdisciplinary faculty. In keeping with the model proposed for annual evaluations (see 1.51, Option 4 in the proposal for "Annual Evaluation of Faculty Performance") we propose that teaching faculty of higher rank serve on promotion committees for other teaching faculty. In units employing more than one tenure-track faculty member, the committee we propose should expand to include tenure-track faculty members who hold the rank of Associate Professor or higher.

> **i. Minimum Unit Committee Size.** We propose a minimum size of three for a unit promotion committee. If a unit does not have three eligible faculty to serve on such a committee, we propose that the unit invite faculty from a related discipline to that of the faculty under review to serve on the unit promotion committee.

> **ii. Unit Promotion Committee Composition.** We propose that any promotion committee be comprised of higher ranked faculty than the candidate.

> **iii. Unit Promotion Committees for Interdisciplinary Applicants.** Because interdisciplinary applicants, by virtue of their appointments, serve multiple units, we propose that, for interdisciplinary applicants, all units that fund the candidate's position be represented on the candidate's promotion committee, ideally proportional to the percentage of the candidate's workload spent in each unit. Because of the wide variety of possible interdisciplinary appointments, we recommend that details of the makeup of

each interdisciplinary candidate's promotion committees be specified in a letter of agreement to be signed at the candidate's initial appointment.

5.1.2 College Committee

College-level evaluation is mandatory for faculty promotion, including interdisciplinary faculty. This is in keeping with the framework in which this document is developed. Therefore, we propose that the college promotion committee consists of at least five members. We further propose that all members of college promotion committees have higher rank than the candidates under review. For the evaluation of interdisciplinary candidates, we propose that the committee shall have a reviewer from each of the units (internal as well as external to the college) with which the candidate interacts. We propose that further details regarding the specific composition of college tenure committees be at the discretion of each college.

5.1.3 Faculty to be Recused from Promotion Committees.

Because there is substantial ex-officio involvement of administrators in the process and to assure that the unit, college and University promotion committees provide peer evaluation of faculty by faculty without the perception of a conflict of interest, we propose the following mandatory recusals.

i. Recusals. We propose that otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Assistant/Associate Provost, Vice-President, College Dean, Assistant/Associate Dean or School Director be recused from unit, college or University promotion committees unless they are invited by a majority vote by the committee, in which case they are not allowed to vote.

Proposal 3 – Award of Tenure

Charges Addressed:
- *Develop guidelines for the promotion and tenure process under the new school structure.*
- *Outline general promotion and tenure expectations with revisions that consider interdisciplinary appointments, student recruitment/retention efforts, online course developments, etc.*
- *Define the protocol or guiding principles for representation on School Personnel and Promotion Committees* – Adopted from Faculty Governance & Representation Committee as directed in ARSC Pre-proposal Feedback on Oct. 20, 2017.

ASEC Subcommittee Statement on Proposal

Subcommittee Statement:

Tenure represents one of the most significant elements within the modern academy, designed to both protect academic freedom and encourage dedication to a specific institution, while helping to maintain high standards. Fundamentally, tenure is an award bestowed by the institution, and recognizes not only the achievement of a faculty member, but also their alignment with the institution. The proposed activities meet the aspirational goals of the reorganization by creating a system of tenure that is designed to be both rigorous and transparent. It maintains significant elements of the current structure for tenure, providing continuity, but also explicitly takes into account concerns of interdisciplinarity, fairness across units, and junior faculty development.

The proposal for the process of tenure represents a significant opportunity to protect academic freedom, promote excellence within the institution, and raise the University's profile. Significantly, all tenure-track faculty must secure letters from outside evaluators in order to achieve tenure. Additionally, the proposals closely align with the annual evaluation process, increasing the transparency of tenure. Importantly, however, the proposal also makes sure to provide flexibility at the unit level in establishing tenure criteria, ensuring equality across disciplines.

ASEC Committee Chair Statement on Proposal

Chair Statement for both "*Promotion of Tenure and Non-Tenure Track Faculty*" and "*The Award of Tenure*":

Though often treated as the same work outcome, promotion and tenure fulfill different ends for faculty and the University. While working to align annual evaluations of faculty performance, the committee has contrived this distinction explicitly and reimagined how these processes might best be facilitated within the newly created academic structure. Key to the changes are the ideas of Southern Miss as an aspirational institution that seeks to lead in interdisciplinary approaches as well as focus on driving excellence within the institution. The frameworks for tenure and promotion extend these charges by assuring institutional accountability for faculty. In addition, this framework extends these charges by assuring that faculty the University tenures and

promotes have impact beyond our institution by requiring outside review for promotions from both Assistant to Associate and Associate to Full while integrating the flexibility necessary to support the diverse array of programs that we offer. The committee has also recommended an explicit set of processes for interdisciplinary faculty, an element currently lacking in institutional documentation, and provided avenues for contributions from teaching track faculty within the promotion process.

Steering Committee Overview

The award of tenure proposal seeks to improve the standards for tenure, create university-wide consistency, and support interdisciplinary appointments. Major changes include:

- Requirement of external letters for tenure
- Promotion to Associate as a requirement for tenure

The proposal provides details for consistency on teaching, service, collegiality, and other aspects of the tenure process that should be reviewed by the unit/school/college tenure guideline establishing bodies for incorporation into specific tenure guidelines. These bodies will have significant influence in shaping the specific tenure metrics, etc. that align individual faculty goals with the university goals. There will need to be a university body tasked with reviewing specific tenure guidelines to ensure the consistency called for in this proposal is established.

ARSC Implementation Recommendation

Committee: Academic Structure & Evaluation
Proposal: "Award of Tenure"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:
- Review and approval by Human Resources and General Counsel
- School directors need to set meaningful faculty goals which drive tenure
- Faculty tenure goals and development need to align with strategic plans
- Tenure documents need to align with annual evaluation documents
- Resolution of tenure workload policies and incentives for diverse faculty base

Additional Suggestions:
- College-level strategic plans should drive school-level strategic plans

Timeline / Resources Considerations:
- As stipulated in the proposal.

Proposal Document

Statement of Objectives

    Synopsis of Aspirational Aims

In furtherance of the University's commitment to being a student-focused, academically rigorous, doctoral-granting research university with strong academic, co- and extra-curricular programs, it must continue to attract and retain highly qualified faculty members from diverse disciplines, while protecting their academic freedom and encouraging recruited faculty to think of the University as a long-term destination. Thus, policies and procedures for tenure must reflect a unified commitment to excellence while offering appropriate flexibility to reward innovation and achievement across divergent fields. Moreover, the policies should be designed with a commitment to rewarding interdisciplinary achievement reflective of the University's many facets, and promoting excellence in teaching, scholarship, and creative activities that will continue to support both the undergraduate and graduate student populations across all significant domains.

The proposed activities meet the aspirational goals of the reorganization by creating a system of tenure that is designed to be both rigorous and transparent. It maintains significant elements of the current structure for tenure, providing continuity, but also explicitly takes into account concerns of interdisciplinarity, fairness across units, and junior faculty development. Currently, there is no universal requirement for outside reviewers for tenure. In keeping with our aspirational charge, and to be consistent with peer institutions such as University of West Florida, University of South Alabama, University of Texas at El Paso, and both Mississippi State and the University of Mississippi[3] we are now requiring, as do those other institutions, outside reviewers for all applications for tenure, across units, schools, colleges, and campuses. As do our peer institutions, we, too, believe that excellence can best be adjudicated by national peers. We aspire to be more than a local, or even regional faculty. Rather we aspire, as do our peer institutions, towards national and even international excellence. By creating an external standard, we offer an outside check beyond the confines of any individual unit or college in the hopes that this will drive national and even international excellence within the institution. Beyond our immediate peer and state institutions, moreover, we note that outside evaluators will demonstrate

---

[3] We relied on regional institutions as referenced in the Denver Report. Additional information can be found for specific schools at the University of South Alabama http://southalabama.edu/departments/academicaffairs/resources/policies/tenurepromotionguidelines.jan2017.pdf; University of Texas at El Paso https://admin.utep.edu/Default.aspx?tabid=30381; University of Western Florida http://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/tenure-and-promotion/Promotion_Tenure_Evaluation_Information_2016_2017.pdf; Mississippi institutions were also referenced. Additional information can be found for the University of Mississippi at https://www.google.com/search?q=tenure+procedure+ole+miss&ie=utf-8&oe=utf-8&client=firefox-b-1-ab; Mississippi State at http://www.provost.msstate.edu/pdf/faculty_handbook.pdf

our commitment to the highest standards and in so doing allow us to retain faculty who are likely to improve our institutional standing without risking losing out on potential hires.

Description of Projected Outcomes and Impacts (be as specific as possible, citing any available data)

The proposed tenure framework detailed below is anticipated to produce the following outcomes and impacts:

- Fidelity to the institutional ideals of tenure, including academic freedom, admission to the academy of the University, and the increased permanency that tenure implies.
- Consistency across units, colleges, and campuses related to tenure processes.
- Flexibility in tenure at the unit level, to account for important differences across disciplines.
- Clear guidelines for interdisciplinary faculty tenure processes.
- Clearly articulated guidance on processes for tenure as a separate (but related) system from promotion.
- A tenure process that is closely aligned with the faculty evaluation process to avoid applicant confusion regarding tenure decisions.
- Clarification on the role of the unit in granting tenure for administrative hires.

Differentiation of Proposed Activities from Current Processes

Throughout the course of the subcommittee's work on these proposals, it became apparent that there is significant variation among units regarding the tenure and promotion processes. While we recognize that excellence looks different across individual disciplines, there must be greater consistency in how standards are developed and applied within the University. Thus, our proposal is less of an overhaul of the current system and more of a refinement that aims to make the processes of tenure and promotion more equitable, transparent, and consistent for all faculty members.

For the award of tenure, below are our specific changes to current policies/procedures (with the caveat that some of these practices may already be in place in some individual units):

- Outside reviewers are required for all applications for tenure, across units, schools, colleges, and campuses. Currently, there is no universal requirement for outside reviewers for tenure.
- Units have significant input to the awarding of tenure at the time of initial hire for administrative as well as faculty hires.
- Tenure is a clearly delineated process from promotion for tenure-track faculty. While the process of review for tenure and promotion often happens simultaneously, the current system fails to fully capture the differences in evaluative standards that impact each process.
- Satisfaction of the requirements for promotion to Associate Professor is required for the award of tenure.
- Clear role of tenured faculty versus other tracks in the tenure process.

- Aligns directly with the annual faculty evaluations. Currently, it appears that annual evaluations are treated as stand-alone reviews, rather than indicators of progression towards promotion and tenure. We aim to create a stronger connection among these processes.
- Explicitly addresses the interdisciplinary faculty tenure process. It appears that there currently is no consistent standard for faculty who are housed in multiple units, and our goal is to create more predictability and front-end transparency for interdisciplinary faculty.
- Additional clarity on evaluation criteria for tenure.
- Suggests method for allowing units to determine external tenure committee members for tenure evaluation.

Discuss Future-oriented Opportunities for Consideration

- Smallest evaluative units will be required to develop standard expectations as the basis for tenure, which are to be approved by school directors and college deans.
- Establishing accountability at higher levels for the unit level tenure criteria.
- Aligning the timelines for evaluation, promotion, and tenure.

Implementation Strategy

    d.   Implementation Methods and Procedures

The implementation procedures have already been established in Vision 2020, and we recommend the following in addition to those:

- Additional time for faculty review and vetting.
- Additional time for approval of these proposed policies through the Faculty Handbook Committee.

    e.   Estimated Time Requirements for Proposed Implementation

- Phase I – 6 months (through July 1st, 2018) for review and inclusion in the Faculty Handbook.
- Phase II – Tenure criteria established for each unit through December 31st, 2018.
  - Process for solicitation of outside evaluators established at the unit level.
  - Approval through the School and associated Deans should also be completed by the date above for both tenure criteria and the solicitation process.
- Phase III – Full implementation beginning January 1st, 2019.

    f.   Personnel Involved in Implementation (administration, faculty, staff)

- Phase I – All members of the Corps of Instruction (for review and comments), Implementation Committee, Faculty Handbook Committee.
- Phases II & III – unit tenured faculty, school directors in consultation with members of the Corps of Instruction and college deans.

Fiscal Impacts

Though there is a good deal of continuity with the current tenure policy, there are some minimal anticipated financial impacts. Specifically, these may be seen through ensuring the high quality of tenured faculty who have external reputations, which in turn can lead to additional recruiting of high-quality students – many of whom will be at the graduate level and thus may assist in generating additional grants or other external funds.

Recommend Evaluation Strategies for the Proposal
- Following implementation of the proposed annual evaluation framework, a review of decisions for tenure and promotion measuring alignment with annual evaluations.
- Survey of both faculty and administration to identify if objectives were achieved, including flexibility, clarity, transparency, efficiency, and fairness.
- Because these proposals suggest changes from previous practices and will be adopted during a time of change for the university, we seek feedback and evaluation of their implementation. This process requires feedback from all levels of organization. We focus on three such areas for evaluation:
  1. Timeliness of adoption and adaptation: It is important that schools and programs complete their (approved) tenure and promotion documents as soon as possible. Timelines for completion will be issued and monitored. By monitoring the number of programs that have completed their documents, we can identify problems with the implementation process and target resources towards lagging programs or special circumstances.
  2. Satisfaction with new guidelines/unforeseen difficulties: We suggest a brief, online University-wide survey that can obtain feedback on satisfaction with the new guidelines and suggestions for changes. The data collected from Likert scale responses can be collected and analyzed at different levels of abstraction (all professors, only school directors, un-tenured faculty, etc;) while additional suggestions for improvements or specific feedback can be collected to identify specific strengths/weaknesses.
  3. Ongoing data collection/analysis: The purpose of all of these proposals, ultimately, is to improve the process of tenure and promotion for the individual faculty member and the University as a whole. Our hope is that these new guidelines will help to more closely align expectations with outcomes, annual evaluations with formal review proceedings, and minimize miscommunication. To this end we suggest a centralized data collection procedure that allows schools and colleges to report the results of annual evaluations as well as annual tenure and promotion processes. These data can then be tracked at each step in the process, increase transparency, and improvements can be made before problems arise.

1.1   Introduction and Rationale

Although tenure and promotion bear a close relationship with each other, the processes serve distinct purposes. Tenure and promotion both function to recognize talented faculty members for their records of achievement within their respective disciplines. However, tenure extends an additional level of protection to the faculty member in furtherance of the mutual desire for a long-term academic appointment. Most importantly for the faculty, tenure provides security for academic freedom. More broadly, the granting of tenure indicates the University's belief in academic freedom, and that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, unit, and academic community that advance the institution's mission and goals. Academic freedom is essential to the University's mission as well as to the wellbeing of its faculty. The granting of tenure is a University-level, faculty-driven process and is the primary guarantee for faculty of the protection of their academic freedom. The ties between USM and tenured faculty are the strongest that exist in the Corps of Instruction, and provide the maximum protection for faculty to carry out their roles without undue influence or external pressures. Thus, ensuring the fidelity of the tenure process is essential to the University as an aspirational institution. Therefore, we propose that promotion to the rank of Associate Professor is a necessary, but not a sufficient, condition for tenure at the University of Southern Mississippi. There are inherently different criteria for the latter, such as an individual's long-term "fit" with the university. This proposal seeks to clarify this point.

The proposed tenure guidelines that follow are a function of the committee's recognition that promotion and tenure are related, but separate processes and serve separate university functions. The guidelines take into account the explicit charge to create policies that are uniform across schools, colleges, and campuses, but also recognize that disciplinary variations necessitate a certain level of autonomy at the unit level. This is particularly the case for interdisciplinary faculty who may have responsibility to more than one unit. To ensure that such faculty meet the same expectations and criteria for both tenure and promotion it is all the more essential, we believe, to distinguish tenure and promotion and establish uniform procedures for both. To this end, units must establish equitable and clear guidelines for the evaluation of faculty whose appointments are funded by multiple units. Ideally, a letter of agreement should be signed upon the candidate's initial appointment to an interdisciplinary position, which will set forth the expectations of all relevant units with a clear breakdown of proportional obligations and objectives.

These guidelines are aspirational in that we aim to provide a unified framework for tenure while improving the university's ability to attract talented faculty through increased transparency, consistency, and fairness. Moreover, by establishing the additional requirements of mandatory external evaluations, the proposed processes will improve the reputation of the University as the research-based institution we aspire to be.

2.1   Evaluation Criteria

Essential to the University's mission is the recruitment, recognition, and retention of faculty members who contribute to the overall success and vision of the University through excellence in

teaching, service, and research/scholarship/creative activities. The purpose of these proposed guidelines is to establish a unified University framework for deciding matters of tenure, while acknowledging the need for discipline-specific variation. Although this proposal specifically addresses the tenure processes, the committee believes that there must be a stronger nexus between the annual evaluation process and a faculty member's progress towards promotion or tenure. To that end, many of the criteria for evaluation set forth should be synchronized with the criteria used in annual evaluations.

For purposes of these recommendations, the term "smallest evaluative unit" or "unit" refers to the smallest subdivision of the University in which a faculty member serves and is evaluated. The unit can be a department (such as the Department of Mathematics within the School of Mathematics and Natural Sciences), a program within a department (such as the Legal Studies program within the Department of Political Science and Legal Studies), or a school (such as the School of Computing Science and Computer Engineering). The decision as to what constitutes the smallest evaluative unit in a school is to be made at the school or department level.

2.1.1 Teaching

High-quality instruction should be a requirement for the entire Corps of Instruction. Therefore, tenure criteria in the "teaching" category should be as consistent as possible across disciplines. Units should set their specific evaluation criteria for teaching, with an appropriate combination of meaningful metrics.

2.1.2 Service

Satisfactory service to the discipline, unit, and University should be a requirement for the entire Corps of Instruction. Therefore, tenure criteria in the "service" category should be as consistent as possible across disciplines. Units should set their specific evaluation criteria for service, with an appropriate combination of meaningful metrics.

2.1.3 Research/Scholarship/Creative Activities

Requirements for research/scholarship/creative activities should be set by the unit, and should be comparable to (or exceed) those of peer units at peer institutions.

2.2 Collegiality and Professional Behavior

Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University, a commitment to diversity and respect for the opinions of others. Academic freedom specifically protects the voicing of honest opinions about academic priorities, resource allocation, academic standards, etc., just as it protects classroom discussions that are germane to the subject of the class. Robust discussion, followed by appropriate action, is the lifeblood of a university. However, within such discussions, the appropriate level of respect must be maintained, said respect must not be confused with an implied requirement to agree, which would indeed be antithetical to respect, and said respect acknowledges that discussion can only be the first step towards actions that leads to positive change. Therefore, faculty who seek tenure are expected to contribute to the development of a collegial environment by 1) treating

colleagues with professional respect; 2) interacting appropriately with students, staff and faculty members in both verbal and written communications; 3) avoiding harassing students or colleagues; 4) limiting classroom speech to matters germane to the subject matter of the course; 5) participating and showing respect for others in departmental meetings and research seminars; 6) performing assigned tasks punctually and to the best of their ability; 7) engaging appropriately with organizations and groups outside their unit and in so doing contributing positively to the unit's reputation; and 8) otherwise engaging in positive organizational citizenship behaviors.[4]

The committee recommends that any concerns regarding a faculty member's collegiality or professional behavior be shared in writing with said faculty member as soon as any concerns arise. At a minimum, any concerns about collegiality or professional behavior should be articulated in the faculty member's annual reviews as well as in the pre-tenure review (if applicable).

2.3   Interdisciplinary Contributions

One of the goals of the "Vision 2020" plan for reorganization is increased interdisciplinary collaboration. In addition to interdisciplinary appointments, we propose that all units should incorporate evaluative measures that encourage interdisciplinary efforts of faculty in teaching, service, or research/scholarship/creative activities without necessarily punishing faculty for whom interdisciplinary collaborations are not feasible. To reiterate 1.1, units must establish equitable and clear guidelines for the evaluation of faculty whose appointments are funded by multiple units. Ideally, a letter of agreement should be signed upon the candidate's initial appointment to an interdisciplinary position, which will set forth the expectations of all relevant units, with a clear breakdown of proportional obligations and objectives.

3.1   Tenure Framework

As tenure is an award granted by the institution as a whole but built around contributions by a faculty member to their discipline, the framework for tenure has to be one that both allows for input at all levels of the institution but simultaneously allows flexibility across units. This flexibility is particularly essential in the case of interdisciplinary faculty who may have responsibility to more than one unit. Additionally, although research/scholarship/creative actvity is a significant component of the University's identity, and although it is central to advancement in many fields, the idea that tenure can or should be awarded solely on the basis of outstanding

---

[4] Section 6.05 of the Southern Miss College of Business Faculty Handbook, which itself drew source material from the AAUP's Statement of Professional Ethics; Section 7 of the Louisiana Tech University College of Engineering and Science tenure and promotion guidelines, available at http://info.engr.latech.edu/index.php/promotion-guidelines-and-forms; While the AAUP recommends against collegiality as a separate area for evaluation (see: https://www.aaup.org/report/collegiality-criterion-faculty-evaluation), we believe collegiality can weave throughout the other elements of review for Tenure, and thus, while not necessarily evaluated separately (and not included in this proposal as a "criteria" for evaluation), represents a distinct domain. We have attempted to address specific concerns that arise in the potential evaluation of collegiality raised by the AAUP through specific documentation of what collegiality does *not* suggest (e.g. lack of robust discussion, pressure to agree, etc.).

research/scholarship/creative activity is one that does not mesh with the necessity of a faculty "fitting" within the University and contributing to all parts of the mission of the University. Thus, the framework for tenure proposed attempts to balance the needs across units, the needs within disciplines, and a fit with the University. Additionally, although tenure is a separate process from promotion, it is important that the tenure process is informed by the annual evaluation process so that probationary faculty members are not caught unaware if there are concerns regarding any of the evaluative elements within the tenure process.

The process outlined below retains many of the elements that have served the University well in awarding tenure in the past. However, there are elements in this proposal that advance the University's aspirational goals, particularly through the inclusion of a requirement for outside evaluation. This requirement is essential to maintaining and improving the University's reputation as a strong research institution and driving excellence within the institution through increased accountability. At the same time, because units (within the University) and disciplines (across academia), do not function identically, the process we propose for solicitation and inclusion of outside letters can be broader than simply requesting confirmation of the import of the probationary faculty's research/scholarship/creative activity.

The criteria for tenure, therefore, are determined in the normal areas of assessment (teaching, service, research/scholarship/creative activities), with additional considerations of collegiality and fit within the University. These are outlined more completely in Section 2, above.

As such, we propose the following process for the application for tenure.

3.1.1   Probationary Period for Tenure Application

Because the institution's award of tenure implies a long-term commitment on the part of the University, we propose maintaining the current probationary period of six years, and a tenure application happening within the sixth year, with exceptions made for faculty who are awarded time towards tenure in their original hire negotiations. Additionally, tenure *may* be awarded, pursuant to IHL policy, at the time of hire. This option should be used with care. While we propose that this option *may* be more frequently appropriate for hires with administrative duties, we recommend that the unit's tenure committee for the potential hire be consulted regarding the award of tenure at the time of hire, with adequate time to review the administrative applicant's qualifications. This simultaneously ensures that individuals will not be placed in positions where there are significant evaluative concerns that may place untenured faculty in the position of evaluating those who have input in probationary faculty's tenure applications and maintains the integrity of tenure at the University.

3.1.2   Length of Probationary Period for Tenure Application

In keeping with current University and IHL policy, we propose maintaining the probationary period of six years with the tenure application to be filed in year six of the appointment. This provides adequate time for faculty to demonstrate their ongoing impact within their respective disciplines, but equally allows for the University to assess (and, where applicable, assist faculty in improving) institutional fit and collegiality. In keeping with the University's goal of maintaining and improving the quality of the faculty, outside of cases in which credit for time

served at another institution has been awarded in the hiring process, faculty must apply for tenure in their sixth year. Although this will often coincide with the promotion from Assistant to Associate Professor, we view these are separate processes, and the evaluation for each should be independent.

3.1.3 If Tenure is Denied

As tenure is granted by the institution on the basis of both impact within the discipline as well as institutional considerations, in the event that tenure is denied, a final one-year non-renewable contract at the candidate's rank is to be issued to the candidate.

3.1.4 Associate Professor Requirement

In keeping with the aspirational aims of USM, satisfaction of the requirements of promotion to Associate Professor should be a requirement for the award of tenure. Therefore, as a change from current policy, we propose Assistant Professors cannot apply for tenure before/without applying for promotion to Associate Professor. Faculty appointed at ranks above Assistant Professor may apply for tenure without applying for promotion.

3.1.5 Credit for Prior Accomplishments

Because continuing to attract highly qualified candidates is in the University's interest, we propose that credit for prior accomplishments be awarded up to a maximum of five years towards the probationary period for prior service at other institutions of higher learning. Generally, we propose that credit is limited to two years for faculty appointed to the rank of Assistant Professor, three to five years for faculty appointed at the rank of Associate Professor, and five years for those faculty appointed at the rank of Professor. Consistent with the idea that credit can be awarded for time served at another institution of higher learning, for the tenure review, it must be permissible to give credit for accomplishments generated while serving at another institution of higher learning. Accomplishments should, however, be part of a continuous record that immediately precedes the appointment at USM.

3.1.6 Extension of Probationary Period

As there are a variety of circumstances beyond the control of the faculty applying for tenure, as well as beyond the control of the University, in special circumstances an extension can be applied to the faculty's probationary period. We propose that this extension not extend the probationary period by more than one year. Circumstances that warrant an extension of the probationary period include, but are not limited to the following:
    a. Becoming a parent (birth or adoption)
    b. Significant responsibilities for the care of an immediate relative (spouse/domestic partner, parent, child)
    c. Death in the immediate family (spouse/domestic partner, parent, child)
    d. Serious medical conditions or disability
    e. Professional impediments

f. Prestigious external commitments

3.1.7   Process for Extending the Probationary Period

We propose that any request to extend the probationary period be made in writing, with attached justification, to the appropriate school director, in the semester before the tenure application is due. The School director may support or decline this extension in a letter, and will submit the application and the director's letter to the dean of the appropriate college. The dean may also support or decline this extension in a letter, and will submit the application and the letters from director and dean to the Provost for a final decision on the extension.

3.1.8   Waiver of Probationary Period for Tenure

The University has a vested interest in attracting the best candidates to all levels of the University. Given that many of these candidates may be tenured at other institutions, and in keeping with IHL policy 403.0101, we propose that the privilege of tenure *may* be granted to individuals who have held tenure at their previous institution. *We do not propose this as an automatic course of action* and care should be used in the case of the award of tenure upon hire. Any institutional appointments with tenure should be approved by the candidate's unit during the hiring/negotiation process, and, again consistent with IHL policy, tenure for these faculty must be recommended by the President and approved by the Board.

4.1   Tenure Review Process

As stated above, because we propose that tenure is a recognition by the institution, the process for tenure is one that requires input at every level of the institution. The process we propose largely follows the current University policy regarding tenure with the important addition of required letters from outside reviewers. This requirement is essential if we are to maintain our position as an institution that is outward-facing in terms of its impact across disciplines. However, recognizing that different disciplines have different ways of impacting their fields, the requirements for outside evaluations should be directed by units.

We propose the following guidelines for the tenure review process.

4.1.1   Evaluative Bodies for Tenure Review: Reiterating that tenure is granted by the institution, review must be performed at each level of the institution to grant tenure. Thus, we propose that peer review of applications for tenure should always include the faculty's unit tenure committee, the school director (or a joint letter from school directors in the case of interdisciplinary Faculty), a college tenure committee, the dean of the college in which the faculty's "home unit" resides (or a joint letter from deans from all affected colleges in the case of interdisciplinary Faculty), a University advisory committee, the Provost, and the President.

4.1.2   Mandatory Use of External Evaluators for Tenure Review: To expand the University's standing across fields, and the impact of the research/scholarship/creative activities on the world, faculty must produce a body of work that is well-received by peers external to the

University. This is perhaps even more important when the University is seeking to bestow tenure on a faculty member. Therefore, we propose that letters from external evaluators be required for all applications for tenure. Because of the frequent coincidence of promotion and tenure, we propose that letters submitted for promotion to Associate Professor also may be used for purposes of tenure. In cases where promotion to Associate Professor and tenure are separated by more than two years, we propose separate letters be sought for each process independently.

Units will drive the requirements for these letters, as well as be responsible for soliciting them, respecting their disciplinary requirements and individual differences in faculty roles and responsibilities. Thus, external evaluations will generally focus on research/scholarship/creative activities, but should also take into account the candidates' whole body of work, including teaching and service duties.

> **i. Eligibility to Serve as an External Evaluator:** We recommend that units should decide an individual's qualifications for serving as an external evaluator. Widely used rules for similar types of eligibility can be found in cognate areas, like NSF's rules for grant reviewers, or similar documents.

> **ii. Size and Composition of the Set of External Evaluators:** Although we propose a mandate that all tenure applications must have outside reviewers, respecting differences across units, we recognize that not every discipline has easy access to a significant pool of evaluators. As such, the decision about size and composition of the set of external evaluators should reside at the unit level. All evaluators solicited should be competent to judge the applicant's work in the context of the applicant's experience at the University. Under no circumstance should individuals be responsible for soliciting their own letters, or solely responsible for identifying evaluators. One example of a system that provides a balanced set of reviewers is that the applicant provides a set of four potential external evaluators, of whom the unit picks two. The unit then selects two more external evaluators, who are unknown to the applicant.

4.1.3 Amending/Updating Application Materials

Because there can be situations during the course of the tenure application process that could positively affect the applicant's chances of success (e.g. an additional article accepted for publication), we propose an updating process in keeping with current University practice. Specifically, we propose that the applicant provide an update via written memo to the evaluative body currently reviewing the tenure dossier. We further recommend that updates be limited to the material already mentioned in the original application.

5.1 Evaluative Bodies' Roles and Responsibilities

To clarify expectations for all parties involved in the review processes for tenure and promotion, we propose the following reporting and confidentiality requirements for the evaluative bodies in the tenure and promotion processes.

5.1.1 Advisory role of evaluative bodies

Every evaluative body in the tenure and promotion review process serves in an advisory capacity to subsequent reviewers.

5.1.2   Written Recommendation

Every evaluative body will provide a written recommendation including rationale for the recommendation and (committees only) vote count (for-against-abstain) to the subsequent reviewers. For interdisciplinary applicants appointed to multiple units, the school director's (dean's, if candidate is appointed across colleges) recommendation will be created by all involved school directors (deans) and signed jointly. With the exception of letters from external reviewers, copies of these written recommendations will be provided to the applicants by the respective evaluative body.

5.1.3   Confidentiality of Review Proceedings

Because of the sensitivity of the reviews in question, we propose that all evaluative bodies' deliberations be strictly confidential, with access limited only to academic staff and administrators involved directly in the proceedings.

5.1.4   Confidentiality of External Evaluator Identities

To assure candid external evaluations, we propose that the identities of external evaluators and, except for references to it in other evaluative bodies' letters, the content of their evaluations be kept confidential. To this end, letters from external evaluators are to be disposed of in a secure fashion before application materials are returned to applicants.

6.1 Tenure Committee Composition

6.1.1   Unit Committee

Given the importance of the probationary faculty's substantive output in terms of creative activity, research, and scholarship, unit level evaluation should be mandatory for tenure, including for interdisciplinary faculty. Because the process of tenure often coincides with the process of promotion from Assistant to Associate Professor, make-up of the tenure committee at the unit level may be similar to the promotion committee, with the exception that any non-tenured members of the joint tenure/promotion committee must not evaluate for tenure.

> **i. Minimum Unit Committee Size:** We propose a minimum size of 3 for a unit tenure committee. If a unit does not have three eligible faculty to serve on such a committee, we propose that the unit invite faculty from a discipline related to that of the faculty under review to serve on the unit tenure committee. If it is necessary for the unit tenure committee to identify external faculty to serve, we propose the unit tenure committee should vote upon which faculty member is asked to serve.

ii. Unit Tenure Committee Composition: Because the award of tenure will allow the applicant to join the institution's tenured faculty, we propose that the unit tenure committee include all tenured faculty in the applicant's unit who are not currently under review for promotion. To allow further perspectives for the evaluation, we propose that the invitation of tenured faculty from other units to serve as advising or voting members of the unit tenure committee be at the unit's discretion, except in cases of such presence being essential to successfully evaluate a candidate for tenure, as in the case of interdisciplinary appointments. In keeping with the preceding, we propose that untenured faculty be not eligible to serve on or advise unit tenure committees.

iii. Unit Tenure Committees for Interdisciplinary Applicants: Because interdisciplinary applicants, by virtue of their appointments, serve multiple units, we propose that, for interdisciplinary applicants, all units that fund the candidate's position be represented on the candidate's tenure committee, ideally proportional to the percentage of the candidate's workload spent in each unit. Because of the wide variety of possible interdisciplinary appointments, we recommend that details of the makeup of each interdisciplinary candidate's tenure committees be specified in a letter of agreement to be signed at the candidate's initial appointment.

6.1.2   College Committee

College level evaluation is mandatory for tenure track faculty, including interdisciplinary faculty. Because the tenure and promotion process often conincide, the make-up of the committees may be similar, but all processes should be viewed as separate. This is in keeping with the framework in which this document is developed. Therefore we propose that college tenure committees consists of at least five members, including at least one tenured faculty member from each school with an applicant for tenure or promotion. We further propose that all members of college tenure committees have already achieved tenure. For the evaluation of interdisciplinary candidates, the committee shall have a tenured reviewer from each of the units (internal as well as external to the college) with which the candidate interacts. We propose that further details regarding the specific composition of college tenure committees be at the discretion of each college. Because the process of tenure often coincides with the process of promotion from Assistant to Associate Professor, make-up of the tenure committee at the college level may be similar to the promotion committee, with the exception that any non-tenured members of the joint tenure/promotion committee must not evaluate for tenure.

6.1.3   University Advisory Committee

University level evaluation is mandatory for the tenure of faculty, including interdisciplinary faculty. We propose that a university advisory committee receive from the Provost the dossiers of applicants for tenure, as well as the written documents prepared by unit and college committees, school directors, deans and external reviewers. The university advisory committee reviews and evaluates all materials and then votes, the chair of the committee tendering written

recommendations and rationale for the vote to the Provost. The chair of the university advisory committee will simultaneously forward to the applicant a copy of its letter to the Provost. This is in keeping with current University practice.

6.1.4   Faculty to be Recused from Tenure Committees

Because there is substantial ex officio involvement of administrators in the process and to assure that the unit, college and university tenure committees provide peer evaluation of faculty by faculty without the perception of a conflict of interest, we propose the following mandatory recusals:

> i. **Recusals:** We propose that otherwise eligible faculty serving as University administrative officers in the positions of President, Provost, Assistant/Associate Provost, Vice-President, College Dean, Assistant/Associate Dean or School Director be recused from unit, college or University tenure committees unless they are invited by a majority vote by the committee, in which case they are not allowed to vote.

7.1   Pre-Tenure Review

Pre-tenure review is intended to evaluate the progress of tenure-track faculty towards the award of tenure and to determine areas for improvement of performance as necessary. It is typically performed in a faculty member's third year in a tenure track position. A successful pre-tenure review is neither a promise nor a guarantee of tenure. Negative pre-tenure reviews constitute notice that progress toward tenure is unsatisfactory and may justify the issue of a terminal contract at the discretion of the President upon the recommendation of the Provost and the Vice President for Research.

7.1.1   Pre-Tenure Review Application Materials

In keeping with current policy, and in order to better assist the faculty member going up for tenure in being successful, we propose that for the pre-tenure review the candidate compiles the same application materials as for a tenure review.

7.1.2   Pre-Tenure Review Evaluative Bodies

In order to facilitate the process of pre-tenure review, and in order to gain some efficiency at the University level, we propose that pre-tenure review involve the same evaluative bodies as tenure teview with the following exceptions.
> i. Letters from external evaluators will not be solicited for pre-tenure reviews.
> ii. The University Advisory Committee will not review pre-tenure review materials.
> iii. The pre-tenure review stops at the Provost's level.

7.1.3 Pre-Tenure Review Criteria

We propose that criteria for pre-tenure review are the same as for tenure, but will take into account that applicants did not have the full probationary period to build their record of achievements. A principal task of unit tenure committees are to identify areas in which the candidate needs to improve to eventually merit tenure and, at the unit level, help the candidate identify strategies to improve. This should be closely associated with the annual evaluation process, so that candidates can monitor their progress in areas that were deficient and additional strategies can be developed to improve.

7.1.4 Pre-Tenure Review for Candidates with Credit for Prior Accomplishment

Candidates who were hired with three or more years credit towards tenure for prior accomplishments will not be subject to pre-tenure review. Candidates with zero, one, or two years credit towards tenure for prior accomplishments will proceed through pre-tenure review in their third, second, or first year at USM, respectively.

Proposal 4: Vision 2020 Faculty Handbook

Charge Addressed:
- *Develop a Faculty Handbook that is aligned with the USM Employee Handbook.*

ASEC Subcommittee Statement on Proposal

Subcommittee Statement:

The Vision 2020 Faculty Handbook subcommittee proposes to complete a draft of a Faculty Handbook, to contribute to the reorganization goal of increased administrative coherence and to fulfill our charge to reconcile the Faculty Handbook with the Employee Handbook. To those ends, we have conceived a significantly reorganized Handbook and have drafted three chapters reflecting our vision. We have conscientiously avoided substantive changes to University policy, as such changes fall outside our charge. Instead, we have remained focused on producing a document that is internally consistent, reflects changes in University structure and governance resulting from reorganization, coheres with other University policies and existing practices, and is significantly streamlined and more "user-friendly" than the present Handbook.

ASEC Committee Chair Statement on Proposal

Chair Statement:

The newly imagined faculty handbook truly aspires to enhance function and utility while simultaneously reducing in size. The revised faculty handbook more directly aligns with the Employee Handbook (the superseding document at Southern Miss for all personnel policies); enhances coherence with other University documents, policies, and practices in both substance and language; and promotes flexibility of use.

Steering Committee Overview

The proposal presents an outline and sample section of how the Faculty Handbook and USM Employee Handbook can be aligned and more efficient. A large portion of the revised Faculty Handbook is contingent on the other reorganization proposals. The challenge for this proposal will be timely and unadulterated publication of the revised Faculty Handbook. During this proposal process it was identified that the overall university system for establishing policies and procedures needs to be improved.

ARSC Implementation Recommendation

Committee: Academic Structure & Evaluation
Proposal: "Vision 2020 Faculty Handbook"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:
- Upon completion, consideration by standing Faculty Handbook Committee
- Review and approval by Human Resources and General Counsel

Additional Suggestions:
- University Administration reconsiders overall charge and membership of standing Faculty Handbook Committee

Timeline / Resources Considerations:
- Vision 2020 Faculty Handbook completed on or before 1 July 2018, with continuous improvement during 2018-19 academic year.

Statement of Objectives

1) Synopsis of Aspirational Aims

Our activities contribute to the Vision2020 aspirational goal to "attain administrative coherence."

We propose to draft a USM Faculty Handbook that is:
a) well-organized, clearly written, and internally consistent,
b) coheres with other university documents, policies, and practices, both in substance and terminology,
c) a simple and "user-friendly" resource for faculty,
d) appropriately modified for the reorganized University.

2) Projected Outcomes and Impacts:

Outcomes: Draft a complete revision of the Faculty Handbook (FH), the main features of which will include:

a) completely reorganized content.

Our proposed Chapter Structure is:

1. Academic Structure and Governance
Comment: Revised Chapter 1 would combine current Chapters 1 and 2, modifying the governance sections of current 2 pending proposals by the reorg governance committee and administrative approval.

2. Faculty Defined
Comment: Removing redundancies and inconsistencies in current 3, removing or lending clarity to confusing terms like "Academic Staff," moving promotion procedure discussions of teaching track positions to Revised Chapter 4, moving assorted research-oriented topics from the end of current 3 to Revised 3. End the chapter with a single statement about Academic Freedom, which is treated in two separate places in current handbook 2.12 and 7.1 – 7.7.

3. Faculty Responsibilities
Comment: Adds conceptual clarity by dividing up Responsibilities of Faculty into three sub-chapters: Responsibilities related to research, responsibilities related to teaching, and service responsibilities to the discipline and institution. Revise and update the current listing of Instructional Policies to include University's new Academic Integrity policy and other initiatives related to student support. Multiple hot links to other University Policies.

4. Faculty Evaluation, Tenure, and Promotion
Comment: Much of this chapter awaits proposals from other reorg subcommittees and administrative approval.

5. Termination of Employment
Comment: Focus will be on termination issues that differ for faculty compared to other University employees addressed in Employee Handbook.

6. Grievances and Appeals
Comment: Collecting in one chapter various kinds of grievances and appeals – at present, descriptions of these processes are scattered throughout the handbook.

7. Faculty Resources
Comment: Including and extending current handbook's treatment of faculty development opportunities, including internal grants, sabbaticals, campus resources, and so forth.

b) Removing content from FH that overlaps with the Employee Handbook (EH) (referring readers to EH as appropriate to find relevant information).

An example is the current Chapter 10, which largely overlaps with termination content also addressed in EH. (We intend to supply a list of deletions we've made from the current handbook, whether the deleted material is simply removed outright or duplicated in EH or Institutional Policies – see the following.)

c) Removing from FH discussions that duplicate policies found on the University's Institutional Policies webpage.

An example is the current Chapter 11, which includes details of scholarly misconduct proceedings that would be better left to the actual policy. What's relevant for FH is simply the kinds of misconduct in research, scholarly and creative activities that the University defines as "Scholarly Misconduct."

d) Revising as appropriate to match new University organizational structure.

For example, descriptions of the Colleges, and the revised conception of the role of Schools and Departments will need to be modified.

e) Removing duplicative and sometimes inconsistent statements from within FH itself.

For example, the current Handbook includes duplicative yet non-identical statements regarding Academic Freedom, as previously noted, and gives conflicting guidance regarding whether Clinical Faculty can vote in departmental personnel proceedings. Similar redundancies and contradictions are numerous.

Impacts: Greatly facilitating work of the standing Faculty Handbook Committee by presenting it with a complete draft of suggested modifications.

After final revisions and approval of the handbook, our work will benefit administrators and faculty members looking for information about faculty-relevant procedures, resources, and policies.

3) Differentiation of Proposed Activities from Current Processes.

Isolated modifications and accretions to the Handbook over the years have resulted in a resource that is unnecessarily long, cumbersome, and internally contradictory. A thorough-going revision to the current document can enhance organizational efficiency. We do not see our role as displacing the current Faculty Handbook Committee. The standing Committee should remain faculty arbiter of the final document text; our work is intended to expedite and simplify their work.

To indicate the significance of the change from the current handbook to the final draft we envision, drafts of our proposed first three chapters are included as an appendix to this proposal.

4) Discuss Future-oriented Opportunities for Consideration.

The revised handbook we envision will facilitate a more "nimble" University in two ways: a) the document itself will be shorter and better organized, making future modifications easier, b) hot-linking and "outsourcing" many key policies and discussions to the Employee Handbook and Institutional Policies page will help the University stay "in sync" when future policy and procedure changes are made.

   B. Implementation Strategy:

   1) Implementation Methods and Procedures.

Our draft recommendations will need to be recommended to the President by the standing Faculty Handbook Committee. Before sending our draft to them, we will do a final check through of the current Handbook to ensure that we have not inadvertently left out important content.

   2) Estimate Time Requirements for Proposed Implementation

Proposal: We propose producing an entire draft of a substantially revised draft of the Handbook by mid- to late-Spring. Attached are three partially-completed sample chapters. For two reasons, we cannot reasonably expect to be done before mid-spring: 1) because our work product cannot be completed until other reorganization committees finish their work; 2) our current (diligent but careful) pace suggests another three or four months will be needed. However, we would like the opportunity to complete the draft, as if we do not finish, we fear that the overall coherence and consistency we are aiming at may be lost.

In some cases in the chapter drafts we merely note places where policy decisions need to be made and we await further guidance. Note that we recommend compressing the original 13

chapters into 7. In part, this compression is the result of moving, deleting, and shortening sections in the current Handbook, referring readers to the Institutional Policies webpage, EH, or some other guidance instead. While the present FH is over 150 pages long, we envision a document roughly half to one-third that length.

3) Personnel Involved in Implementation (administration, faculty, staff)

Our draft recommendations will need to be appropriately reviewed, modified, and recommended to the President by the standing Faculty Handbook Committee.

4) Discuss Short- and Long-term Financial Impacts (if applicable)

Potential for reducing costs of litigation.

C. Recommend Evaluation Strategies for the Proposal (including data and metrics, as appropriate):

Not applicable.

Academic Reorganization

Committee on Faculty Governance and Representation

Kelly Lester,MFA (Chair)

Cindy Blackwell, Ph.D.; David M. Cochran, Ph.D.; Sabine Heinhorst, Ph.D.; Elizabeth Holman, DNP, RN; Susan Hrostowski, Ph.D., MSW; Joyce Inman, Ph. D.; Kevin Kuehn, Ph.D.; Mary Lux, Ph.D.; Scott Milroy, Ph.D.; Sarah Morgan, Ph.D.; Jerry W. Purvis, M.S.; Stacy Reischman Fletcher, M.F.A.; Melissa Thompson, Ph.D.; R. Allen Thompson, Ph.D.

1. *Delineate guiding principles for representation and outline procedures for electing representatives to:*
   a. Faculty Senate
   b. College Academic/Curriculum Committees
   c. Academic Council
   d. Graduate Council
2. *Define the protocol or guiding principles for representation for School Personnel and Promotion Committees;*
3. *Define the protocol or guiding principles for faculty representation for other school, college and university standing committees; and*
4. *Define the framework for school bylaws or related governance documents.*

Committee on Faculty Governance and Representation (FGRC)

Committee Membership: Kelly Lester (*Chair*); Cindy Blackwell, David Cochran, Sabine Heinhorst, Elizabeth Holman, Susan Hrostowski, Joyce Inman, Kevin Kuehn, Mary Lux, Scott Milroy, Sarah Morgan, Jerry Purvis, Stacy Reischman-Fletcher, Alan Thompson, Melissa Thompson.

Committee Charges (from Provost charge letter, 9.15.17):

The Governance and Representation Committee will focus on institutional shared governance. Specific charges to this committee for the 2017-18 academic cycle include but are not limited to:

1. Delineate guiding principles for representation and outline procedures for electing representatives to:
   - Faculty Senate
   - College Academic/Curriculum Committees
   - Academic Council
   - Graduate Council
2. Define the protocol or guiding principles for representation for School Personnel and Promotion Committees;
3. Define the protocol or guiding principles for faculty representation for other school, college and university standing committees;
4. Define the framework for school bylaws or related governance documents.

The Governance and Representation committee will define the guiding principles for faculty composition on key committees and a framework for shared governance.

Proposals:

1. Standing Committee Definition and Bylaws
2. Aligning Faculty Governance and Representative Bodies with Vision 2020
3. Uniform College-Level Documents
4. Developing School-Level Policies and Procedures
5. Responsibilities of School Directors and Department Coordinators
6. *Enhancing Faculty Involvement in Selection of Academic Leadership*

FGRC Committee Chair's Overview

The Faculty Governance and Representation Committee has worked diligently on creating proposals to address our charges from the Provost. We have a total of six proposals that aim to be cohesive and comprehensive in regards to our charges. Please note that charge #2 *Define the protocol or guiding principles for representation for School Personnel and Promotion Committees* was passed on to the Academic Structure and Evaluation Committee as more appropriate to its work.

The committee engaged in a process of gathering information and analyzing the effectiveness of current practices. We considered the goals of the reorganization and the strategic priorities of the university to build innovative and holistic recommendations. The proposals suggest new practices, adaptations of current practices, and implementation strategies that are recursive, intentional, and tiered.

The FGRC proposals emerge from extensive research into practices both at USM and other institutions. We began by researching how current governance bodies, representative bodies, and standing committees were organized at USM, and the guiding principles of those bodies. We researched current school and college level bylaws and policies. As part of our "gathering information phase," we looked to other institutions as a means to envision the possibilities in our new university structure. The final proposals have the support of the full Faculty Governance and Representation Committee.

The proposals build upon one another and reinforce the goals of the reorganization. It is suggested that the proposals be read in the following order:

1. Standing Committee Definition and Bylaws

2. Aligning Faculty Governance and Representative Bodies with Vision 2020

3. Uniform College-level Documents

4. Developing School-level Policies and Procedures

5. Responsibilities of School Directors and Department Coordinators

6. Enhancing Faculty Involvement in Selection of Academic Leadership

As a whole, the Faculty Governance and Representation Committee's proposals:

- Refer to chairs as department coordinators as proposed in "Responsibilities of School Director

and Department Coordinators";

- Refer to Academic Council as Undergraduate Council as proposed in "Aligning *Faculty* Governance and Representative Bodies with Vision 2020";
- Aim to create a cultural shift to elevate the importance and value of service;
- Create consistency in governing documents from the school to college to university level;
- Create consistency among colleges' standing committees, while also providing *flexibility for* size and foci within the colleges;
- Refer to a common definition of standing committees at the university level that translates to college and school level standing committees;
- Value the role of the director as both a faculty member and an administrator;
- Ensure that all faculty feel like their voices are represented on governance bodies;
- Consider the flow of communication from faculty to administration and vice versa.

As the chair of this committee, I commend the research and thorough approach to the proposals by the committee members. We look forward to the Steering Committees recommendations to the Provost.

Steering Committee Overview

The fifteen faculty on the Faculty Governance and Representation Committee, led by Kelly Lester, have taken a comprehensive look at the governance structure of the University, and thought carefully about how it might be enhanced and adapted to the needs of the reorganized University structure. The proposals cover all levels of University governance, producing guidelines for developing procedures at the School and College level; rethinking and clarifying both the structure and missions of the various faculty governance bodies; and providing a detailed understanding of the roles and guiding principles of leadership, especially in the new Schools.

Implementation of the proposals, taken as a whole, should provide both consistency across units and coherence across levels of the university. For example, Schools across the University will produce Policy and Procedures documents with a similar structure and content; these documents, in turn, will be integrated with both College and University Policies and Procedures, providing greater clarity to the connections among levels of administration. The general spirit of the proposals, meanwhile, promises to reinvigorate faculty engagement, highlighting the importance and mission of standing and governance committees, and delineating faculty roles, as leaders and otherwise, in the governance of the University.

The committee produced the proposals contained below using a rigorous, research-based, process, consulting relevant members of the University community (for example, the Chairs of the current faculty governance bodies) as appropriate. Ex-officio members were invited to participate in individual committee meetings, and provided feedback on proposals at various levels of development. We believe that, as further specified below, each proposal has merit and, taken as a whole, provides a strong basis for implementation.

Proposal 1: Standing Committee Definition and By-laws

CHARGE: Define the protocol or guiding principles for faculty representation for other school, college and university standing committees.

FGRC Subcommittee Statement on Proposal

This proposal aims to create a unified definition of a standing committee that can be applied at many levels of the institution. Most notably, we propose the following definition of a standing committee: permanent and continuously active bodies that conduct the broad, university-wide work associated with academic affairs. These committees are typically charged with guiding functional processes of the university, generating and disseminating university policies, and providing innovative solutions for pressing issues. Classification of standing committee should only be given to committees that remain active with a broad-reaching impact across academic affairs. Therefore, membership should include members of the corps of instruction that equitably represent all colleges. Further, it's imperative that the committee on committees actively engages in monitoring university standing committees to ensure the charged work is being accomplished.

In order to implement this new definition, the Committee on Committees will complete a comprehensive review of current standing committees. This committee will also be asked to review current election/appointment processes for standing committees and propose a new process prior to July 1, 2018. They will also charge all standing committees with updating their bylaws according to the proposed bylaws template. Finally, the committee on committees will initiate and monitor a repository for all meeting minutes annual reports for university standing committees.

FGRC Committee Chair Statement on Proposal

This proposal represents an analysis of current university standing committees and their purposes. It defines a university standing committee, and suggests a more in depth review of current standing committees. As Appendix A indicates, some committees meet the proposed definition, some committees are not up-to-date on membership, and others are on hiatus. In addition, some long standing committees are not listed on the Committee on Committees website. This proposal includes a template for bylaws for all standing committees and further delineates the role of the Committee on Committees to maintain the standards for these committees. The ultimate goal is to shift the culture of USM on its value of service by prioritizing organization and purpose of standing committees. This will be implemented through a) a thorough review of current committees by the Committee on Committees b) maintenance of committee membership and election processes c) an orientation for committee chairs, and d) supervision to ensure that committees meet regularly and fulfill charge. The definition offered in this proposal for university level standing committees is applicable to standing committees at the college, school, and department level, and offers another mechanism for consistency in practice. If the standing committee practices are consistent, organized, and purposeful at all levels, then

faculty will be more inclined to dedicate time and service to these entities, and the effectiveness of the university.

Steering Committee Overview

We concur with the assessment of the FGRC Committee Chair that this proposal provides recommendations for a stronger role of the Committee on Committees to establish and maintain standards of current standing committees, toward a goal of providing a culture shift within USM to recognize and value service to the university. The committee provides: recommendations for implementation, including an analysis of current standing committees; standardization of election practices; maintenance of membership; and a template for bylaws. The proposal focuses attention on the importance of faculty service on these committees as it contributes to the effectiveness of the university at the university, college and department level.

Committee: Faculty Governance and Representation
Proposal: "Standing Committee Definition and By-laws"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Suggestions:
- Review and consultation with Cabinet members in June 2018
- University administration should revisit charge, function, and membership of Committee on Committees, which needs to exercise a more significant and substantial role in managing university standing committees overall.

Timeline / Resources Considerations:
- Implementation 1 July 2018

STATEMENT OF OBJECTIVES

Aspirational Aims

Standing committees play an integral part in University decisions, direction, and operations. Their structures, membership, and by-laws determine the quality of their contributions to the University as a whole. The first objective of this proposal is to establish criteria that determine what constitutes a standing committee. Further, this proposal aims to institute guiding principles for standing committee by-laws, maintenance, and evaluation.

1. Adopt a new, clear and definitive definition of a standing committee. We propose the following:

University Standing Committees are permanent and continuously active bodies that conduct the broad, university-wide work associated with academic affairs. These committees are typically charged with guiding functional processes of the university, generating and disseminating university policies, and providing innovative solutions for pressing issues. The following criteria should be used to determine a committee's designation as a standing committee:

1) The work of the committee impacts the broad scope of the University's major functions.
2) The committee reports directly to one of the primary branches of the university (executive administration, academic affairs, or student affairs).
3) Committee membership includes members from the corps of instruction or other stakeholders to ensure shared governance and transparency in the given purview of the committee.
4) The committee membership is equitably representative of all colleges and campuses of the University.

NOTE: Ad hoc committees must be formed to address issues that are temporary in nature or for which immediate input is required.

University Standing Committees are distinct from University Governing Bodies. Governing bodies such as Council of Directors, Undergraduate Council, Graduate Council, and Faculty Senate should be designated as University Governing Bodies with appropriate and relevant by-laws.

The Committee on Committees should review the current list of standing committees, determine which of those currently listed should be deleted from the list and which existing or new committees not on the list should be added. The Committee on Committees should be comprised of members appointed by administrative officers with a three-year membership. Further, the committee should have membership representative of the diverse university community. The charge to the Committee on Committees is to oversee the committee structures within a system of shared governance. Work should focus on the following areas:

1) Maintenance of committee operating processes for each of the standing committees
2) Provision of an annual orientation for chairs of standing committees and others as necessary for the function of the standing committee
3) Supervision of committees to ensure that committees meet as scheduled, fulfill the committee's charges, and report as required

4) Selection of coordinators from the membership of the Committee on Committees to monitor specific assigned committees. Coordinators should assist the assigned committees with respect to:
   a. Development of bylaws for committees
   b. Membership according to the bylaws
   c. Election of chairs according to the bylaws
   d. Confirmation of regularly scheduled meetings
   e. Confirmation that minutes are record and archived
   f. Received annual reports and forward reports to appropriate administrative officer

The same definitions should be used at the college, school, and departmental levels with the appropriate changes in terminology and representation.

2. Develop a new by-laws template for standing committees to be adopted by all standing committees.

3. A template for the bylaws should include the following:

   a. Purpose or charge
   b. Criteria for membership
   c. Election of a chairperson
   d. Duties and responsibilities of members
   e. Guidelines for proxies
   f. Absentee policies
   g. Identification of the administrative officer to whom the annual report is ultimately submitted
   h. Procedure to report deliberations to administrative officer if necessary prior to annual report
   i. Record of meeting minutes
   j. Procedures for the dissemination and archiving of minutes
   k. Policy on open meetings
   l. Submission of annual report at the end of the academic year

   The template should ensure consistency while providing the needed flexibility for the differences in committee purpose and membership. In the first year post-reorganization, the chair of each standing committee should lead their committee in the task of rewriting their bylaws accordingly and present them to the respective administrative officer for approval.
   The bylaws template should also be used at the college, school, department, and program levels.

4. Maintain consistency in membership and terms of service for across standing committees.

The Committee on Committees, with input from the respective University administrator, should determine the means by which each standing committee's membership is created and

maintained, either by appointment (and who make the appointments) or election by faculty and/or staff.

At the college level, the dean should make these determinations, and likewise directors and coordinators at the school and department levels.

5. Maintain membership and update the status of each standing committee on a regular basis.

Again, this should be the responsibility of the Committee on Committees. Each standing committee's status should be reviewed once a year to determine if the committee continues to function and its purpose is still relevant to the University at large.

At the college, school, and department levels, this function should be performed by the deans, directors, and coordinators respectively.

These objectives are aspirational in that they seek to establish consistency and uniformity across all University standing committees. It is also aspirational in that it will result in increased effectiveness and efficiency of standing committees and provide greater clarity of purpose for each. Clearly defined standing committees will result in a more effective use of University resources and ensure the equitable participation of faculty, staff, and students. Finally, a clear definition of a standing committee and uniformly structured by-laws will assist anyone in the University community in identifying the appropriate standing committee to address a particular issue.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

Description of Projected Outcomes and Impacts

Once a definitive definition of a standing committee is adopted, some current standing committees will be dropped from the list and others may be added. As by-laws are written or re-structured to fit the new templates, the purpose, membership, terms of service, and procedures of each committee will be refined and adjusted so that all standing committees function similarly. Some amount of flexibility must be allowed, however, to accommodate the differences in specific committee missions and purposes.

Differentiate Proposed Activities from Current Processes

Currently, the list of standing committees includes a variety of committees in various states and stages. Some are "on hiatus," some have more vacant positions than filled positions, some have by-laws, and some have no by-laws. (Appendix A lists current standing committees and comments concerning their current status. As previously stated, governance bodies are not standing committees, but elected bodies.) Selection for membership and terms of membership vary widely. The result is a hodge-podge of confusion and inefficiency. This proposal rectifies these issues and establishes uniformity and clarity. The goals of Vision 2020 are furthered in that the objectives of this proposal enhance the use effective use of University resources and ensures greater participation of faculty, staff, and students.

Discuss Future-oriented Opportunities for Consideration

Once the effectiveness and vitality of each standing committee is established, there will be an opportunity to involve more faculty and staff in serving on these committees. Currently, committee service is perceived by many as drudgery and futile. When committees demonstrate that they are well organized and impactful, service will attract a wider range of participation. Therefore, there will be an opportunity to recruit membership.

Credit for committee service deserves more emphasis in faculty and staff evaluations and tenure and promotion considerations. There is an opportunity to encourage and support those who serve the by recognizing the time, effort, and dedication that faculty and staff devote to the well-being of the University of Southern Mississippi.

Implementation Strategy

The strategy for implementation is included in the objectives.

Implementation Methods and Procedures

Implementation methods and procedures are included in the objectives.

Estimate Time Requirements for Proposed Implementation

We estimate that the new definition and the development of the bylaws template should take no longer than three months. The rewriting of each standing committee's bylaws should then take another three months. The maintenance of committee membership and status are on-going functions.

Personnel Involved in Implementation

The members of the Committee on Committees will oversee the implementation of the changes at the University level. Administrators will provide feedback and approve the final products. Deans, directors, and coordinators will oversee the implementation of changes at the college, school, and departmental levels. Committee members will work to write new bylaws.

Discuss Short- and Long-term Financial Impacts (if applicable)

Financial impacts are difficult to quantify for this proposal. Efficiency and effectiveness will be enhanced, but it is not possible to put a dollar figure on the resulting savings.

EVALUATION STRATEGIES

A short survey should be developed to measure committee members' perspectives on the effectiveness of each standing committee. This survey should by administered annually and the results reported to the Committee on Committees and the respective administrator. Committees deemed less than effective should be modified or dissolved.

Appendix A: University standing committees

List downloaded 12.10.17 from https://www.usm.edu/university-committees/university-standing-committees

Several of the committees listed below are on hiatus. While some committees may exist because of requirements of other entities (such as NCAA, NIH, etc), the new expectation is that standing committees should meet regularly and obviously this is not true for committees that have been on hiatus for a period of time or have not filed reports.

Director of Athletics

- Athletic Compliance Committee 2015 2 vacancies
- Athletic Council 2017 4 vacancies
- Committee on Athletic Minority Equity (on hiatus)
- Gender Equity in Athletics Committee (on hiatus) 2017

President

- Committee on Committees 2017 4 vacancies
- Institutional Diversity Committee 2017 membership complete
- Section 504/ADA Compliance Committee 2017 Membership complete. Minutes of twice yearly meeting through April posted on website as are bylaws
- Strategic Planning Council (on hiatus since 2015)

Provost and Senior Vice President for Academic Affairs

- Academic Calendar Committee 2017   Membership complete. Bylaws available
- Academic Council* 2017 Governance body
- Academic Scholarship Appeals Committee (Undergraduate) 2017 Bylaws posted. Membership is not publicized
- Committee on Services and Resources for Women 2016
- Council of Chairs* 2016 Soon to be Council of Directors. Governance body
- Faculty Handbook Committee 2016
- Federal Educational Rights and Privacy Act (FERPA) Committee 2017 Membership complete. Bylaws posted
- Grade Review Council 2016
- Graduate Council* 2017 Governance body
- Libraries Advisory Committee 2017 Membership complete. Bylaws posted
- Online Learning Steering Committee 2017 Two student vacancies. Bylaws posted
- Strategic Enrollment Planning Council (in transition)
- Undergraduate Admissions and Credits (in transition)

Vice President for Finance and Administration

- [Design Review and Space Utilization Committee](#) 2016
- [Master Planning Committee](#) 2016
- [Merchant Services/PCI Compliance Committee](#) (on hiatus) 2017
- [Parking Management Committee - Gulf Coast Research Laboratory](#) 2017 Member listed
- [Parking Management Committee - Gulf Park](#) Membership complete. Bylaws posted
- [Parking Management Committe - Hattiesburg](#) Membership complete. Bylaws posted
- [Signage and Wayfinding Committee](#) 2016-17 Chair listed
- [Staff Excellence Awards Committee](#) Chair listed. Membership not publicized. Bylaws listed
- [Tuition Appeals Committee](#) 2017 Membership complete. Bylaws listed

Vice President for Research

- [Institutional Animal Care and Use Committee](#) 2017 Membership complete. Bylaws published
- [Institutional Biosafety Committee](#) 2017 Membership complete. Bylaws posted
- [Institutional Review Board](#) (no date) Membership complete
- [University Research Council](#)* 2016 Membership complete. 2017 report submitted

Vice President for Student Affairs and Vice Provost

- [Student Judicial Appeals Committee](#)   Chair listed

*As outlined in the Faculty Handbook (2.11)

Proposal 2: Aligning Faculty Governance and Representative Bodies with Vision 2020

CHARGE: Delineate guiding principles for representation and outline procedures for electing representatives to the following: Faculty Senate, Academic Council, Graduate Council, Faculty Council, and Council of Chairs

FGRC Subcommittee Statement on Proposal

This proposal seeks to realign faculty governance bodies at USM in ways that drive academic excellence, promote scholarly and creative activity, support faculty, and offer the best possible educational experience for students at USM. Faculty governance bodies at USM exist to serve a critical and essential advisory function at the institution, which embodies the concept of shared governance. Our proposal reaffirms the shared authority of these bodies in relation to institutional governance while also accomplishing the following major goals: 1) condensing faculty bodies to more effective and productive numbers; 2) ensuring fair representation among colleges and campuses; 3) creating more transparent and effective election processes; 4) promoting a cultural shift that refocuses these governance bodies on the University's core mission of driving academic excellence and promoting scholarly and creative activity; and 5) improving communication channels, both to the administration and to the faculty, to ensure that all constituents are aware of the actions, recommendations, and programs resulting from the activities of the faculty governing and representational bodies.

FGRC Committee Chair Statement on Proposal

This proposal represents a review of current governance bodies at USM and re-imagines the structure in support of Vision 2020. Through the creation of the *Councils of Academic Excellence*, a more collaborative and holistic approach to faculty involvement in curriculum rises to the surface. In the same merit, Faculty Senate will include a representative from each school, thus providing an opportunity for schools to coalesce and participate in shared governance. The Council of Directors will provide School Directors with a common voice on the administrative aspects of schools and an opportunity to advocate on behalf of the faculty to upper administration. The number of representatives for each governing body has been carefully considered by ensuring that a) no college can have a majority vote, b) all campus have representation proportional to FTE's, and c) a lowered number of representatives to promote efficiency in work. As part of the process, the chairs of Academic Council and Graduate Council and the Faculty Senate President were consulted. This proposal aims to promote a cultural shift in the value of service by clarifying purpose of each governance body, roles of the representatives, and the qualifications to serve on councils. Lastly, the *Executive Academic Leadership committee* will provide clear routes of communication among the governance bodies, and to the faculty and administration. This proposal is aspirational, and its timely implementation can lead to efficiencies in this necessary service, and increase faculty morale around shared governance.

Steering Committee Overview

We concur with the assessment of the FGRC Committee Chair that this proposal represents a careful and thoughtful re-thinking of the structure of Faculty Governance Committees. Rather than simply update our existing structure to align it with the reorganization, this proposal rethinks that structure from the ground up, and will prompt each governing body to develop a clear mission and vision for itself within the reorganized University. We recommend retention of current policy allowing membership to all junior faculty who have passed third year review. Implementation would, if approved, need to be almost immediate: for the new bodies to adequately represent the academic structure as it will exist in AY 2018-2019, elections will need to be held in Spring 2018.

ARSC Implementation Recommendation

Committee: Faculty Governance and Representation
Proposal: "Aligning Faculty Governance and Representation Bodies with Vision 2020"

Recommendation: The ARSC endorses this proposal in all aspects except one. The proposal stipulates that "Faculty Senate, Undergraduate Council, and Graduate Council should allow only faculty who have been promoted to serve." ARSC does not endorse this stipulation.

Additional Requirements:
- Implementation 1 July 2018

Additional Suggestions:
- ARSC endorses current guidelines allowing for junior faculty who have passed third-year review to serve on representative committees.
- Further conversation to address potential for service burden to fall disproportionately on junior faculty.
- Timely input from Human Resources and Institutional Research
- Special elections be held by May 1, 2017
- New sitting committees to be responsible for modifying committee by-laws

Timeline / Resources Considerations:
- Alignment in place Fall 2018 semester as stipulated in the proposal
- By-laws approved December 2018

Proposal Document

STATEMENT OF OBJECTIVES

As a subcommittee of the Faculty Governance and Representation Committee for the Vision 2020 Reorganization Plan, our committee was charged with reviewing current faculty governance structures, membership requirements, and election processes; with researching models used at other institutions whose college structures are more aligned with our new structure; and with proposing potential structures for faculty governance bodies, as well as the membership and elections processes for those bodies.

Our aim in developing this proposal involves rethinking the faculty governance bodies at USM in ways that drive academic excellence, promote scholarly and creative activity, support faculty, and offer the best possible educational experience for students at USM. All faculty governance bodies at USM exist to serve a critical and essential advisory function at the institution, which embodies the concept of shared governance. Currently, Academic Council, Graduate Council and Council of Chairs advise the VP for Academic Affairs, and Faculty Senate is advisory to the President. Our proposal reaffirms the shared authority of these bodies in relation to institutional governance while also accomplishing two major goals:

- Condensing faculty bodies to more effective and productive numbers, ensuring fair and transparent representation among colleges and campuses, and creating more transparent and effective election processes;
- Promoting a cultural shift that focuses the bodies on the core mission of the University: driving academic excellence and promoting scholarly and creative activity; and improving communication channels, both to the administration and to the faculty body. Implementing these changes will enhance the value and impact of the bodies and encourage faculty participation and institutional recognition.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

Our proposal is firmly grounded in the belief that institutional shared governance requires two bodies of faculty, each devoted to different elements of the faculty and student experience at USM, in order to ensure the future success of USM as an institution of higher learning. To this end and in the spirit of shared governance, faculty should therefore be considered *dual leaders* of initiatives emanating from our institution. In the proposal that follows, we have chosen to distinguish between Faculty Senate as the faculty body dedicated to providing faculty with a forum and a voice related to the overall University mission and governance and Councils of Academic Excellence as the collection of bodies devoted to ensuring faculty are the lead voices in driving excellence in undergraduate and graduate education at USM. Recommendations specific to each governing body are below.

Faculty Senate
We recommend that the Faculty Senate adopt a mission statement that will provide faculty and the University community with a clear vision of the role of the Senate in ensuring faculty

participation in institutional shared governance, whereby faculty voices are heeded in relation to initiatives conceived and implemented by our University. We recommend the following statement as an initial conceptualization of the role of the Senate:

Faculty Senate Mission: As a key partner in institutional shared governance, Faculty Senate provides a collaborative forum where faculty advise the administration on policy, development, resources, and operations of the university, thus ensuring faculty representation and input to the administration on priorities and concerns that are necessary to safeguarding excellence in all aspects of university life.

Faculty Senate Structure: The faculty senate body is necessary for true and transparent institutional shared governance, and our recommendations for revisions to the current structure are minimal. First, and as outlined below, we recommend that the president of Faculty Senate serve on what will become the Executive Academic Leadership committee. We also recommend that Faculty Senate better incorporate the voices of faculty members at the Gulf Park campus to ensure that faculty speak with one voice. We suggest that the most seamless way to do this is for Faculty Senate and Gulf Coast Faculty Council to merge into a unified body.

We recommend Faculty Senate be comprised of one elected senator per school and four elected senators (one per college) on the Gulf Park campus (see Appendix A). We believe this has the potential to ensure that the senate includes fair and broad representation but is also sized in ways that lead to optimum decision-making ability (new structure 31 members; current structure 45 members). In addition, as senators will now be elected from each school and college (i.e., Gulf Coast), we recommend that the Faculty Senate develop formal and regular communication processes to ensure that the faculty they represent are aware of and have the opportunity to provide input to their deliberations.

Councils of Academic Excellence
We recommend that our faculty academic councils establish more clearly linked relationships that will allow for more collaboration and efficiency through an overall body of councils, Councils of Academic Excellence. While each body that comprises these councils will have individual missions, a suggestion for the overall mission of the combined bodies follows.

Councils of Academic Excellence Mission: Drive distinction and quality in undergraduate and graduate academics and ensure programs meet and exceed national standards. The purpose of these combined councils is to provide recommendations and oversight of the academic affairs of the university, such as degree offerings, curricula, student qualifications, and assessment.

Councils of Academic Excellence Structure: We envision an executive committee of the Councils of Academic Excellence (CAE), the Executive Academic Leadership Council, comprised of the Chairs of Undergraduate Council, Graduate Council, Faculty Senate, Council of Directors, and the Dean of the Graduate School (*ex officio*). This committee will take on the role of the current Academic Leadership Committee. The committee should elect a chair who will be responsible for setting agendas and ensuring that

communications across faculty governing bodies and related administrators are communicated through various platforms.

The GEC would remain a subcommittee of the Undergraduate Council, and a Combined Programs Committee, made up of members from Graduate Council and Undergraduate Council, would be created to address issues specific to combined undergraduate/graduate programming models. The PEC, due to its accreditation focus, will remain an auxiliary committee. The lead of the PEC should attend AC meeting.

This structure will increase collaboration, communication and efficiency. In addition, by combining standing committees, such as the GEC, within Undergraduate Council we will increase communication and require fewer faculty to serve during any given cycle. We also believe that a more cooperative council and an effective executive council will increase faculty desire to serve.

> *Undergraduate Council*: Drive excellence in undergraduate academics and ensure programs meet and exceed accreditation standards. The Undergraduate Council is responsible for undergraduate degree offerings, curricula, and assessment. UC should provide recommendations and oversight on policy and practices for recruitment, admission standards, and retention. Subcommittees of the council will make recommendations to the undergraduate council on matters related to general education curriculum and licensure requirements.

> *UC Structure*: We recommend Undergraduate Council be based on FTE/35 per college with a minimum of 2 and a maximum of 8 representatives per college (from either campus) and additional representatives from the Gulf Park campus also based on FTE (See Appendix B). We believe this has the potential to ensure that Undergraduate Council includes fair representation but is also sized in ways that lead to optimum decision-making ability (new structure 21 members; current structure 24 members).

> *Graduate Council*: Drive excellence in graduate academics and programming. The Graduate Council reviews, endorses, or rejects proposed changes in the graduate curriculum and thoroughly reviews all proposals for additions, modifications, and/or deletions of courses, majors, minors and certificate programs verifying compliance with university policies. Graduate Council should provide recommendations and oversight on policy and practices for graduate student recruitment, admission standards, and retention. Graduate Council is also responsible for evaluating and granting graduate faculty status.

> *GC Structure*: We recommend Graduate Council be based on FTE/35 per college with a minimum of 2 and a maximum of 6 representatives per college (from either campus) and an additional representative from the Gulf Park campus (See Appendix C). We believe this has the potential to ensure that Graduate Council includes fair representation but is also sized in ways that lead to optimum

decision-making ability (new structure 14 members; current structure 20 members).

Combined Programs Committee: We recommend that the councils institute a combined programs subcommittee to make recommendations related to combined graduate/undergraduate programs, such as 4+1 programs. This committee should include at least three members from the undergraduate council and three members from the graduate council. The committee should convene whenever joint undergraduate/graduate proposals are submitted, and provide an agreed upon proposal to the two councils.

*Council of Directors—*The committee also recognizes the need to rename Council of Chairs to Council of Directors. Directors of schools fulfill certain administrative and evaluative responsibilities that mean they should not serve on faculty governing bodies and this means the directors need to have a means of communicating with administrators and advocating for the needs of faculty and students from their roles as administrative faculty.

We also recommend revising the membership of this committee. The Current Council includes up to three chairs from each college and one representative from the University Libraries, and representation on Council of Chairs is determined differently within each college. Therefore, we recommend that faculty in each college elect representatives to Council of Directors and that the number of representatives be based on the number of schools per college. We recommend the committee be made up of fourteen representatives/directors—thirteen school directors and one representative from University Libraries (See Appendix D).

Additional Recommendations
Our committee makes the following recommendations related to each of these governing bodies:
- Individual faculty members may only serve on one of the major governing bodies (faculty senate, undergraduate council or graduate council) at a time.
- All governing body positions, including the Council of Directors, should be for three year cycles. Each body should have the option upon implementation of staggering years of service to ensure that representatives cycle off bodies on a rotating basis.
- Election processes should be conducted at the college level. Individual colleges should forward elected candidates to represent them on faculty senate, undergraduate council, and graduate council. All colleges should follow the same election processes, which would be coordinated at the college level by the elections chair and representatives in each governing body.
- In order to improve election processes and allow faculty to select the candidates who will best serve them, information about the missions of these bodies and the responsibilities of those elected should be provided to all faculty prior to the election.
- Eligible faculty should be allowed to opt in/opt out of the election process.
- Faculty who opt in should provide brief biographies and a statement of their objectives to accompany the ballots so faculty have additional information when voting.

- Faculty Senate and Undergraduate Council should both allow teaching-track faculty to serve on the respective bodies, but these candidates must be promoted to be eligible. This means Associate Teaching Professors and Senior Lecturers are candidates for both bodies. These valued members of the corps of instruction have illustrated their investment in the curriculum and have the knowledge, experience, and capability to make valuable contributions to these bodies.
- Faculty Senate and Undergraduate Council should mandate 75/25 ratio of tenure-track to non-TT faculty to ensure representation consistent with the corps of instruction while simultaneously ensuring that non-TT faculty are not vulnerable to taking on the bulk of the service work of the faculty-at-large. This ratio should be assured at the college level during the elections process.
- Faculty Senate, Undergraduate Council, and Graduate Council should allow only faculty who have been promoted to serve. This will ensure elected members will have the appropriate level of experience and knowledge necessary to serve on the bodies. Current guidelines allow for junior faculty who have passed third-year review to serve, and we recommend revising this requirement.
- Directors of Schools should not be allowed to serve on Faculty Senate, but they can serve on Undergraduate Council or Graduate Council if elected.
- All bodies should review internal committees and required committee liaisons and make any necessary adjustments to ensure the overall bodies are streamlined, non-redundant, directly related to the core mission, and more functional.
- Each governing body should organize orientation sessions for new members.

Finally, we believe it is necessary and important to note that the significance of the work of these bodies must be acknowledged by the entire University community (i.e., individual representatives, the faculty and corps of instruction, directors of schools and deans of colleges, and the upper administration).

Additional Requirements for Implementation
In order for this proposal to be enacted, we recognize the following work as necessary:
- Faculty Senate, Undergraduate Council, and Graduate Council bylaws will need to be revised (and this will require creating bylaws for the Councils of Academic Excellence).
- More comprehensive and clear website information related to these bodies must be developed.
- The committee recognizes that elections for the 2018-19 academic year will be difficult; however, we also believe that this is one of the most important aspects of the reorganization, as faculty need to be confident that they will be represented in the new organizational structure. We also recognize that the only way to align the governing bodies with the reorganization is to start completely new, no matter where current members are in their terms. Chairs elect maintain their positions if they are eligible and should work with election chairs of each body to implement the election process. Elections must be complete by April 30, 2018. This will ONLY be possible if the Provost's office provides accurate post-reorganization data on the individual faculty member's school, college, date of service, academic rank, campus, and graduate faculty status by January 31, 2018. In addition, we recommend a convocation for faculty in early February to explain the new structures and goals for these bodies. We recognize that

some of the more specific recommendations (e.g., bios for faculty willing to serve and website materials) may not be implemented until the following academic year.

EVALUATION STRATEGIES

Our committee recommends evaluating any implemented changes to our governing bodies in ways similar to the dynamic evaluations proposed in the Vision 2020 reorganization. Each governing body will be asked to consider the effectiveness of these changes in altering communications, recruitment, administrative and faculty responsiveness, and the ability of the bodies to meet and exceed their missions. Our committee recommends that the governing bodies begin these self-assessments two years after the initial implementation.

Appendix A. Current and Newly Proposed Structure of Faculty Senate
Current Faculty Senate Membership:

Location	College	Total FTE	% of Total FTE	# of Voting Members
HBG/Stennis	CAL	229	28	12
	COB	51	6	3
	EDPSY	117	14	6
	COH	75	9	4
	CON	33	4	2
	SCT	162	20	9
	LIB	13	2	1
Gulf Coast	All Colleges	146	18	8
Total		**826**	**100%**	**45**

- Membership open to any full-time member of the core of instruction with administrative rank no higher than chair and without any qualifying designation such as "visiting," "special," or "adjunct." Professional librarians are members of the faculty at USM.
- Membership on the Senate shall be restricted to only one representative from any one department, subdivision, or a school.
- Cannot serve more than two consecutive terms.

Proposed Faculty Senate Membership:

Location	College	# of Voting Members
All Campuses		27
	CAS	
	COB&ED	
	COE&HS	
	CON&HP	
Gulf Coast	All Colleges	4
Total		**31**

- Number of voting members will be 1 representative per School, with an additional 4 representatives from the Gulf Coast campus (1 per College).
- Members may not be of administrative rank higher than chair or have any qualifying designation such as "visiting," "special," or "adjunct." Professional librarians are members of the faculty at USM.
- Members can include tenure-track and teaching-track if they have been promoted (e.g., Associate, Senior Lecturer).
- Eligible faculty cannot serve on more than one University faculty body.
- Cannot serve more than two consecutive terms.

Location	College	Total FTE	Votes (FTE/25)	# of Voting Members
HBG/Stennis	CAL	189	8	4
	COB	42	2	2
	EDPSY	90	4	4
	COH	85	3	3
	CON	35	1	1
	SCT	145	6	4
	LIB	13	1	1
Gulf Coast	All Colleges	136	5	4
Appointed	Honors			1
Total				**24**

Appendix B. Current and Newly Proposed Structure of Academic (Undergraduate) Council

Current Academic Council Membership:

- Number of voting members will be no more than 4 within a College.
- Must be tenure-track at Assistant, Associate or Professor and at a level no higher than Chair of Department.
- Assistant/Associate Deans, Assistant/Associate Provosts cannot serve.
- Eligible faculty cannot serve on Academic Council and Graduate Council at the same time.
- Must have been employed at USM for at least 3 years in a tenure-track position in order to serve.
- Cannot serve more than two consecutive terms.

Proposed Undergraduate Council Membership:

Location	College	Total FTE	Votes (FTE/35)	# of Voting Members
All Campuses	CAS	334	10	8
	COB&ED	42	1	2
	COE&HS	103	3	3
	CON&HP	120	3	3
Gulf Coast	All Colleges	136	4	4
Appointed	Honors			1
Total				**21**

- Number of voting members will be no less than 2 and no more than 8 within a College.
- Colleges that include 6 or more voting members must include at least one member elected from the Gulf Park campus.
- Members can include tenure-track and teaching-track if they have been promoted (e.g., Associate, Senior Lecturer).
- Membership should maintain a 75/25 ratio of tenure-track to non-TT faculty.
- School Directors, Assistant/Associate Deans, Assistant/Associate Provosts cannot serve.
- Eligible faculty cannot serve on more than one University faculty body.
- Cannot serve more than two consecutive terms.

Appendix C. Current and Newly Proposed Structure of Graduate Council
Current Graduate Council Membership:

Location	College	# Reg. Grad. Faculty	Votes (# Grad Faculty/30)	# of Current Voting Members
HBG/Stennis	CAL	186	6	5
	COB	50	2	3
	EDPSY	102	3	3
	COH	60	2	1
	CON	26	1	1
	SCT	154	5	5
Gulf Coast	All Colleges	?	1	1
Total				**20**

- Number of voting members will be no more than 5 within a College, with an additional representative from the Gulf Coast campus.
- Regular members of the graduate faculty who are in their third year of full time service are eligible.
- Eligible faculty cannot serve on Academic Council and Graduate Council at the same time.
- No more than one representative from any department or school at any given time.

Proposed Graduate Council Membership:

Location	College	# Reg. Grad. Faculty	Votes (# Grad Faculty/35)	# of Proposed Voting Members
All Campuses	CAS	283	8	6
	COB&ED	38	1	2
	COE&HS	98	3	3
	CON&HP	40	1	2
Gulf Coast	All Colleges	?	?	1
Total				**14**

- Number of voting members will be no less than 2 and no more than 6 within a College, with an additional representative from the Gulf Coast campus.
- Regular members of the graduate faculty who have been promoted are eligible to serve.
- No more than one representative from any department or school at any given time.
- Eligible faculty cannot serve on more than one University faculty body.
- Cannot serve more than two consecutive terms.

Appendix D. Current and Newly Proposed Structure of Council of Chairs/Directors
Current Council of Chairs Membership:

College	Representatives
CAL	3
COB	3
EDPSY	3
COH	3
CON	3
SCT	3
University Libraries	1

- Number of voting members is up to three representatives per college.
- Elections or appointments are determined differently in each college.

Proposed Council of Directors Membership:

College	# of Schools	Percentage	# of Proposed Voting Members
CAS	13	48%	6
COB&ED	4	15%	2
COE&HS	6	22%	3
CON&HP	4	15%	2
University Libraries	0		1
			14

- Number of voting members will be no less than 2 and no more than 6 within a College, with an additional representative from the University Libraries.
- Positions should be elected at the college level.
- Cannot serve more than two consecutive terms.

CHARGE: Define the protocol or guiding principles for faculty representation for college level standing committees; define the framework for college bylaws and related governance documents

FGRC Subcommittee Statement on Proposal

An initial review by our subcommittee identified significant inconsistencies in naming, contents and current updates of College-level governance documents and standing committees. To facilitate the consolidation and reorganization of Colleges, eliminate confusion about hierarchy and purpose of governance documents, avoid duplication of information, and create consistency among College-level documents throughout the University, a common name and a simplified, basic set of required contents are proposed. Mandatory maintenance and dissemination schedules will ensure that all documents are reviewed and revised regularly and communicated to the faculty in a timely manner. The proposed suite of minimum required College-level standing committees, their responsibilities and faculty membership will ensure that faculty representation and participation in College governance is adequate and consistent among Colleges. The proposed changes will provide a common framework that is aligned with Employee and Faculty Handbooks and University policies, while accommodating differences among colleges (size, composition, mission, accreditation requirements, etc.).

FGRC Committee Chair Statement on Proposal

This proposal represents an analysis of current college level bylaws, and the discovery of inconsistencies from college to college. Some documents have not been updated in over a decade, and other documents demonstrate inconsistent practice. Additionally, each college labeled the documents differently (bylaws, governance, faculty handbook), which undoubtedly caused confusion among faculty and staff. This proposal includes a common naming convention and framework for *College Policies and Procedures*, while allowing for flexibility of the colleges' varying needs. These documents will align with the faculty handbook, and can include links to the faculty handbook sections to maintain consistency in practice. The College-level standing committees meet the requirements of the standing committee definition as provided in the "University Standing Committees" proposal, thus providing another layer of consistency in practice. The implementation phase of this proposal will provide an opportunity for the new colleges' administration, faculty, staff, centers, etc. to come together and build the *College Mission and Strategic Goals*. This will be an important step in building the college community.

Steering Committee Overview

We concur with the assessment of the FGRC Committee Chair that the current inconsistency of college level bylaws in naming and content causes confusion among faculty and staff. The committee proposes calling all college level bylaws documents College Policies and Procedures, and stresses the importance of aligning and linking these documents with the university faculty

handbook. This proposal integrates and supports other FGRC proposals that address standing committees and school level policies and procedures.

We remain concerned about the proposal to have School Directors comprise the College Curriculum Committees. Directors will comprise both the College Executive and College Curriculum Committees. While we acknowledge the role of the Director as administrator of the curriculum, we are concerned about the time that this represents on the part of Directors; the likelihood that this role would, in practice, be delegated; and that faculty representation (which is secured at all other levels of curriculum development) is absent only here.

Colleges should aim to complete a provisional skeleton policy and procedures document by July 1, 2018, and complete all sections relevant to the operation of the College over the 2018-2019 AY. Other sections might be developed in the course of 2018-2019.

ARSC Implementation Recommendation

Committee: Faculty Governance and Representation
Proposal: "Uniform College-level Documents"

Recommendation: ARSC endorses this proposal in all aspects except one. The proposal stipulates that the membership of College Curriculum Committees be restricted to deans, associate deans, and school directors, with faculty as *ex officio* members only. ARSC does not endorse this stipulation.

Additional Suggestions:
- A staff representative should be included in all instances related to staff grievances, awards and/or scholarships.

Timeline / Resources Considerations:
- Colleges should aim to complete a provisional skeleton policy and procedures document by July 1, 2018, and complete all sections relevant to the operation of the College over the 2018-2019 AY. Other sections might be developed in the course of 2018-2019, as recommended in various ARSC proposals on these topics.

Proposal Document

STATEMENT OF OBJECTIVES

Aspirational Aims and Changes to Current Processes – The post-reorganization academic Colleges will be larger and consist of a broad range of academic units (Schools) that each house multiple departments and/or programs. To adequately address the divergent needs of faculty associated with the different academic disciplines that are represented in these new academic structures, the School-level governance documents will take on particular relevance and importance, while *existing* College-level bylaws or "College Faculty Handbooks", as they are sometimes called, will become obsolete. A review of current College documents revealed considerable variation among Colleges regarding faculty representation, roles of chairs/directors in College administration, and what constitutes as quorum. Contents frequently repeat or refer to sections in the Faculty Handbook, and inconsistencies with current University policies exist because the documents have not been updated regularly.

To facilitate the consolidation and reorganization of and create consistency among Colleges, this proposal seeks to develop a set of common policies and procedures for all academic Colleges, to bring consistency to the basic contents and naming of such documents, and to outline guiding principles for College-level standing committees and faculty representation. The proposed documents will have a common framework but will be flexible enough to allow additional, College-specific information (e.g. as may be required by an accrediting body or be necessary to accommodate the College-specific mission) to be incorporated.

Projected Outcomes and Impact – The proposed changes are designed to eliminate confusion about the hierarchy of governance documents at Southern Miss, streamline the contents of College-level documents to avoid unnecessary duplications, align College policies and procedures with Employee and Faculty Handbooks and University policies, and create uniformity for greater efficiency among and between Colleges. The following changes are proposed:

- **All College- and School-level governance documents will be named *Policies and Procedures*** to create a common naming convention and avoid confusion about the relationship of College- and School-level documents to Employee and Faculty Handbooks.

- The *College Policies and Procedures* document will focus only on issues that are specific to the College and are not already addressed in the Employee and Faculty Handbooks or covered under University policies. The following are the *minimum* required contents for *all* academic Colleges (additional contents specific for individual Colleges may be desirable or necessary):
  - College-specific duties of dean, associate dean(s) and support staff.
  - Organizational chart outlining the College administrative structure (*see Appendix 1 for generic example*).
  - Charge and rules of operation governing College ancillary structures (common facilities, clinics, IHL-approved centers etc.) and support services.

- College standards for tenure and promotion (only criteria unique to College, with links to relevant general sections in the new Employee and Faculty Handbooks).
- Required school-level governance documents:
  - Workload policy
  - Tenure and promotion guidelines
  - School standing committees (*see School-level Policies and Procedures proposal for details*); template for information to be included: *see University Standing Committees proposal*
- College standing committees (including responsibilities and faculty representation; *see Appendix 2*); template for information to be included: *see University Standing Committees proposal*

- Each College will develop a separate ***College Mission and Strategic Goals*** document that is aligned with mission, vision and strategic goals of the University. The document lists:
  - the College and School mission statements
  - short- and long-range College strategic plans for scholarly research and creative activities, teaching and student success, service and outreach activities
  - relevant ongoing initiatives
  - how faculty and/or staff will participate in realizing those plans and goals.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

- The deans of the new Colleges will appoint an ***ad hoc faculty committee*** to develop the College Policies and Procedures document during the fall semester according to the guidelines provided in this proposal. Faculty will vote to approve the document at the first annual College meeting.

- The ***Dean's Advisory Council*** will develop the College Mission and Vision document during the fall semester according to the guidelines provided in this proposal. Faculty will vote to approve the document at the first annual College meeting.

- ***Up-to-date versions of College Policies and Procedures and Mission and Vision documents, and current members of standing committees*** will be posted on the respective College websites and on the website of the Office of the Provost. Outdated versions will be replaced as soon as revised versions become available. All internal stakeholders must be notified by email of changes to these documents. Prior versions will be archived in accordance with University Policy ACAF-LIB-013 (https://www.usm.edu/institutional-policies/policy-acaf-lib-013).

- ***The College-level administrative structure and College standing committees*** listed in the appendices are recommended for all academic Colleges. Depending on College size and mission, external requirements and/or internal preferences, additional standing and *ad hoc* committees may be necessary and/or desirable.

- ***A quorum on all College standing committees*** will consist of >50% of the voting members. Voting members may designate another voting committee member as proxy (exception: College Personnel Committee).

- The *term of service on College standing committees* will be the academic year. Department/program- and School-level elections for membership on College standing committees must be completed two weeks after the beginning of the contract year. The dean calls the first meeting of a College standing committee; all future meetings will be called by the respective committee chairs.

- All College standing committees (exception: College Personnel Committee, because of confidentiality requirements) will post a report (number of meetings, activities, recommendations, etc.) on the College website at least annually.

EVALUATION STRATEGIES

Once the Schools and Colleges have been established and the first iteration of the proposed document has been generated by a common deadline, the functionality of the documents and their contents will be evaluated after one year by the dean and the Dean's Executive Council and adjusted, if needed. After the first-year, we propose the following:

- *A mandatory four-year regular review schedule* (https://www.usm.edu/institutional-policies/policy-pres-ir-001), shorter if changes in University organization, IHL guidelines and/or federal law demand, will be implemented for the *Policies and Procedures* and the *Mission and Strategic Goals* documents. This review schedule will ensure that documents are kept up to date and remain aligned with changing University and IHL policies and priorities.

ADDITIONAL CONSIDERATIONS
A recommended College (for small, more cohesive Colleges) or School (for large, more diverse Colleges) standing committee is an *External Advisory Board.* Purpose and responsibilities vary with membership and College/School needs. Should be composed of external stakeholders (e.g. community members, professionals, alumni, parents). Responsibilities, which will depend on the composition of this committee, may include fundraising, input and advice on curricular matters, vision, long- and short-term goals.
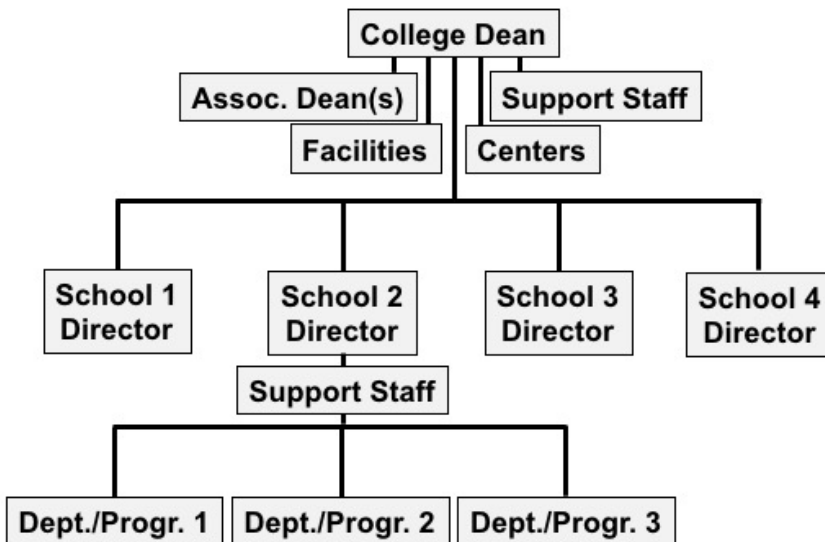
Appendix 1: Proposed College Administration and Standing Committees

College Administration
The dean serves as the chief administrative officer of the College and appoints associate dean(s) and support staff (*it is assumed that the new Faculty Handbook will outline deans' duties*).

<u>**College Organizational Chart**</u> (generic example provided)

<u>**Dean's Executive Council**</u> (current names: College Executive Committee, College Council, Executive Council, Dean's Cabinet); the name change is proposed to clarify the roles of this committee and distinguish this committee from the proposed Dean's Advisory Council. Agendas (set by the dean) for all regular meeting will allocate a regular time slot for College representatives on Faculty Senate, Undergraduate Council, Graduate Council and Council of Directors to report to School directors to ensure further dissemination of pertinent information to faculty and staff.

Responsibilities:
- Advise dean and participate in administration of the College.
- Regularly review and keep up-to-date the *College Policies and Procedures* document.
- Report to College faculty and staff during the annual College-wide meeting: dean outlines College strategic plan and, with help from associate dean(s), reports on College accomplishments towards short- and long-term goals, College-wide initiatives and other matters of interest. To facilitate dialogue between College constituents, foster collaboration and avoid duplication of efforts, School directors report on department/program-level academic program outcomes, special School- and department/program-level initiatives, etc.

Members:
- Dean
- Associate dean(s)

- School directors; directors may name a director's designee to attend and vote in their absence

Chair:
- Dean

Duration of service:
- Duration of administrative appointments

Appendix 2: Required College Standing Committees

College Personnel Committee (current name: College Advisory Committee); the name change is proposed to better reflect the responsibilities of this committee and distinguish its duties from those of the proposed Dean's Advisory Council *(the proposed name change needs to be reconciled with recommendations for the new Faculty Handbook).*

    Responsibilities:
- Advise dean on pre-tenure review and tenure/promotion recommendations through evaluation of department/program- and School-level tenure and promotion dossiers and recommendations *(need to coordinate with School-level documents and reconcile with new Faculty Handbook).*
- Advise dean on College faculty and academic staff grievances related to department/program- and School-level evaluations and tenure and promotion recommendations.
- Monitor department/program- and School-level tenure and promotion documents to ensure that minimum standards are met.

    Members:
- Full-time, tenured associate professors or professors. Department coordinators and program coordinators are eligible to serve on this committee if, as proposed, their new role is no longer supervisory.
- One representative per School in College
- Elected by secret ballot by corps of instruction in School (= full-time faculty; not "visiting", "adjuncts", "special" and not holding administrative positions such as School director, associate dean, dean, vice president, provost, president).
- *Ex officio*: one non-voting, fully promoted teaching professor, appointed by the committee chair; provides input and advice about research and scholarship of teaching-track faculty seeking promotion.

    Chair:
- Elected by voting committee members by secret ballot at first committee meeting of the academic year.

    Duration of service:
- 3 years
- rotation cycle, to be determined by draw initially, so that approximately 1/3 of new members are elected each year.

College Curriculum Committee (currently College Council in CoAL). Our rationale for the proposed committee composition is based on practical considerations: although all curriculum proposals *originate from faculty* in a department or program, the School directors are the visionaries with the "big picture" view and bear the *administrative* responsibility for the School's curriculum (*aligned with Responsibilities of School Directors and Department Coordinators proposal*). Through their membership on this committee, directors will help create teaching efficiencies within the College by recognizing opportunities to streamline curricula, and identifying and eliminating course duplications between Schools. We strongly recommend, however, that a process be established that prevents possible misuse of authority, such as approval of curriculum proposals without prior approved by faculty of the affected department/program. A possible process may be to require a knowledgeable faculty

representative from the originating department/program (or the department/program coordinator) to attend the meeting at which that unit's proposal is discussed; alternatively, all curriculum proposals brought forth for discussion must be accompanied by a memorandum from the coordinator of the originating department/program stating that the proposal was approved by the faculty.

Responsibilities:
- Evaluation of proposed undergraduate and graduate curriculum changes submitted by departments/programs through School directors.
- Endorsement or rejection of School-level curriculum proposals.
- Curricular recommendations to dean for further consideration and submission to the appropriate councils (Academic Council, Graduate Council, Professional Education Council).

Members:
- Dean
- Associate dean(s)
- School directors (rationale: department/program-level curriculum proposals must be approved by School director); directors may name a directors' designee to attend and vote in their absence
- *Ex officio*: curriculum expert from originating department/program, invited by director as needed to provide clarification regarding a curriculum proposal

Chair:
- Dean, or associate dean with curriculum responsibility

Duration of Service:
- Duration of administrative appointments

Scholarships and Awards Committee
Responsibilities:
- Determine student recipients of College-wide scholarships.
- Determine types, titles and number of faculty, staff and student awards for new Colleges. It is recommended that faculty awards include those for research/creative activity, teaching, and service; staff awards include those for teaching (if appropriate for College), and service; student awards be given for sophomore, junior, senior, Master's, and doctoral student(s) as appropriate for College.
- Develop selection criteria for College awards and provide guidance on application materials (what to submit/not submit), solicit nominations for awards from Schools and/or departments/programs, rank nominees' application materials and select College award recipients.

Members:
- One faculty representative per School (= full-time faculty; not "visiting", "adjuncts", "special" and not holding administrative positions such as School director, associate dean, dean, vice president, provost, president.
- Elected by secret ballot by full-time corps of instruction as defined above.

Chair:
- Elected by voting committee members by secret ballot at first committee meeting of academic year.

Duration of Service:

- 1-3 years, depending on College organizational structure and size (small Colleges with a limited number of eligible faculty may find the longer service term more practical).
- If applicable: rotation cycle, to be determined by draw initially, so that approximately 1/3 of new members are elected each year.

Dean's Advisory Council

Responsibility:
- Advise dean on and participate in strategic planning for the College.
- Review and provide input on College priorities, planned and ongoing initiatives, short- and long-term goals.
- Provide input on budget allocations to College priorities, major budget reallocations, and budget adjustments.
- Review actual expenditures and compare to proposed budget expenditures from previous budget.

Members:
- Half of the School directors in the College, appointed by the dean.
- One tenured full-time faculty from each of the remaining Schools in the College, elected by secret ballot by full-time corps of instruction as defined above.

Chair:
- Dean

Duration of Service:
- 3 years
- Rotation cycle, to be determined by draw initially, so that approximately 1/3 of new members are appointed and elected each year.

Proposal 4: Developing School-Level Policies and Procedures

CHARGE: This proposal seeks to define the framework for school bylaws and related governance documents

FGRC Subcommittee Statement on Proposal

The goal of this proposal is to provide a framework for new and existing schools to create comprehensive ***School Policies and Procedures*** in conjunction with academic reorganization. This proposal identifies content to be included in *School Policies and Procedures* along with processes and timeframes for their development. Content of *School Policies and Procedures* should include descriptions of school administrative and organizational structure; roles and responsibilities of faculty, staff, and administrators in each school; standing/ad hoc committees and representative bodies; tenure/promotion, annual evaluation, and workload policies; and guidelines for selecting and evaluating school leadership. *School Policies and Procedures* should be consistent with college and university policies and procedures, and should involve all schools and campuses of the university. Development of *School Policies and Procedures* should proceed as quickly as possible in the 2018 calendar year in conjunction with other aspects of academic reorganization. In the short term, new *School Policies and Procedures* will create a greater level of consistency with regard to governance at the university. Over the long term, they will help to transform the university into a more flexible institution whose governance frameworks enhance its ability to change with the times, address new challenges, and capitalize on new opportunities.

FGRC Committee Chair Statement on Proposal

This proposal echoes the "Uniform College-Level Documents" proposal through the creation of ***School Policies and Procedure.*** The proposal provides a template that will provide consistency across schools, and allow for flexibility to meet each school's needs and accreditation standards. As with the college documents, the review of current school-level documents showed variance in names and content. These documents will align with the ***College Policies and Procedures*** and the Faculty Handbook, and can include links to the faculty handbook sections to maintain consistency in practice at every level. The creation of the School Policies and Procedures allows an opportunity for newly formed schools to coalesce with input from different departments. It can serve as first action item to bridge ideas from all departments in the school. In the same vein, schools that already exist will need to update current documents to remain consistent with this practice. Dean's will use these documents to build a bird's eye view of the schools inner workings. The goal centers on the cohesiveness at all levels through uniform documents that articulate policies and procedures.

Steering Committee Overview

We concur with the assessment of the FGRC Committee Chair that this proposal, in conjunction with proposals related to the development of policies and procedures at the College and University level and to a revised Faculty Handbook, promises a clearer, more transparent, and

more integrated set of operating procedures for the University, at all levels. The proposed revision of all School policy and procedures documents will enable each School to take a close look at its internal structure, with both an eye to consistency across the University and flexible adaptation to the distinctive mission of each School.

Schools should aim to complete a provisional skeleton policy and procedures document by July 1, 2018, and complete all sections relevant to the operation of the School over the 2018-2019 AY. Other sections (for example detailing annual evaluation and promotion and tenure guidelines) might be developed in the course of 2018-2019, as recommended in various ARSC proposals on these topics.

ARSC Implementation Recommendation

Committee: Faculty Governance and Representation
Proposal: "Developing School-level Documents"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Timeline / Resources Considerations:
- Schools should aim to complete a provisional skeleton policy and procedures document by July 1, 2018, and complete all sections relevant to the operation of the School over the 2018-2019 AY. Other sections might be developed in the course of 2018-2019, as recommended in various ARSC proposals on these topics.

STATEMENT OF OBJECTIVES

Synopsis of Aspirational Aims

This proposal recommends that bylaws and other governance documents (to be collectively referred to as *School Policies and Procedures*) be created for every new and existing school at the university. The organization and content of these documents should follow specific norms and standards arising from the reorganization plan and should be as consistent as possible across all schools and colleges. Over the short term, this will create greater consistency and coherence of governance documents at the university. Over the long term, it is hoped that this initiative will help transform the university into a more flexible institution whose governance frameworks enhance its ability to change with the times, address new challenges, and capitalize on new opportunities. *School Policies and Procedures* should be comprehensive in scope yet general enough to account for department- and program-level diversity that exists within a school. They should define:

- Promotion/Tenure and Annual Evaluation standards
- Workload policy
- Guidelines for faculty input in selecting and evaluating school-, department-, and program-level leadership.
- Administrative/organizational structure of a school (directors, department and/or program coordinators, staff)
- School-level standing committees and representative bodies (including procedures for the selection of members, norms of membership, and the scope of authority)
- Roles and responsibilities of faculty, staff, and administrators within each school.

School Policies and Procedures should complement, but not restate or contradict norms and standards approved at the college or university levels, or as stated in the *Employee and Faculty Handbook*. The creation of *School Policies and Procedures* should be an open and inclusive process in which all faculty and staff in the school are represented. Mechanisms should be created in order to provide meaningful input from faculty and staff in the development and approval of these documents. Furthermore, school directors should facilitate the creation of additional governance documents, as needed, at department or program levels to accommodate externally-mandated requirements for accreditation or other special cases, provided that they do not contradict *School Policies and Procedures* or other governance documents at higher administrative levels at the university. Given that our university is a multi-campus institution with sites both in Hattiesburg and on the Mississippi Gulf Coast, these documents should represent all faculty and staff clusters within the school, regardless of their geographic location. All faculty and staff affiliated with the school should be actively invested in the development and approval of these documents.

This proposal is aspirational in that it seeks to establish norms and standards that will create more consistent school governance documents across the university while preserving academic

diversity as much as possible at the school, department, and program levels. It is also aspirational in that it identifies the tasks to be accomplished for schools to become the primary administrative unit of the university and for departments and programs therein to be efficiently and effectively incorporated into the new school structure. Finally, by aspiring to create a system of governance documents that is consistent across the university and that is hierarchically nested within its administrative structure, this proposal should provide a greater degree of institutional flexibility at the university, which will enhance efficiency and contribute to cost savings over time.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

Description of Projected Outcomes and Impacts

This proposal aims to create a consistent framework of school-level governance norms and standards through the development of *School Policies and Procedures*. These documents will be nested within the governance frameworks at the college and university levels and as outlined in the *Employee and Faculty Handbook.* As such, they will contribute to a hierarchical (vertical) standardization within the administrative structure of the university and will ensure consistent governance at all levels of administration. They will also contribute to intra-school (horizontal) consistency, which should introduce a greater level of efficiency with regard to governance across the university. By establishing the governance environments in which departments and programs operate, *School Policies and Procedures* will be instrumental in fostering new organizational cultures across the university and in uniting the faculty of each school behind the reorganization process. As such, it is critical that *School Policies and Procedures* take into account the academic diversity housed within each school while reinforcing broader standards that are agreed upon at college and university levels.

These documents are meant to be descriptive of how schools will govern themselves under *Vision 2020.* They should not be seen as rules-based or prescriptive, which would stifle faculty cooperation, creativity, and involvement. If a department or program in a school is accredited, governance documents must be written in such a way that facilitates rather than hinders the accreditation process. *School Policies and Procedures* must be flexible enough to allow the creation of supplemental documents at the department or program levels (under the guidance and approval of the School Director) to accommodate the externally-mandated requirements of accreditation or professional internships, or to take into account other exceptional cases that should be protected and promoted by the school. *School Policies and Procedures* must also be nested in the governance framework of the college and the university as a whole. Horizontal and vertical consistency of governance documents within the university should also introduce greater administrative flexibility at our multi-campus institution. This will help the university respond more quickly to opportunities and to manage itself more strategically in the face of challenges.

Differences between Proposed Activities and Current Processes

At present, governance documents lack consistency across the university in terms of their nomenclature, content, and applicability. Some colleges have developed comprehensive and standardized sets of bylaws, but most have not. The creation of governance documents that are consistent both horizontally and vertically within the university is a necessary step in the process of reorganization. This proposal complements other proposals developed by the Committee on Faculty Governance and Representation that relate to college governance ("**Uniform College-**

level Documents") and to administrative roles of directors and coordinators ("**Responsibilities of School Directors and Department Coordinator**"). Together, these proposals will contribute to a greater degree of clarity with regard to governance at all levels of administration and to greater consistency across the university. They will also help to clarify the roles and responsibilities of administrators, staff, and faculty within the *Vision 2020* plan and will provide a governance framework that will help inform revisions to the *Employee and Faculty Handbook* that arise out of the reorganization plan. The end result will be a more consistent and coherent governance framework than what exists at the university at present.

Future-Oriented Opportunities for Consideration

The creation of new *School Policies and Procedures* will result in a number of possible opportunities for the university. A good framework of governance at the school level will help facilitate mergers of curricula and programs, as well as create new interdisciplinary degrees. This will contribute to removing some of the silos that currently exist among different units, thereby enhancing synergy and strengthening key performance indicators upon which schools will be measured. Consistent and fair school-level governance will also have a positive effect on faculty camaraderie and should increase the potential for research collaborations and creative activities among faculty and staff. In light of the growing emphasis on interdisciplinary research among major funding organizations, good governance within the newly reorganized schools might also help the university become better structured to win external funding if faculty are inspired to work together to a greater degree than at present.

Implementation Strategy

Estimated Time Requirements for Proposed Implementation

New *School Policies and Procedures* should be developed, approved, and implemented as quickly as possible within the established limits of the current timeline of *Vision 2020*. The committee recommends that this process be completed by the beginning of the 2018-2019 academic year. This means that School Directors and College Deans should be hired and new *School Policies and Procedures* be developed and approved in the spring and summer of 2018. The table below includes a proposed timeline for developing and approving specific components of *School Policies and Procedures,* which were outlined in bullet form in the first section of this document.

SCHOOL POLICIES AND PROCEDURES MILESTONES	MILESTONE DEADLINE
Roles/Responsibilities of School Faculty, Staff, and Administrators	January – March 2018
Organizational Structure of the School	January – March 2018
School Standing and Ad Hoc Committees, and Representative Bodies	January – March 2018
Workload Policy	April – June 2018

Promotion/Tenure and Annual Evaluation Standards	April – June 2018
Guidelines for Faculty Input in Selecting and Evaluating School, Department, and Program Leadership	April – June 2018
Presentation of Complete School Policies and Procedures to College Deans and Provost	July 2018

Another central concern with regard to the implementation of this proposal is the manner in which the creation of these documents is coordinated across the university and with efforts to revise the *Employee and Faculty Handbook* to reflect *Vision 2020*. Ensuring consistency of *School Policies and Procedures* across all school units with regard to general framework, format, and components will require a top-down initiative originating at the university and college levels. To assist with this process, we have created a draft template of the framework that should define new *School Policies and Procedures* at the university (**SchoolLevelDocumentsTemplate.doc**). At the same time, this process will also require bottom-up involvement of faculty and staff who should play a direct role in their creation and approval. Coordination of new *School Policies and Procedures* with the revised *Employee and Faculty Handbook* will require close communication and collaboration between schools and the Faculty Handbook Committee during the spring and summer of 2018.

Personnel Involved in Implementation

The creation, development, and approval of new *School Policies and Procedures* will first and foremost require the open and inclusive involvement of faculty and staff within the school itself. The Director and Associate Director of the school will play a direct managerial role in this process, serving both as liaisons to college- and university-level administrators and as advocates for the faculty and staff in their school. College- and university-level administrators will play a supervisory role in the creation of school governance documents. They will be responsible for initiating the process and defining the broader framework and format of the documents. College- and university-level administrators will also be responsible for ensuring as much consistency as possible across the university once schools have approved their governance documents. Finally, college and university administrators, in collaboration with school directors, will be responsible for initiating periodic evaluations of new *School Policies and Procedures* in the years after their approval and implementation. This committee recommends that evaluations occur at a frequency of every three years (see **EVALUATION STRATEGIES** below).

All school-level standing committees and governing bodies will be identified and defined in new *School Policies and Procedures.* These bodies should be formed as soon as possible after approval of the governance documents. Every department or program within the school should be represented on school standing committees and governing bodies, although service loads must be carefully monitored to prevent excessive committee responsibilities being placed on faculty and staff as a result of reorganization. School-level standing committees and governing bodies should be granted authority commensurate with the responsibility of their charges. The scope of standing committees and governing bodies should be limited to areas of greatest importance to the overall mission of the school. Required school-level standing committees include, but are not limited to curriculum (undergraduate and/or graduate), personnel (tenure and promotion, annual evaluation), scholarships, research, and graduate admissions. School directors will have the authority to form Leadership Teams made up of department and program coordinators, office

staff, and undergraduate/graduate directors within their schools. Such bodies already exist in the School of Ocean Science and Technology and in the School of Visual and Performing Arts.

To the greatest extent possible, there should be balanced representation on school standing committees and governing bodies with regard to teaching and research faculty, and with regard to faculty and staff. New *School Policies and Procedures*, in conjunction with the norms and standards of governance at higher levels of administration, should define the extent of school representation and the manner in which it will be achieved for college- and university-level standing committees and governing bodies. With regard to these issues, please refer to other proposals submitted by the Faculty Governance and Representation Committee ("**College-Level Documents**" and "**Aligning Faculty Governance and Representative Bodies with Vision 2020**").

Short-Term and Long-Term Financial Impacts

The committee believes that the development of a consistent, university-wide set of *School Policies and Procedures* will have a positive financial impact on the university for both short-term and long-term time frames. Much of these gains will come from administrative efficiencies, improved faculty morale and productivity, and better responsiveness to broader societal trends at regional, national, and international scales.

EVALUATION STRATEGIES

Once all schools have been reorganized and their *School Policies and Procedures* have been developed and approved, this committee recommends that a school-level self-evaluation should be implemented every three years to measure the effectiveness and relevance of the governance documents. The evaluation process must be coordinated and consistent across the university so that evaluation data may be compared across all schools. At the same time, it is critical that the views and experiences of faculty and staff in each school are incorporated within the evaluation process and included in the analysis. As such, a combined top-down and bottom-up approach will be necessary to adequately evaluate the long-term effectiveness of *School Policies and Procedures* that arise from the implementation of *Vision 2020.* Prior versions of *School Policies and Procedures* shall be archived in accordance with university policy (ACAF-LIB-013).

<div align="center">

SCHOOL OF XXXXX
POLICIES AND PROCEDURES TEMPLATE

</div>

PART I: ORGANIZATIONAL STRUCTURE

1. School Personnel: (Explain scope of authority and essential function of each role in shared governance. List responsibilities, duties, and authority of each role. Describe to whom each reports. Describe regular meeting patterns. Describe selection and evaluation processes for each role.)
    a. The Faculty
    b. The Director
    c. The Associate Director
    d. Assistant Director
    e. Staff Personnel
2. Organizational Structure of the School. (Describe the component departments and/or programs within the school, including attached leadership. Describe intra-school communication processes, included regular meeting patterns for leadership teams and other bodies.
3. School Standing Committees: (Explain scope of responsibility of each committee (e.g. committee charge), membership, voting processes.
    a. Leadership Team (required)
    b. Curriculum committee (required)
    c. Personnel committee (required)
    d. Scholarship committee (in some schools)
    e. Research productivity committee (in some schools)
    f. Graduate Admissions committee (optional)
4. School ad hoc committees
    a. Search committees
5. Processes for amending and reviewing this document

PART II: WORKLOAD POLICY

1. General expectations of faculty workload responsibilities
2. Balancing teaching, research, and service loads among faculty
3. Changes to faculty workload responsibilities

PART III: ANNUAL EVALUATION GUIDELINES

4. General expectations of faculty productivity on a yearly basis
5. Workload and annual evaluations
6. Annual evaluation procedures and documents

PART IV: TENURE AND PROMOTION GUIDELINES

1. General Expectations of Faculty Productivity
2. Teaching and Research Faculty Expectations for Tenure and Promotion
3. Expectations and Procedures for the Pre-Tenure and Tenure Reviews
4. Expectations and Procedures for Promotion to Associate and Full Professor

PART V: GUIDELINES FOR FACULTY/STAFF INVOLVEMENT IN SELECTING

AND EVALUATING LEADERSHIP WITHIN SCHOOLS
To be determined.

Proposal 5: Responsibilities of School Directors and Department Coordinators

CHARGE: Define the framework for school bylaws or related governance documents.

FGRC Subcommittee Statement on Proposal

This proposal aims to assist newly forming schools in establishing the responsibilities for schools/directors and departments/department coordinators. Adhering to common practices across the institution as outlined in *Vision 2020* will serve the institution as a whole in implementing the reorganization. This proposal begins with general recommendations, endorsements, and context and concludes with a delineation of specific administrative/curricular responsibilities.

FGRC Committee Chair Statement on Proposal

This proposal builds on Appendix III in Vision 2020 by further defining the roles of School Directors and Department Coordinators (i.e. chairs). It suggests a change in terminology from Department Chair to ***Department Coordinator*** to highlight the job responsibilities in this role. It further defines the Director role as a visionary who continuously considers the long-range planning at the school level. This proposal highlights the FGR's position that School Directors are both faculty, who teach regularly, and administrators, who advocate on behalf of faculty and support the short and long-term vision of schools. This proposal intends to be broad in scope, and applicable to schools' varying needs and accreditation standards. It provides a framework of implementation through its template of the division of work for School Directors, Department Coordinators, and staff. As part of our process, this proposal was shared with the Reorganization Staff committee to identify inconstancies. Their review suggests that this proposal works in concert with all objectives of the Staff Committee's proposals. Overall, this proposal provides pathways of communication, efficiency in job duties, and implementation strategies for transitioning departments into schools.

Steering Committee Overview

The ex-officio representatives concur with the assessment of the FGRC Committee Chair that this proposal provides important additional definition of the roles of School Directors and Department Coordinators (formerly Department Chairs) as originally addressed in Appendix III of the Vision 2020 document. The proposal clarifies the dual status of School Directors as administrators and faculty, stresses their role as visionary leaders of their school, and highlights how their roles will integrate with those of Department Coordinators and Staff. The proposal also addresses the implementation of the reorganization during the transition from departments to schools.

We remain concerned about the proposal to have School Directors comprise the College Curriculum Committees. Directors will comprise both the College Executive and College Curriculum Committees. While we acknowledge the role of the Director as administrator of the curriculum, we are concerned about the time that this represents on the part of Directors; the

likelihood that this role would, in practice, be delegated; and that faculty representation (which is secured at all other levels of curriculum development) is absent only here.

ARSC Implementation Recommendation

Committee: Faculty Governance and Representation
Proposal: "Responsibilities of Unit Leaders and School Directors"

Recommendation: ARSC recommends this proposal be adopted for implementation in all but two aspects: (1) ARSC does not support the change of nomenclature at the department level (from "chair" to "department coordinator"); (2) the proposal stipulates that the membership of College Curriculum Committees be restricted to deans, associate deans, and school directors. ARSC does not endorse this stipulation.

Additional Requirements:
- Use of nomenclature as per the IHL approved Academic Reorganization Vision 2020

Additional Suggestions:
- Schools should develop long-range strategic plans, and tools to evaluate unit performance against these plans.
- Directors should work with faculty to develop annual goals that align with these strategic plans.

Proposal Document

STATEMENT OF OBJECTIVES

Aspirational Aims – The post-reorganization academic structure will consist of an entirely new governance system at the school level. In an effort to ease some of the learning curve in the transition, this document provides guidance on the division of responsibilities within the school structure. The broad scope of the language is intended to provide flexibility in interpretation but also a consistent division of responsibilities within the standard school structure in the *Vision 2020* reorganization.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

Projected Outcomes and Impact – The proposed changes are designed to eliminate confusion about the roles and responsibilities in the positions in new school structure while simultaneously providing guidance for the transition of roles. The following changes are proposed:

- ***Department coordinator***. We recommend changing the term "chair" to "coordinator". Using pre-existing terminology in a new organizational structure seems to be skewing expectations for soliciting chair interest and making appointments for 2018-2019. Using a pre-existing title brings with it preconceived notions (on behalf of position candidates, faculty, staff, students, and even administrators) about the scope of responsibility in the position. In the reorganization, the responsibilities of the department coordinator are more limited and much more centralized around one issue: curriculum.

     We further recommend that the title of "Director" be reserved for the administrative officer of a School. Existing titles, such as Undergraduate Program Director, etc., should be replaced with other terms, e.g. "coordinator" that are appropriate for the scope of responsibility of that position.

- ***Program Coordinators.*** Defining the roles and responsibilities of existing program coordinators who go by many titles on campus, including "area head," "sequence head," etc. is part of *Vision 2020*. We endorse the use of the term "program coordinator" consistent with *Vision 2020*. It seems that there has been a proliferation of such titles/roles in the past, perhaps as the role of the existing chair was so large. In this context, sharing responsibility across faculty made sense and was a means to an end. In accordance with *Vision 2020*, we recommend that all such positions are reviewed, and project that less will be needed as the department coordinator is more highly engaged with the curriculum.

- ***The Director as Visionary.*** The director role must be conceptually expanded to include "visionary." This is implied in that the Director is the leader in long-range planning for schools. With potentially rotating department coordinators (and more permanent Directors), this allows for continuity in long-range planning. This also reinforces the forward-thinking and aspirational goals of the reorganization. To approach the position from a mindset of maintaining the status quo or without a commitment to the innovative principles of *Vision 2020* seems counter to the reorganization as a whole. At present, this seems absent from the conceptualization of the role.

- ***The Director as faculty.*** The director comes from the faculty and retains faculty status. The administrative role of the director is significant, and administrative functions are on behalf of the school, specifically, the faculty, staff, and students of the school.

- ***Assessment and Accreditation.*** These items seem to be the most discipline-specific, and thus need the most flexibility in implementation. Some schools may appoint a school level assessment coordinator for WEAVE program reporting, GEC assessment reporting, and/or discipline-specific assessment matters. Final responsibility for ensuring engagement in all assessment processes and meeting all assessment responsibilities rests with the Director, and in such capacity, the Director should assist in facilitating such reporting through providing administrative support as needed. Regardless of how assessment is handled in the end, all existing processes should be considered for quality of work, efficiency, and duplication of efforts. (Note: this is not how assessment is outlined in *Vision 2020*.)

- ***Regular Meetings and school communication.*** Timeframes and frequencies for regular meetings should be established at the school and department level. Ex: School

faculty & staff meetings, department coordinators with department faculty meetings, Director with department coordinator meetings. We recommend twice a semester for School faculty and staff, and biweekly for Director with department coordinators. This is part of establishing intra-school channels of communication. The Director represents schools on the Dean's Executive Council and the College Curriculum Committee and is responsible for managing internal communications in Schools. We recognize that the Director and Department coordinator have a particularly concentrated working relationship, and it is reinforced though regular communication structures.

- *College-Level Curriculum Committees.* There are several existing models for this. We recommend that department level curricular issues (course proposals, curriculum modifications, etc) come from the faculty, through the department coordinator, to the Director. The Director will then serve on the College Curriculum Committee and represent all School curricular requests/matters to the college. We acknowledge that this will require learning about other disciplines in the schools for some Directors.

- *Workload Policies*. As defined in the *Faculty Handbook*, workload policies should be normed in this reorganization process. If a goal of this process it to create parity, then we must tend to this in implementation. Final responsibility for applying workload polices rests with the Director in the reorganized school structure, with feedback from department coordinators and with a clear directive from the Dean. We endorse to outlined workload policy for the Director as outlined in *Vision 2020*.

- *School Responsibilities*. *How* a school achieves the bulleted items in the implementation strategy section can be determined at the local level, with regard to administrative support and staff personnel. The centralization of administrative function should un-burden faculty and department coordinators from some administrative roles. The merging of staff personnel should create more capacity to facilitate the work of the school. Although many of the responsibilities listed below are designated as Department Coordinator or Director responsibilities, others may need to be accomplished with administrative office assistance and/or through departmental cooperation/collaboration from faculty, faculty committees, etc., but with primary oversight of the Department Coordinator or Director

* We assume all of our recommendations will be in accordance with the *Faculty Handbook*.

Proposed Activities vs. Current Processes - At present, the role of department chair and school director are not considerably different across campus in terms of duties. In many cases, department chairs and directors are serving in a similar capacity with similar compensation. However, in *Vision 2020*, the roles and associated responsibilities are very different. It is for this reason that this proposal suggests adopting a title more reflective of the proposed responsibilities for the department coordinator. Without this guiding document, many newly formed schools will start a transition process in July that will likely be riddled with confusion and frustration for those in administrative positions as well as the rest of the faculty in the department. We highly recommend that, once finalized and approved, this document outlining responsibilities be shared widely.

Opportunities for Consideration –

Implementation Strategy. This section outlines the responsibilities and scope of authority for Directors/Schools and Department Coordinators/Departments in the reorganization. This document is rooted in the *Vision 2020* document, with additional information collected from existing job responsibilities for Chairs/Directors, from reorganization experiences in the pilot School of Performing & Visual Arts, and from a reorganization subcommittee charged to address this issue.

A **<u>School</u>** office serves operational and organizational functions in support of the academic and artistic purposes of the departments and/or programs, such as:

BUDGETS:
- Managing operational, development, designated budget(s) in the School.
- Working transactions for all Procurement card purchases, requisitions, and purchase orders.
- Preparing applications for new course fees for departments/programs and allocating existing course fees to address appropriate instructional needs and/or materials.
- Preparing course fee reports for Provost.
- Managing graduate assistantship budgets for School and allocating assistantships to departments/programs to meet teaching, research, and service needs.
- Allocating E&G travel funds and approving all faculty travel.
- Allocating and approving funding for faculty research/travel from DE accounts.
- Recommending salary increases using criteria applicable to all personnel in the School.
- Overseeing forensic audits.
- Liaising with University Foundation.
- Facilitating departmental and Foundation scholarships awarding as recommended by departments, department coordinators, and/or department scholarship committees.

PERSONNEL:
- Overseeing faculty searches, including recommending new hires to the Dean/Provost, completing all PeopleAdmin processes, completing PAFs, verification of credentials, background checks, etc.
- Hiring student workers, including wage and work-study undergraduates, and graduate students.
- Liaising with Human Resources.
- Hiring part-time instructors, with input from department coordinators.
- Hiring, supervising, and evaluating E&G funded professional and administrative staff personnel. *Supervisory responsibilities to be defined in governance documents via job descriptions.*
- Hiring non-E&G funded guest and visiting artists, researchers, staff, and lecturers. *Recommendations can come from the department and/or program coordinators.*

- Overseeing faculty development and advancement (promotion and tenure).
- Administering annual evaluations. (See page 5 below).
- Completing payroll.
- Approving time and attendance in SOAR/HR.
- Conducting new faculty orientation.
- Maintaining personnel files.
- Encouraging excellence in teaching, in collaboration with departments/department coordinators.
- Oversee and assign service activity.
- Supporting faculty scholarly and creative activities. Disseminating information about faculty grants/awards for scholarly and creative activities, and facilitating faculty participation.
- Reviewing and approving teaching assignments, and requests for reassigned time, after recommendation from department coordinators.
- Generating workload reports for the Dean.
- Administering personnel actions.
- Liaising with Graduate School. Facilitating GA paperwork, hiring, etc.

GOVERNANCE:
- Representing School to the college and university, including curriculum committee.
- Liaising and serving as primary contact with all University offices.
- Communicating School needs to upper administration.
- Overseeing implementation of School policies and procedures.
- Chairing appropriate standing and *ad hoc* School committees as outlined in School Policies and Procedures document.
- Serving *ex officio* on appropriate standing School committees as outlined in School Policies and Procedures document.
- Leading School faculty and/or staff meetings.
- Creating a positive and fair work environment.
- Mediating disputes. *Student issues in this area initiate at the department level.*
- Assuring due process.
- Promoting affirmative action.
- Serving as primary contact with internal and external Advisory Boards.
- Attending department faculty meetings as needed.

ASSESSMENT and ACCREDITATION:
- Assuming final responsibility for meeting all assessment requirements for the School, including WEAVE program assessment, General Education Curriculum assessment, and/or discipline-specific assessment. The Director determines how this is achieved in the School, based on School structure, faculty expertise, and administrative support.
- Serving as primary contact and assuming ultimate responsibility for accreditation and providing administrative support to facilitate processes, such as organization of site visits by accrediting bodies, writing reports, etc.

STUDENTS:

- Handling student issues that cross all departments and programs in School (graduation applications, Academic Improvement Plans (AIPs), Probation/Suspension paperwork), as well as those requiring additional layers of approval (Withdrawal, Petition for Tuition refund, grievances, etc.). (*Some of this will depend on how advisement is handled at the university in the future.*)
- Overseeing and managing broad, department/program-level student participation in disciplinary festivals, conferences, competitions, etc.

RECRUITMENT/RETENTION:
- Coordinating Department and School representation at undergraduate and graduate level university recruitment and retention events/initiatives. We recommend that current college- and department- based recruiting strategies be re-evaluated as part of *Vision 2020* and a program- and/or major-focused recruiting strategy be considered instead to better guide prospective students.
- Encouraging and supporting faculty led initiatives and efforts in student recruitment into School disciplines/degree programs, both undergraduate and graduate.
- Assisting departments/programs in large-scale follow-up correspondence with prospective students.

FACILITIES and EQUIPMENT:
- Managing and assuring the continued operation of physical facilities.
- Assuring the continued renovation and operation of physical facilities.
- Preparing work orders.
- Persona/building access.
- Property Accounting, including Asset Works.
- Maintaining working order of School equipment.

PLANNING/DEVELOPMENT, including MARKET & PUBLICITY:
- Providing continuity in vision of long-range/strategic planning that aligns with the college and university.
- Leading development efforts, in terms of faculty, programming, and the School.
- Leading School in forward-thinking initiatives that promote cross-disciplinary work and programming.
- Maintaining comprehensive event calendar and coordinating publicity, marketing, and PR with University Communications and/or external media outlets.
- Representing the School and developing and maintaining relationships with alumni and external constituents.
- Keeping records of graduates/alumni and their career paths.
- Keeping School and department websites up to date.
- Managing the social media presence of School.

MISCELLANEOUS:
- Serving as Campus Security Authority.

A **department** - an academic unit organized around common areas. A **department coordinator** is responsible for:

STUDENTS:
- Being available to assist students in their day-to-day needs, specific to the discipline/discipline.
- Mediating student concerns.
- Managing student advisement. *Depending upon what the university decides about centralized advisement.*
- Ensuring faculty grade input.
- Signing course substitution and waiver paperwork.
- Attending summer Orientations, as per *Vision 2020.*
- Meeting with prospective students throughout the year.

PERSONNEL:
- Overseeing mentoring of new faculty, in collaboration with Director.
- Providing the Director with recommendations for part-time, adjunct, and student hiring.

CURRICULUM:
- Scheduling of classes. *This does not mean the department coordinator does this, but that the department coordinator is responsible for setting the schedule. School administrative staff personnel assist in entering schedule.*
- Maintaining course rotations.
- Bringing faculty/department recommendations for curricular delivery and development to the Director, who then represents such recommendations/decisions to the College Curriculum Committee as necessary.
- Recommending teaching responsibilities and teaching assignments to the Director, who makes final approval based on School needs, load, and reassigned time.
- Soliciting textbook requests. *Request originates from the department coordinators; input into Faculty Enlight by staff personnel.*
- Responding to *ad hoc* requests for information that are curricular in nature.
- Reviewing curriculum and developing new courses in concert with department faculty.
- If applicable, developing production/speaker/event season for the department with faculty.
- Working with program coordinators and/or faculty on course sequencing, student mentoring, and assessment.
- Maintaining fluency in Platinum Analytics.

ASSESSMENT:
- Managing discipline-specific assessment of student learning outcomes and/or competencies as appropriate to the discipline, including auditions, juries, portfolio reviews, etc. Administrative assistance from the School should support this work. (WEAVE program reporting and GEC assessment is managed at the School/Director level).

- Assisting and/or collaborating with the Director in assessment efforts as appropriate, including collecting and organizing assessment/accreditation reports.
- Utilizing data on student achievement to inform unit direction.
- Managing student academic milestones and progression criteria.
- Administering comprehensive examinations for graduate students and Honors College students.

RECRUITMENT/RETENTION:
- Overseeing department-level recruitment/retention events and Orientations.

EVALUATION STRATEGIES

As with any transition, the act of implementation will provide even more insight into the commonalities and differences across departments/programs. For this reason, the roles of School Directors, Department Coordinators, and Program Coordinators should be revisited in each School following the 2018-2019 implementation year.

ADDITIONAL CONSIDERATIONS

It is important to note that Directors are serving as faculty in administrative roles. For this reason, as decisions are made about faculty representation on undergraduate and graduate curriculum committees, we would hope their faculty status and the depth of their engagement in the workings of the university are considered as beneficial for service in these capacities. In the Faculty Handbook, the level at which administrators cannot serve on such committees begins at the Associate Dean level. Also, an inclusive election process, led by faculty, will steer such a process.

The Staff Structure reorganization committee reviewed this document and provided input. Overall, they communicated that it works well in concert with their proposals and that they see no inconsistencies with the work they are doing.

Proposal 6: Enhancing Faculty Involvement in the Selection of Academic Leadership

CHARGE: This proposal delineates guiding principles regarding the role of faculty in the identification and selection of academic leaders, which is a broader charge of this committee

FGRC Subcommittee Statement on Proposal

This proposal seeks to establish formal policies and procedures that both ensure and enhance meaningful faculty involvement in the identification and selection of academic leaders at The University of Southern Mississippi. In addition, this proposal outlines specific methods by which the university can develop its own pool of leadership talent by proactively encouraging faculty members to serve in such roles among their professional peers. Taken in combination, these measures will significantly redefine the culture of leadership at USM by ameliorating the long-held notion of faculty administrators as "adversaries" or bosses," and instead redefining the role as a collaborative "service leader" among professional peers, who is selected through the long-standing principles of shared governance and transparent decision-making. In doing so, the university will foster an environment of mutual trust and respect through greater faculty engagement and participation, whereby collaboration, efficiency, and innovation can flourish. This environment will better position the University to withstand the myriad external forces confronting the future of higher education in the state and nation.

FGRC Committee Chair Statement on Proposal

This proposal includes two key components: 1) The establishment of policies and procedures for the selection of leadership and administration at USM, 2) The creation of an *Academic Leadership Institute* housed in the Center for Faculty Development. This proposal grew out of an open forum with the AAUP in the spring of 2017. While an initial document was circulated through the campus community in the beginning of September (including to Faculty Senate and to the Council of Chairs), this proposal is a modified version that incorporates feedback from those and other bodies. This proposal values faculty voice and transparency in the appointment of department coordinators, directors, and deans. Perhaps the most aspirational element of this proposal is a mechanism to develop and nurture leadership skills among our faculty and staff through the creation of the Academic Leadership Institute. This Institute would provide an opportunity to cultivate upcoming leaders as well as strengthen current leadership. This opportunity will lead to more productive working relationships at each level of the university.

Steering Committee Overview

As the Chair of the FGRC Committee suggests, this proposal is twofold: "1) The establishment of policies and procedures for the selection of leadership and administration at USM, 2) The creation of an *Academic Leadership Institute* housed in the Center for Faculty Development." Our assessment thus also has two parts: 1) ARSC agrees with the Committee that faculty must be involved in the process of leadership selection, and that individual faculty employed at the University should be eligible to apply for any open leadership positions at the University. The

detailed procedures outlined in the proposal appear to us to be a cumbersome and unnecessarily complicated approach to securing these aims. *We suggest that the University develop, through a conversation involving all relevant stakeholders, consistent and clear procedures for faculty involvement in the selection of academic leadership.* 2) We concur with the FGRC that the proposed Academic Leadership Institute would allow the University to "cultivate upcoming leaders as well as strengthen current leadership."

ARSC Implementation Recommendation

Committee: Faculty Governance and Representation
Proposal: "Enhancing Faculty Involvement in the Selection of Academic Leadership"

Recommendation: ARSC recommends this proposal in part. The Academic Leadership Institute (ALI) should be adopted for implementation. Further consideration is needed in regards to the procedures by which faculty are involved in leadership selection.

Additional Requirements:
- Input from campus community on procedures for faculty involvement in leadership selection.
- Review and approval from Deans.
- Review and approval by Human Resources and General Counsel.
- Create task force to develop ALI.

Timeline / Resources Considerations:
- ALI implemented by July 1, 2018.

STATEMENT OF OBJECTIVES

Aspirational Aims:

The Plan for Academic Reorganization: Vision 2020 represents a unique opportunity to chart a new course for the university. One aspirational goal worthy of serious consideration and implementation is that of ensuring and enhancing meaningful faculty input in the identification, selection, and performance reviews of academic leaders. This proposal serves as a basis to create policies and procedures that guide what we, as members of the university community, want and deserve in academic leadership. Specifically, such policies and procedures should focus on: 1) defining reasonable expectations regarding the working relationship between faculty members and academic leaders, 2) establishing protocols that allow for more meaningful involvement of faculty members in the selection and performance reviews of academic leaders, 3) specifying mechanisms for open decision-making and accountability in the appointment of leaders, and 4) cultivating an environment where opportunities to serve as academic leaders are more broadly shared among the faculty body.

Projected Outcomes and Impacts:

The success of the reorganization effort is largely, if not exclusively, dependent upon support from the faculty body. One method for achieving the aspirational and transformative goals of the university is to ensure that the faculty body has direct and meaningful input into the identification, selection, and performance review of individuals in certain academic leadership roles. This can best be accomplished through the thoughtful and deliberate formulation of policies and procedures that are incorporated into both culture and practice through inclusion in the *Faculty Handbook*. Such policies and procedures should clearly specify mechanisms for meaningful faculty involvement in the identification and selection of individuals to serve as Deans, Directors, Assistant/Associate Directors, and Department coordinators. The policies should further detail measures that provide for input in the decision-making process of selecting academic leaders, while at the same time retaining the authority of the Provost and Deans to make final hiring and appointment determinations based upon information and input provided by those who are most directly affected by such decisions. By developing, incorporating and adhering to policies that emphasize fundamental elements of meaningful faculty input and transparency in administrative decision-making, individuals within affected units are likely to be more fully engaged in and supportive of organizational goals and initiatives.

Differences Between Proposed Activities and Current Processes

A common theme underlying the reorganization of Academic Affairs is the elimination of silos that restrict the open exchange of mission-critical information and resources. This proposal seeks to accomplish a similar goal by mitigating the consolidation of administrative authority and decision-making power arising from the creation of larger interdisciplinary schools to be overseen by a small number of Directors and Assistant/Associate Directors. Eliminating silos of administrative authority and decision-making power can be accomplished through the creation and implementation of new policies and procedures regarding the mechanisms by which such academic leaders are selected. Further consideration should also be given to establishing more specific policies and procedures that allow the faculty body to provide direct and meaningful

feedback to performance evaluations of academic leaders within the departments, schools, and colleges to which they belong. The university would greatly benefit from the creation of programs that identify and cultivate the talent of faculty leaders who aspire to serve their colleagues in academic leadership roles. Drawing from our internal pool of potential leaders would also yield financial benefits through reduced dependence on external job searches, which would lower overall costs associated with hiring for leadership positions.

STRUCTURAL AND IMPLEMENTATION PROPOSALS

Our proposal is firmly grounded upon the long-standing principles of shared governance, transparent decision-making, and mutual trust, all of which are hallmarks of successful academic institutions. This proposal is aspirational and represents a dramatic cultural shift at USM as it reconsiders the organizational paradigm that for many years has unnecessarily restricted the manner by which key academic leadership roles have been conceptualized and filled within the University. In this regard, the proposal seeks to advance an environment of trust and mutual respect through greater faculty engagement and participation, whereby greater collaboration, efficiency, and innovation can flourish.

We recommend incorporating simple principles using the multi-stage process described below, whereby the university community will become more fully vested in the institution's success, at all administrative levels. It has been written in a manner that provides the flexibility necessary to accommodate the highly varied nature of academic leadership roles within the University's existing and future organizational structure. Incorporation of this proposal as official policy in the faculty handbook should begin immediately as part of *The Plan for Academic Reorganization: Vision 2020.* Likewise, the implementation of this policy could coincide with the selection of permanent leaders following academic reorganization. Both short- and long-term financial benefits to the institution will be realized with the cultivation of internal leadership talent, thus minimizing the expense in the search for, and hiring of, external candidates.

1. Faculty Nomination of Candidates for Academic Leadership Positions:

When the University community seeks to fill academic leadership positions (e.g., Deans, Directors, and Department coordinators), we recommend that all members of the Corps of Instruction who work within the affected organizational unit (hereinafter referred to as "the relevant faculty") be afforded the opportunity to openly nominate qualified candidates from among the faculty ranks consistent with the job-related criteria as specified in the position announcement created by the search committee and approved by the charging authority. For the majority of academic leadership positions, nominated faculty candidates should occupy the rank of tenured associate professor or professor. Relevant faculty members will be allowed to nominate qualified internal candidates from a list of all eligible tenured associate professors or professors within the affected organizational unit. The nomination process can be easily facilitated using existing university resources in a manner similar to the electronic election process currently used for various faculty governance bodies. The Office of the Provost, in conjunction with representative faculty bodies, will administer, supervise, and tabulate the results of the nomination process. The eligible faculty members who receive the greatest number of nominations (three by convention or as determined appropriate by each unit) will be asked if

they wish to be considered further for the position. If one or more are unwilling to do so, the eligible faculty member with the next greatest number of nominations will be asked if s/he is willing to be considered. This process will continue until either the target number of eligible candidates (three by convention or as determined to be appropriate by each unit) who are willing to be considered is identified or until the list of eligible faculty is exhausted. At no time shall internal candidates be precluded from a search to fill an academic leadership position.

2. Faculty Screening of Candidates for Academic Leadership Positions:

We recommend that all of the qualified faculty candidates who emerge from the internal nomination process described above, as well as any qualified external candidates identified through traditional means, such as selection by a search committee, will be engaged by the relevant faculty through a formal presentation and an open question-and-answer forum. The purpose of the formal presentation and an open forum is to allow all eligible faculty-nominated and external candidates to share and discuss with the relevant faculty their leadership philosophy, strategic vision, and long-term goals for the position and organization.

3. Faculty Input on Selection of Academic Leaders:

Qualified candidates for academic leadership positions shall be identified by a selection committee whose membership must include relevant faculty, but may also include other unit-level stakeholders (e.g. staff). The size of each selection committee shall be determined by the charging authority, but search committee membership shall be determined by a nomination process among the relevant faculty (to include self-nominations for service). If the number of nominations exceeds the number of seats of the selection committee, final membership must be determined by a vote among the relevant faculty. If too few nominations are received, the charging authority may appoint the balance of members to reach full committee membership. During their first meeting, selection committee members shall elect their Chair. The selection committee shall ultimately be responsible for the identification of qualified candidates and the screening process by which those candidates shall be evaluated. In this regard, they will be directly involved with the faculty nomination process outlined in Item 1 above. Although the selection committee is responsible for identifying qualified candidates, all faculty members will be allowed to review application documents of all persons that apply for a given position if they sign a non-disclosure form to preserve the confidentiality of the application process.

Upon conclusion of the screening process, we recommend that all faculty members within the affected organizational unit be allowed sufficient and reasonable time to deliberate each candidate's merit and qualifications and then vote via anonymous ballot, the results of which will be used to rank order the candidates. This information will only be made available to the search committee, whose members are bound by confidentiality, and the charging authority/ies for the search. *While the nomination, screening, and selection processes described above support the principles of shared governance, transparent decision-making, and mutual trust, such recommendations are advisory in nature and the final decision-making authority rests with the Provost and Deans.*

Additional Recommendations:

In order to facilitate the proposed transformation in how the University conceives of and selects faculty members to serve as leaders among professional peers, additional consideration must be given to the manner in which leadership talent is identified and cultivated at the University. To

achieve this vitally important end, we recommend that a concerted effort be undertaken to establish and support leadership development opportunities that capitalize upon the talent and potential that currently exists within the faculty ranks.

In this regard, our committee also makes the following recommendations:

1. We recommend that the Office of the Provost should identify and engage a core number of highly motivated faculty members who are committed to redefining the culture of leadership at USM and charge the group with organizing and implementing an internal "Academic Leadership Institute" (ALI). The Center for Faculty Development, currently within the Office of the Provost, is a logical home for this institute.

2. As part of the "Academic Leadership Institute" (ALI), we recommend implementing a mandatory "Leadership Orientation Series" that will expose all Deans, Assistant/Associate Deans, Directors, Assistant/Associate Directors, and Department coordinators (regardless of past experience) to the fundamentals of leadership within the culture of USM. The orientation series will provide an overview of academic leadership expectations from various organizational perspectives by instilling an appreciation for the rights / interests of staff and faculty, the importance of collegiality and mutual professional respect, the practical necessity of cooperative shared governance, and an awareness of the generally accepted standards of academic freedom.

3. We recommend implementing a mandatory "Leadership Enhancement Series" for all Deans, Assistant/Associate Deans, Directors, Assistant/Associate Directors, and Department coordinators (regardless of past experience). Participation by active academic leaders occupying such roles should occur on a regular recurring basis throughout the term of service. The series will most likely include seminars, lectures, independent / group activities, and workshops. While the series is primarily intended for those who will be selected to serve as new academic leaders under the *Plan for Reorganization*, such seminars, lectures and workshops should also be made available to the larger faculty community as a proactive means for cultivating future leaders.

4. By creating a "Leadership Enhancement Series," USM can also further distinguish itself as a model that provides leadership development training via the formation of an "Academic Leadership Lecture Series" and a "Leadership Outreach Program." The "Academic Leadership Lecture Series" will identify critical leadership issues that exist not only within USM but the larger environment of higher education within the state and across the nation. The Series will sponsor and invite highly qualified subject matter experts to make presentations to the campus community with the goal of raising awareness regarding emerging / enduring leadership issues and inspiring the faculty to think progressively about strategies and solutions that can be applied on a local level. Likewise, the "Academic Leadership Outreach Program" can provide leadership development training for our in-state institutional counterparts and professional colleagues. To be sure, the environment for higher education within the state has an effect on all institutions at both the junior/community college and college / university levels. USM can fill a critical role by providing leadership development programs on an outreach basis either at no cost or for-profit. By doing so, the university builds upon existing relationships with other institutions and elevates its profile over time as a progressive model for and source of leadership development within the state and region

5. We recommend establishing and implementing specific policies and procedures into the University's Faculty Handbook which allow the faculty body to provide direct and meaningful feedback and evaluation regarding the identification, nomination, selection, and performance of

academic leaders for the departments, schools, and colleges to which they belong. The process by which these faculty evaluations are performed should be regular and transparent, such that the decision-making processes of our academic leaders enhance the faculty's confidence in and support for their academic leaders, thereby further committing the Corps of Instruction to achieving long-term institutional goals.

EVALUATION STRATEGIES

The committee recommends evaluating the changes described above in a manner similar to the periodic evaluations proposed as part of the Vision 2020 document. In particular, the Provost, Council of Deans, Council of Directors and the Faculty Senate will collectively evaluate the effectiveness of the recommended changes in how academic leaders are selected as well as the relative progress of implementing the Academic Leadership Institute (ALI). The committee recommends that these advisory bodies undertake the evaluative process three years after the date of initial implementation.

Academic Reorganization

Academic Staff Structure Committee

Kelly James-Penot, MFA (Chair)

Anna Barrett; Belynda Brock; Carolyn Cawthon; Darcie Conrad; Elizabeth Cranford; Sally Downey; Darcie Graham; Sharon King; Heather Miller; Carlos Sterling; Michelle Shows; Debbie Stoulig; Terry Whittington

1. *Develop inventory of work, classified into categories;*
2. *Identify basic staff roles applicable to all schools, regardless of size or scope; and*
3. *List potential new configurations/ideas to maximize efficiencies, service, productivity and engagement.*

December 13, 2017

Dear Academic Reorganization Steering Committee,

The Academic Reorganization Staff Structure committee is comprised of highly respected staff members from a diverse cross section of academic units. The committee began to address the given charges by examining the existing staff structures within the University and those of institutions with structures similar to those outlined in the Vison 2020 document. It quickly became apparent that our institution will be very unique after the academic reorganization and will require a structure unique unto its own.

This committee kept a grassroots mentality as it addressed the charges. Viewpoints outside of the committee were sought out. Members of the campus community were invited to share information and their perspectives for the committee to consider. The input the committee gathered greatly informed the final proposals and recommendations. The proposals focus on how the schools, colleges and University as a whole can become more efficient through the academic reorganization while keeping student success and retention at the forefront. As a result of the effort to fully address the charges, the committee has developed six proposals for consideration. The creation of these proposals have evolved from one another and inform each other. The committee recommends that these proposals should be read in the following order.

1. School Staff Structure
2. College Staff Structure
3. Maximizing Operational Efficiencies in Academic Processes
4. Academic Staff Development, Promotion, and Retention
5. Communication Plan for Implementation
6. Academic School Staff Operations Manual

As we approach and implement the reorganization plans, transparent, thoughtful communication is required to ensure equal commitment and buy in from all University constituents. It is this committee's belief that buy in from staff will be a critical component. On July 1st, 2018 many staff members in academic units will have a new title, job description and leader. Some may find themselves working in an entirely new office. This is a good deal of change and the benefits of the academic reorganization must be highlighted. The staff structure is the skeletal backbone of the academy. To strengthen the backbone, staff members should be invested in with professional development and incentivized by promotion opportunities.

An overarching goal of these proposals is to increase staff ownership in the work they execute within the newly formed schools. Increased ownership of the vital role that staff play within the academic structure has potential to foster a culture of collegiality.   Academic units are driven by

faculty members and as a result staff members are rarely given a voice in decision-making processes. As staff members form new academic units and unify into work groups, this committee hopes that they will be empowered in their new roles. Increased empowerment and ownership will result in improved student and faculty support.

Another primary goal of these proposals is to renew our commitment to improve the student-focused processes. A successful academic reorganization requires a change in the University culture. We highly encourage changes that eliminate the "Southern Miss Shuffle" and elevate the priority of our students. Commitment to these ideas must be engrained in all levels of the University for a true culture shift to be effective.

Sincerely,

Kelly James-Penot

Chair, Academic Reorganization Staff Structure Committee

Steering Committee Overview

Academic staff members serving on this Staff Structure Committee embraced the opportunity to contribute to the reorganization process and approached the charges with dedication and a determination to create a campus environment that best meets USM's visionary goals of academic excellence and student success. From day one, this committee focused on drafting collaborative proposals that, with welcomed input from a variety of people and institutions garnered the support of all members. For many, this was the first experience working in an interdisciplinary capacity that encouraged openness, that resulting in a synergy among the representatives from different schools. The presence of staff members from both the school level and the college level provided a wider view of academic operations.

Preproposals and full proposals were regularly presented to the full committee and discussed in length as issues were identified and ultimately resolved. While constrained by the overall timeline, committee members rose to the challenge and successfully completed tasks at hand by spending numerous hours communicating both via email and in face-to-face meetings. The submitted proposals were data driven wherever possible, allowing members to look beyond the boundaries of USM to other institutions and identify best practices that could be put in place here.

Committee Chair Kelly James-Penot kept the meetings on track while ensuring that everyone's voice was heard. Sub-committees routinely presented updates on their work to the group as a whole. Outside experts, such as Krystyna Varnado and Patti Teague from HR, attended meetings and provided additional information that proved useful in the drafting of proposals. ARSC *ex officio* members were invited to sit in on all meetings and were given the opportunity to review and offer feedback throughout the process both in person and via email. The unified effort shown during this phase of the reorganization will be a key factor in the implementation phase, and it is highly recommended that most, if not all, of those currently serving be asked to continue as we move into Phase II.

INDIVIDUAL PROPOSAL RECOMMENDATION

PROPOSAL TITLE: School Staffing Structure and College Staffing Structure

REORGANIZATION COMMITTEE: Academic Reorganization Staff Structure Committee
Chair – Kelly James-Penot
Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Sharon King, Heather Miller, Carlos Sterling, Michelle Shows, Debbie Stoulig, Terry Whittington

STATEMENT FROM SUB-COMMITTEE:

The School Staffing and College Staffing structure subcommittee was tasked with recommending structures that would most efficiently and effectively position our current staff within both the school and college levels. The entire committee worked to identify a listing of the core staff duties that are applicable across all schools and our subcommittee identified core staff duties across all colleges. We revamped *Appendix 13B* to analyze how our current staff were positioned and to identify those staff who have discipline specific specialized jobs. One of the overarching recommendations from our committee is to create consistency in school and college job titles and job descriptions. Consistency across campus will increase our efficiency, create a more unified working environment and result in a culture shift to eliminate the "Southern Miss Shuffle". Our subcommittee is committed to continued advancement of this proposal as it is based on a metric system that will maximize the human resource capital at Southern Miss.

STATEMENT FROM COMMITTEE CHAIR:

The recommendation for staff structure in schools is based on an effort to reduce duplication of effort and increase efficiency. The formation of this proposal was driven by the development of inventory or work executed at all schools regardless of content delivery. The duties were then loosely classified into the categories of budgetary, academic and operations.

This proposal recommends that all staff members in administrative offices receive a newly standardized title along with a more accurate job description. Currently staff within academic units have a wide variety of titles. The titles of secretary and office manager are not appropriate in modern office settings and should be discontinued in use. Many staff members hold the title of administrative assistant. This title is misleading and inaccurate as it implies that the staff member is assisting an individual executing a duty. In fact, many of the duties are executed wholly by the staff member. The committee recommends that all staff members in school offices receive the title of Administrative Specialist. Under the new structure staff, members will be cross trained to execute all of the duties necessary for the function of the school. Staff members will specialize in one or two categories. For the staff members who are the sole staff member in the school, the committee recommends that they receive the title of Academic coordinator. Academic Co-coordinators will not specialize in any one area but execute all of the duties required within the school.

Data and key performance indicators were used to create a rubric for school staffing needs. Each school received a recommended number of staff positions. Approximately 15 valuable staff positions will be available for redistribution. The committee is fully aware that it would be impossible to understand all of the nuances and unit specific needs of each school. Interim Directors should work closely with the Deans of their Colleges to petition and lobby for additional staff positions as the needs of their school dictates. Staff members should be included in this process. Many staff member's skills and strengths have grown outside of the roles they currently hold. Some have obtained advanced degrees during their tenure at USM. These staff members should be placed in positions that better support the needs of College within other

schools. Staff members should not be placed in a situation where they are applying for a position within the University but rather given the opportunity to vocalize their strengths and career aspirations.

Upon reviewing the data gathered from Human Resources, the committee removed the staff members supported by DE lines and grant funding from consideration. As the funding for these staff members are tied to specific programs, their duties cannot be reevaluated, nor should they be considered for reassignment during the academic reorganization implementation. Another group of staff members which are funded from E&G lines have also been isolated. This proposal refers to this group of staff members as unit specific. By title or by function, many of these staff members are lab instructors and deliver educational content through nontraditional mechanisms.

The contributions of both of these categories should be reevaluated. Many who fall within these two groupings deliver instructional content. These members of the University should be encouraged as equally as faculty to reach outside of the schools in which they are housed. The specialisms these staff members possess could contribute greatly to furthering educational opportunities for our students in collaboration with faculty and staff outside of their school.

The effective implementation of the forming of the new schools will greatly depend on strong leadership from the Interim Directors. The committee recommends that a best practices training series be put in place for the Spring of 2018. By attending this series, Interim Directors will receive critical information will give them a successful outcome as they allocate the duties of their school staff.

The success of the school staff structure depends largely on the support of a fully functioning college staff structure. Without the staff positions within the College, the duties of the college migrate down to the schools. This results in an increased need for staff positions within the schools. Upon examination of peer institutions, it was discovered that many universities offer greater staffing support for the schools at the college level than we currently have here at USM.

The scale and scope of each college requires each college to have a unique staffing structure to support the educational needs of each unique school. The goal of this proposal is to recommend the minimum staffing needs of each college which are repeatable across colleges. Currently there is a great disparity in job titles across the colleges. Staff members who execute similar duties for each college hold individualized titles. One of the goals of this proposal aims to rectify this issue and bring clarity to the role and function of the position.

It is the recommendation of this committee that every effort be put in place to have these colleges fully functional by mid-May in advance of the schools forming on July 1, 2018.

Steering Committee Overview

This proposal defines school staffing levels according to various school metrics, including, for example, number of departments, faculty, and students, number of SCHs, and size of graduate programs. Unit specific staff positions are clearly identified along with the essential staffing duties categorized by budgetary, academic, and operational tasks. This proposal aligns well with the *"Academic School Staff Operations Manual"* and interrelates to a proposal from the Faculty Governance and Representation Committee "*Responsibilities of Unit Leaders and School Directors*." The proposal also provides a preliminary assessment of school staffing needs and illustrates organizational structures of small, medium, and large schools. These preliminary assessments will obviously need refinement based on unit-specific needs that fall outside the standard metrics (e.g., centers, institutes, public service), but the provided examples provide a baseline for further discussion.

Similar to the *"College Staffing Structure"* proposal, one important issue will be where certain positions reside, i.e., what is the optimal placement for certain specialty staff, in the colleges or in the schools? This is a larger-scale issue that may involve looking at specialty staff at other universities who are doing it well.

The detailed implementation strategy includes a collaborative approach to transitioning to the new staffing levels. This proposal recommends that staffing needs be reevaluated every 36 months and that an appeals process be created to handle potential issues of conflicting ideas. These are both strong evaluation strategies and will be instrumental in addressing necessary adjustments as we go forward.

Committee: Academic Staff Structure

Proposal: "School Staffing Structure"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:

- Review and approval by Human Resources

Timeline / Resources Considerations:

- As stipulated in the proposal.

School Staffing Structure

Academic Reorganization Staff Structure Committee

Full Proposal

Committee Charge Being Addressed by Proposal

- Develop inventory of work, classified into categories.
- Identify basic staff roles applicable to all schools, regardless of size or scope.
- List potential new configurations/ideas to maximize efficiencies, service, productivity and engagement.

Staff Structure Committee Members
Chair – Kelly James-Penot
Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Sharon King, Heather Miller, Carlos Sterling, Michelle Shows, Debbie Stoulig, Terry Whittington

NARRATIVE

The University of Southern Mississippi has been faced with ongoing budget reductions for more than a decade, resulting in an erosion of both staff and faculty positions. As positions became open, the university declined to fill those positions in order to meet the budget reductions with the hopes of minimizing faculty and staff impact. Over the years this has forced both faculty and staff to absorb an increasing number of duties. On top of this, because the positions were absorbed when they became open, it has in some cases, caused an inequity of staff support. The Academic Reorganization Staff Structure Committee believes that by addressing the charges we will be able to remedy this issue of being understaffed in certain units due to attrition through the reorganization and increase efficiency and equality in staff support across academic affairs.

In order to properly address the charges the committee deemed it vital to base the reorganization and redistribution of staff using a data driven metric. This began by developing a comprehensive inventory of work that is uniform across the core staff roles in all schools. The resulting list of approximately 45 duties can be loosely gathered into three areas: budgetary, academic, and operational support (See Appendix A). The second task was to develop the metric to help identify the core staffing needs of the individual schools. The metric utilizes data such as number of faculty, majors, SCHs, undergraduate, master's and Ph.D. programs, certificate programs, and additional non-uniform programs. Using the metric, three different variations of staffing for schools were identified: small, medium, and large schools.

The committee started with a review of the *IHL Appendix 13b – Schools and Departments* made available on the Provost website. The first issue we identified was that the staff count included all staff regardless of funding source. We felt this was an inaccurate representation of the staff that would be addressing core job duties. Staff being funded through designated or restricted funding are highly specialized to their discipline and are unlikely to be used in a core staffing pool. The committee removed those staff from the spreadsheet in order to have a more representative listing of core staff available to use in the metric. The raw data to begin the analysis were obtained from the Office of Fiscal Planning and Analysis. The data were then sorted into administrative and unit specific staff. Administrative staff duties fall into the core job duty groupings of budgetary, academic and operational support. Unit specific staff are those who have unique job duties in their areas. A listing of those staff can be found in Appendix B.

Careful consideration was given to which metrics were the most crucial to determining the size and scope of each newly formed school, recognizing that no data will be all inclusive, and as such we have included a special considerations column. We identified the following criteria to be indicators of the quantity of work and time required to efficiently operate:

- o # of Departments/# of Faculty/# of Degree Plans are all key indicators of the size of a school, which is a large contributor to the time required to efficiently operate
- o # of Students (primary and secondary majors) dictates the time dedicated to advising, paperwork, student records, and general office traffic

- # of SCH's affects the time needed for textbook entry, course scheduling, traffic flow, makeup exams, and faculty support
- # of Master's, Ph.D., and Certificate Programs affects the time for course scheduling, textbook, managing graduate assistantships, and graduate student support

After analyzing the data, we saw three groupings of schools emerge based on their number of benchmarks (given in the lower left of Appendix B). The benchmarks were set to quantify the identified indicators as being representative of the amount of work produced by a school and as such would require additional administrative support to operate efficiently. Schools that hit a benchmark of 5 or more were considered large; 3 or 4 were considered medium; and 2 or less were considered small. There may be special consideration for additional core staffing needs like non-standard additional duties and proximity issues. Our recommendation would be that large schools start with a minimum of three administrative staff; medium schools with two administrative staff, and small school with one administrative staff.

Statement of Objectives

Synopsis of Aspirational Aims (i.e. how do the proposed activities meet the aspirational goals of the reorganization?)

1. Identify the core staff responsibilities and roles of the proposed school structure
    A. The committee has identified three core staff duty groupings.
        1. Budgetary (See Appendix A)
        2. Academic (See Appendix A)
        3. School Operations (See Appendix A)
    B. The new school structure will move us from various positions to identifiable duty groupings that are considered the core of each school's operations.
    C. The number of staff responsible for the duty groupings may be scaled up or down, dependent on a variety of metrics. (See Appendix C)
    D. The committee identified the core needs of the school. The staff responsible for the staff duty groupings should be fully E&G funded. Each school may have unit specific staff based on the needs of the individual schools, some of these positions will be E&G, Designated, Grant, or a combination for their funding source(s).
    E. The Dean's Office should provide assistance to the Interim Directors to identify which administrative staff will make up the new schools and redistribute the work force as needed to strengthen and support the schools.
2. Current specialized duties will need individual evaluation based on the requirements of their duties.
    A. Appendix B gives a list of current specialized job titles
    B. The Interim Director should meet with unit specific staff during the spring semester to identify job duties and discuss how to match their skill sets and duties into the new school.
3. Current Titles and Job Descriptions are outdated and not consistent
    A. Recommend that all job titles concerning the core staffing be consistent.
        1. Recommend use of "Administrative Specialist" and "Administrative Coordinator".
    B. Recommend that Human Resources work to standardize job titles and job descriptions.
    C. Recommend that Human Resources work to incorporate the Academic Staff Development, Promotion, and Retention proposal from the Academic Reorganization Staff Structure Committee.

Description of Projected Outcomes and Impacts (be as specific as possible, citing any available data)

- The reorganization of duties and the redistribution of staff will result in increased efficiency in staffing based on school size metrics
- Staff members will be able to move between schools more efficiently and effectively and will be able to share ideas, tools, and efficiencies directly across schools
- Cross training, will result in continuous support to the faculty and students.
- Recommend that all Interim Directors meet with the current administrators to discuss how to incorporate staff member strengths while covering the schools required duties (Appendix A) and any specialized duties specific to the

individual school.

- o Recommended school structures based on size and school (See Appendix D)

Differentiate Proposed Activities from Current Processes

- o Create consistency in job titles and job descriptions
- o Remove the title "Secretary" and "Receptionist," which are outdated and not reflective of current positions.
- o Create a system for promotion based on years of service, satisfactory evaluations, and recommendation of faculty and fellow staff.
- o Creating spheres of specialization which allow better in-depth knowledge and more efficient work processes.
- o School level staff should report directly to the Director and collaborate with chairs, faculty and staff. Benefits of reporting to the Director:
    - ➢ The Director is a 12 month employee.
    - ➢ The Director signs off on monthly leave and attendance and will be available to approve time off request.
    - ➢ The Director should be the primary evaluator with input from the chair of their specific discipline.

Discuss Future-oriented Opportunities for Consideration

- o Recommend that Appendix C school size metrics be reevaluated every 36 months to identify any staff changes needed to more efficiently operate each school based on size and scope. This process may allow for a "probationary" time period after the evaluation in order to allow a school to show growth. Schools petitioning for additional staff under the metric will be required to show sustainable growth and need over at least a 24-month period.
- o Recommend that a Staff Operations Manual (website) be created to improve efficiency of staff across the entire university community.

Implementation Strategy

Implementation Methods and Procedures
- o Please refer to the Academic Reorganization Staff Structure Committee's proposal for details regarding our recommendation on Implementation.
- o Recommend that all staff title and job description changes take effect on or before July 1, 2018.
- o Recommend that, in conjunction with the Dean's Office, Interim Directors should identify the administrative staff of the newly formed schools in mid to late Spring to discuss handling of the duty groupings based on identified needs of the newly formed schools.
- o Recommend incoming Interim Directors attend a 'best practices' meeting with information and about the spheres of specialization, how to best incorporate multiple staff into a new school, and the evaluations process.
- o Recommend that, whenever possible, staff that will be moving to a different area be allowed to transition to their new area in late June, prior to July 1 for a smooth implementation beginning on July 1.

Estimate Time Requirements for Proposed Implementation
- o Interim Directors should identify the administrative and unit specific staff of the new school early in the Spring semester.
- o Meet with identified administrative staff of the new school in mid to late Spring.

Personnel Involved in Implementation (administration, faculty, staff)

- o Dean
- o Interim Director
- o Administrative Staff
- o Unit Specific Staff
- o Chairs, if applicable

Discuss Short- and Long-term Financial Impacts (if applicable)

- o Potentially this will make administrative staff available to move from current departments and schools to the newly formed schools to more equitably meet the staffing needs of each school based on Appendix C.

Recommend Evaluation Strategies for the Proposal (including data and metrics as appropriate)

- o See Appendix C: Recommend these metrics be updated every 36 months and reevaluated for changes in staffing needs of each school. Create an appeals policy for those schools who have moved to a lower tier and 'consistent growth' policy for those schools who have moved to a higher tier.

Appendix A
List of staffing duties

Budgetary:

1. Permission to Hire
2. Personnel Action Form (PAF)
3. Personnel Data Sheet (PDS)
4. Adjunct Hiring
5. Graduate Assistant Paperwork
6. Maintain Personnel Files
7. Time Sheets/Submit Payroll
8. Soar-Fin & Procurement Card
9. Monthly Detail Report (MDR)
10. Requisitions/Purchase Order (PO)
11. Payroll Distribution Report (PDR)
12. Reconciling/Fixing Payroll Errors
13. Interdepartmental Invoice (II)
14. Budget Revisions
15. Remittance Voucher
16. Professional and Personal Services Agreement (PSA)
17. Reimbursement Voucher
18. Permission to Travel (PTT)
19. Travel Voucher
20. Pinnwebb
21. Cash Net
22. Petty Case
23. Request for Foundation Withdrawal
24. USM Foundation GO! System
25. Grant Reporting
26. T&E Reporting (Grants)

Academic:
27. Course Scheduling
28. ASTRA
29. Textbook Entry
30. Ordering Desk Copies
31. Recruitment
32. Admissions Portals - Radius and AppReview
33. Assigning Advisors
34. Processing Student Forms
35. Graduate Assistant Paperwork
36. Change of Major/Minor
37. SOAR Processes
38. UG & Grad Bulletin Updates/Changes
39. Foundation Scholarships/Awards
40. Proposals for Academic Council & Graduate Council
41. Consortia Agreements/Contracts with Facilities for Internships or Student Observations

Operations:

42. Inventory/Property Accounting
43. Building Liaison
44. Maintain Website
45. All Media: Facebook, Twitter, etc.

Appendix B

List of Unit Specific Staff

Note: These are only for positions with E&G funding. Any positions fully funded by designated or restricted funds should incorporate into their new school in the same manner as the below listed unit specific staff (i.e. meet with the new director, etc.).

(Position, Current Department/School)

1. Academic Advising Coordinator: Biological Sciences
2. Laboratory Assistant: Medical Laboratory Sciences
3. General Manager, WUSM: Mass Communications
4. News Content Advisor: Mass Communications
5. Senior System Analyst: Computing
6. Laboratory Coordinator: Criminal Justice
7. Transcriber: History
8. Academic Tech Support: Interdisciplinary Studies
9. Laboratory Teaching Supervisor: Chemistry & Biochemistry
10. Senior Lab Instructor/Coordinator: Chemistry & Biochemistry
11. Piano Technician: Music
12. PR/Marketing & Event Coordinator: Music
13. Senior Hydrographic Instrumentation: Marine Science
14. Facilities/Lab Manager: Marine Science
15. Art Staff Technician: Art and Design
16. Supervisor of Tech Production: Theatre
17. Supervisor of Costume & Make-up: Theatre
18. Facility Coordinator: Polymers and High Performance Materials
19. Placement Specialist: Curriculum, Instruction & Special Education
20. Course Mentor: Nutrition & Food Systems
21. Field Education Specialist: Social Work
22. Interim Program Director: Child & Family Studies
23. MFT Clinical Director: Child & Family Studies
24. Program Director: Child & Family Studies
25. Program Manager: Public Health
26. Clinical Secretary: Speech & Hearing

*Unit Specific Staff in Appendix C includes 20 staff members related to the Child Development Center at both Hattiesburg and Gulf Park campuses.

** Many of these staff serve as Instructors for their respective disciplines. Many hold advanced and/or terminal degrees within their respective disciplines.

***Recommend that the unit specific staff report directly to the Director of their respective school.

School	Total # of Departments	Total # of Faculty	Total # of Students (Fall 2016-Primary and Secondary Degree Plan Enrollment)	Total # of SCHs (Fall 2016)	Total # of Undergraduate Degree Programs	Total Number of Master's Degree Programs	Total # of Ph.D. Degree Programs	Total # of Certificate Programs	Total Number of Administrative Staff	Total Number of Specialized Staff	Student to Faculty Ratio	Faculty to Administrative Staff Ratio	Student to Administrative Staff Ratio	Totals	Recommendation	Additional Considerations
Biological, Enviromental, and Earth Sciences	4	48	1002	12931	5	4	2	3	5	2	20.88	9.60	200.40	8.00	Large	
Communication	2	29	650	6148	6	3	1	0	3	3	22.41	9.67	216.67	6.00	Large	Student Media Center and WUSM
Computing	1	22	583	4644	5	1	1	0	2	1	26.50	11.00	291.50	3.00	Medium	
Construction	1	13	601	3848	4	0	0	1	1	0	46.23	13.00	601.00	2.00	Small	
Criminal Justice	1	13	540	3410	2	3	1	1	1	1	41.54	13.00	540.00	2.00	Small	
Humanities	3	65	602	18109	5	3	2	1	4	1	9.26	16.25	150.50	8.00	Large	Center for Oral History
Interdisciplinary Studies and Professional Development	3	12	752	4110	3	1	1	1	2	1	62.67	6.00	376.00	4.00	Medium	
Mathematics and Natural Sciences	3	44	340	12951	3	3	3	0	4	2	7.73	11.00	85.00	5.00	Large	
Music	1	41	443	6246	2	3	2	0	4	2	10.80	10.25	110.75	5.00	Large	Band, Opera, Choir, Orchestra, Jazz and Marching Band
Ocean Science and Technology	2	28	126	618	2	3	2	0	2	2	4.50	14.00	63.00	2.00	Small	
Performing and Visual Arts	3	27	352	6063	4	1	0	0	3	3	13.04	9.00	117.33	5.00	Large	Art shows, theatre performances and dance performances; space issue
Polymers and High Performance Materials	1	13	180	1537	2	1	1	0	3	0	13.85	4.33	60.00	1.00	Small	Institute for Formulation Science
Social Science and Global Studies	4	48	537	10824	9	4	1	1	3	0	11.19	16.00	179.00	6.00	Large	
Total for College of Arts and Sciences	**29**	**403**	**6708**	**91439**	**52**	**30**	**17**	**8**	**37**	**18**	**24.22**	**11.93**	**249.26**			
Percent of four college total:	0.617	0.594	0.452	0.595	0.634	0.526	0.586	0.308	0.561	0.391						
Accountancy	1	13	430	2657	1	1	0	0	1	0	33.08	13.00	430.00	1.00	Small	
Finance	1	8	190	5240	1	1	0	1	1	0	23.75	8.00	190.00	1.00	Small	
Management	1	17	1162	3475	3	1	0	1	1	0	68.35	0.00	0.00	3.00	Medium	
Marketing	1	13	602	3421	6	1	0	4	1	0	46.31	13.00	602.00	4.00	Medium	
Total for College of Business and Economic Development	**4**	**51**	**2384**	**14793**	**11**	**4**	**0**	**6**	**4**	**0**	**42.87**	**8.50**	**305.50**			
Percent of four college total:	0.085	0.075	0.161	0.096	0.134	0.070	0.000	0.231	0.061	0						
Child and Family Sciences	1	15	342	4408	1	3	0	0	2	23	22.80	7.50	171.00	2.00	Small	Childrens Center
Education	3	47	1052	6952	3	8	6	5	7	1	22.38	6.71	150.29	8.00	Large	Center for Literacy and Assessment. Educational Field Experiences.
Kinesiology and Nutrition	2	23	551	5518	4	3	1	2	2	1	23.96	11.50	275.50	4.00	Medium	Driver safey Center. Human Performance Labratories.
Library and Information Science	1	9	236	2008	1	1	0	2	2	0	26.22	4.50	118.00	1.00	Small	
Psychology	1	37	692	10192	2	3	2	0	4	0	18.70	9.25	173.00	5.00	Large	
Social Work	1	19	452	2392	1	1	0	0	3	1	23.79	6.33	150.67	1.00	Small	
Total for College of Education and Human Sciences	**9**	**150**	**3325**	**31470**	**12**	**19**	**9**	**9**	**20**	**26**	**22.98**	**7.63**	**173.08**			
Percent of four college total:	0.191	0.221	0.224	0.205	0.146	0.333	0.310	0.346	0.303	0.565						
Health Professions	2	14	759	6383	4	1	0	0	2	1	54.21	7.00	379.50	4.00	Medium	
Leadership and Advanced Nursing Practice	1	19	288	3226	0	1	2	3	1	0	15.16	19.00	288.00	3.00	Medium	
Professional Nursing Practice	1	24	1098	3649	1	0	0	0	1	0	45.75	24.00	1098.00	1.00	Small	
Speech and Hearing Science	1	17	280	2770	2	2	1	0	1	1	16.47	17.00	280.00	3.00	Medium	Dyslexia Therapy. The Speech, Language and Audiology Clinic.
Total for College of Nursing and Health Professionals	**5**	**74**	**2425**	**16028**	**7**	**4**	**3**	**3**	**5**	**2**	**32.90**	**16.75**	**511.38**			
Percent of four college total:	0.106	0.109	0.163	0.104	0.085	0.070	0.103	0.115	0.076	0.043						
Four college total:	**47**	**678**	**14842**	**153730**	**82**	**57**	**29**	**26**	**66**	**46**	**30.74**	**11.20**	**309.80**			

DRAFT VERSION 1.4

Schools receive +1 for each one of these catagories.
Greater than 3 Depts
40+ Faculty
600+ majors
6000+ SCHs
4+ Undergrad Degrees
1+ Masters
1+ PhD
3+ certificates
1+ special considerations

Large School is a total of 5 or more.
Medium School is a total of 3 or more.
Small is a total of zero or more.

Variation 1: Small School

School Recommendations, based on Appendix C:

Accountancy; Child & Family Sciences; Construction & Design; Criminal Justice, Forensic Science & Security; Finance; Library & Information Science; Management; Ocean Science & Engineering; Polymer Science & Engineering; Professional Nursing Practice; and Social Work

Cons:

- One Administrative Coordinator responsible for all duties identified in Appendix A

- No opportunity for cross training

- Limited availability for faculty and student support

- In the event the Administrative Coordinator is out of the office the Director will be the sole employee to cover the office unless student workers are available and can be organized.
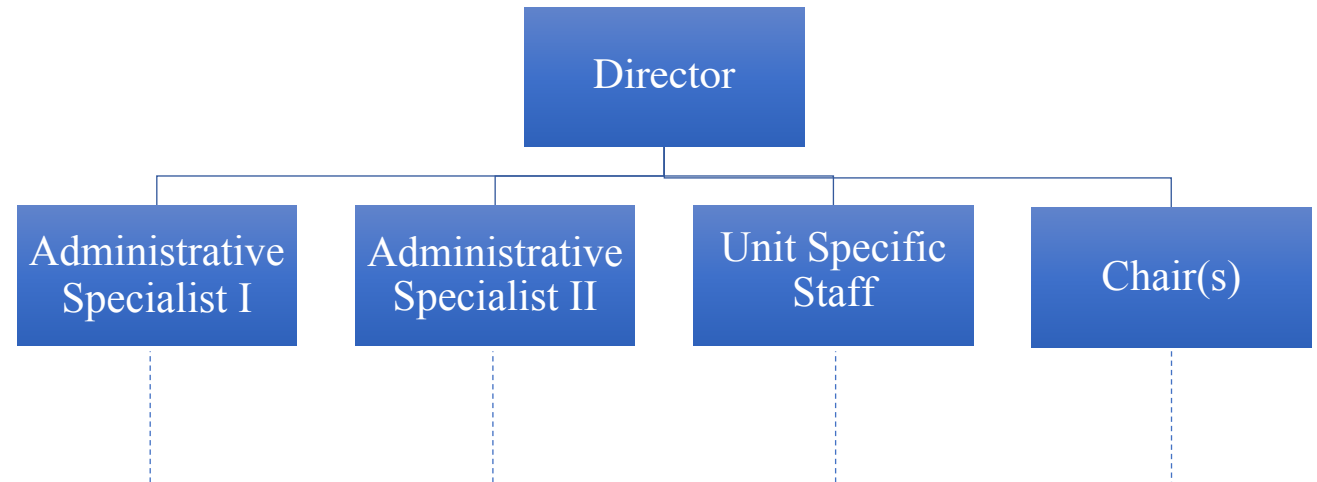
Variation 2: Medium School

School Recommendations, based on Appendix C:

Computing Science & Computer Engineering; Health Professions; Interdisciplinary Studies & Professional Development; Kinesiology & Nutrition; Leadership & Advanced Nursing Practice; Marketing; and Speech & Hearing Sciences

Pros:

- School office coverage if the other Administrative Specialist if out of the office

- Cross training options available

- Available faculty and student support

- Director will be able to evenly distribute the identified duties in Appendix A between 2 Administrative Specialists. The increased size of this school will require additional administrative support to adequately service the faculty and students.

```
                    ┌──────────┐
                    │ Director │
                    └────┬─────┘
        ┌────────────┬───┴───────┬──────────────┐
┌───────────────┐┌───────────────┐┌─────────────┐┌──────────┐
│ Administrative││ Administrative││Unit Specific││ Chair(s) │
│  Specialist I ││ Specialist II ││    Staff    ││          │
└───────────────┘└───────────────┘└─────────────┘└──────────┘
```
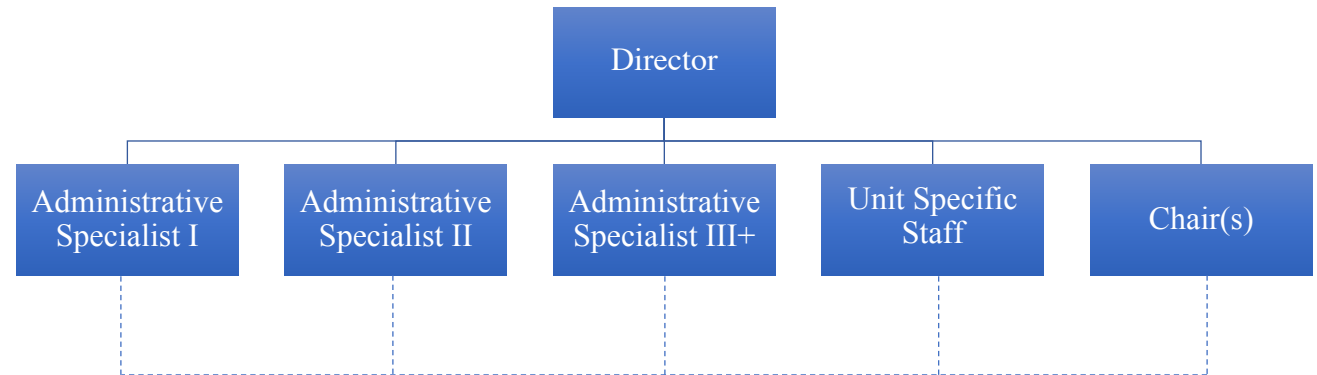
Variation 3: Large School

School Recommendations, based on Appendix C:

Biological, Environmental & Earth Sciences; Education; Communication; Humanities; Mathematics & Natural Sciences; Music; Performing & Visual Arts; Psychology and Social Science & Global Studies

Pros:

- School office coverage if the other Administrative Specialists are out of the office

- Multiple cross training options available

- Available faculty and student support

- Director will be able to evenly distribute the identified duties in Appendix A between 3+ Administrative Specialists. The large size of this school will require additional administrative support to adequately service the large number of both faculty and students.

- Director has the option to appoint a staff member to the position of "Assistant Director".

```
                    ┌──────────┐
                    │ Director │
                    └────┬─────┘
   ┌──────────┬─────────┼──────────┬──────────┐
┌──────────┐┌──────────┐┌──────────┐┌──────────┐┌──────────┐
│Admin.    ││Admin.    ││Admin.    ││Unit      ││Chair(s)  │
│Specialist││Specialist││Specialist││Specific  ││          │
│I         ││II        ││III+      ││Staff     ││          │
└──────────┘└──────────┘└──────────┘└──────────┘└──────────┘
```

INDIVIDUAL PROPOSAL RECOMMENDATION

PROPOSAL TITLE: School Staffing Structure and College Staffing Structure

REORGANIZATION COMMITTEE: Academic Reorganization Staff Structure Committee
Chair – Kelly James-Penot
Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally
Downey, Darcie Graham, Sharon King, Heather Miller, Carlos Sterling, Michelle Shows, Debbie
Stoulig, Terry Whittington

STATEMENT FROM SUB-COMMITTEE:

The School Staffing and College Staffing structure subcommittee was tasked with recommending structures that would most efficiently and effectively position our current staff within both the school and college levels. The entire committee worked to identify a listing of the core staff duties that are applicable across all schools and our subcommittee identified core staff duties across all colleges. We revamped *Appendix 13B* to analyze how our current staff were positioned and to identify those staff who have discipline specific specialized jobs. One of the overarching recommendations from our committee is to create consistency in school and college job titles and job descriptions. Consistency across campus will increase our efficiency, create a more unified working environment and result in a culture shift to eliminate the "Southern Miss Shuffle". Our subcommittee is committed to continued advancement of this proposal as it is based on a metric system that will maximize the human resource capital at Southern Miss.

STATEMENT FROM COMMITTEE CHAIR:

The recommendation for staff structure in schools is based on an effort to reduce duplication of effort and increase efficiency. The formation of this proposal was driven by the development of inventory or work executed at all schools regardless of content delivery. The duties were then loosely classified into the categories of budgetary, academic and operations.

This proposal recommends that all staff members in administrative offices receive a newly standardized title along with a more accurate job description. Currently staff within academic units have a wide variety of titles. The titles of secretary and office manager are not appropriate in modern office settings and should be discontinued in use. Many staff members hold the title of administrative assistant. This title is misleading and inaccurate as it implies that the staff member is assisting an individual executing a duty. In fact, many of the duties are executed wholly by the staff member. The committee recommends that all staff members in school offices receive the title of Administrative Specialist. Under the new structure staff, members will be cross trained to execute all of the duties necessary for the function of the school. Staff members will specialize in one or two categories. For the staff members who are the sole staff member in the school, the committee recommends that they receive the title of Academic coordinator. Academic Co-coordinators will not specialize in any one area but execute all of the duties required within the school.

Data and key performance indicators were used to create a rubric for school staffing needs. Each school received a recommended number of staff positions. Approximately 15 valuable staff positions will be available for redistribution. The committee is fully aware that it would be impossible to understand all of the nuances and unit specific needs of each school. Interim Directors should work closely with the Deans of their Colleges to petition and lobby for additional staff positions as the needs of their school dictates. Staff members should be included in this process. Many staff member's skills and strengths have grown outside of the roles they currently hold. Some have obtained advanced degrees during their tenure at USM. These staff members should be placed in positions that better support the needs of College within other

schools. Staff members should not be placed in a situation where they are applying for a position within the University but rather given the opportunity to vocalize their strengths and career aspirations.

Upon reviewing the data gathered from Human Resources, the committee removed the staff members supported by DE lines and grant funding from consideration. As the funding for these staff members are tied to specific programs, their duties cannot be reevaluated, nor should they be considered for reassignment during the academic reorganization implementation. Another group of staff members which are funded from E&G lines have also been isolated. This proposal refers to this group of staff members as unit specific. By title or by function, many of these staff members are lab instructors and deliver educational content through nontraditional mechanisms.

The contributions of both of these categories should be reevaluated. Many who fall within these two groupings deliver instructional content.   These members of the University should be encouraged as equally as faculty to reach outside of the schools in which they are housed. The specialisms these staff members possess could contribute greatly to furthering educational opportunities for our students in collaboration with faculty and staff outside of their school.

The effective implementation of the forming of the new schools will greatly depend on strong leadership from the Interim Directors. The committee recommends that a best practices training series be put in place for the Spring of 2018. By attending this series, Interim Directors will receive critical information will give them a successful outcome as they allocate the duties of their school staff.

The success of the school staff structure depends largely on the support of a fully functioning college staff structure. Without the staff positions within the College, the duties of the college migrate down to the schools. This results in an increased need for staff positions within the schools. Upon examination of peer institutions, it was discovered that many universities offer greater staffing support for the schools at the college level than we currently have here at USM.

The scale and scope of each college requires each college to have a unique staffing structure to support the educational needs of each unique school. The goal of this proposal is to recommend the minimum staffing needs of each college which are repeatable across colleges. Currently there is a great disparity in job titles across the colleges. Staff members who execute similar duties for each college hold individualized titles. One of the goals of this proposal aims to rectify this issue and bring clarity to the role and function of the position.

It is the recommendation of this committee that every effort be put in place to have these colleges fully functional by mid-May in advance of the schools forming on July 1, 2018.

Ex-Officio Statement

This is a proposal that goes beyond the original committee charges and took shape as a result of the *"School Staffing Structure"* proposal. Several recommendations are listed to best coordinate restructuring at the college level that would complement and provide checks and balances with staffing needs at the school level. Academic support for schools is located at the college level, and as such, both should be considered when addressing staffing needs. This proposal suggests giving priority to staffing structures at the dean's level prior to school levels in what could be seen more as "top down." If the main focus of this reorganization is to institute efficiencies that lead to student success and academic excellence, it might be more prudent to establish school staffing as noted in the "*School Staffing Structure*" proposal and then adjust at the college level as needed. Academic units deal with students on the most basic levels and must be seen as unified offices. Cohesion will be a key factor as units combine to form schools that are eventually supported by the coordinated efforts at college levels.

One important issue will be where certain positions reside, i.e., what is the optimal placement for certain specialty staff, in the colleges or in the schools? This is a larger-scale issue and involves looking at specialty staff at other universities who are doing it well. This proposal recommends using different titles for staff positions at the college level and, in light of limited staff positions, may unintentionally create a sort of caste system among staff members. There is a possibility that school level staff would be seen as lower in the ranks, when ideally staff members at both levels should be working collaboratively toward a common goal of addressing student needs and promoting academic success.

ARSC Implementation Recommendation

Committee: Academic Staff Structure

Proposal: "College Staffing Structure"

Recommendation: ARSC recommends this proposal in part. Further consideration is needed in regards to the titles shown in Appendix A.

Additional Requirements:

- Broader input from campus community on titles and relation between college and school staff.
- Review and approval from Deans
- Review and approval by Human Resources with special attention to alignment of titles

Timeline / Resources Considerations:

- As stipulated in the proposal.

College Staffing Structure

Academic Reorganization Staff Structure Committee

Full Proposal

Committee Charge Being Addressed by Proposal
- Identify basic staff roles applicable to all colleges, regardless of size or scope.
- Develop inventory of work, classified into categories.

Staff Structure Committee Members
Chair – Kelly James-Penot
Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Sharon King,
Heather Miller, Carlos Sterling, Michelle Shows, Debbie Stoulig, Terry Whittington

171

The recommendation for proposing a College staffing structure emerged in the midst of conversations and deliberations within the Academic Reorganization Staff Structure Committee. Several members of the Committee are currently assigned to a dean's office. Raw data obtained from the Office of Fiscal Planning and Analysis for the purpose of developing an inventory of work shows numerous staff personnel assigned to and/or funded by a dean's office. Despite these realities, both the Vision 2020 Plan and the Reorganization Committee charge only addresses staffing at the school, unit, and program levels but not at the college administration (deans' offices) level. While the primary focus of the committee is the staff structure of the School unit, the committee has an obligation to address university staffing at all levels, including college administration. Members of the Staff Reorganization Committee voiced a concern over a potential decrease in the number of administrative specialists may potentially lead to inadequate dean's office support.

While school staffing structure in the reorganization will vary depending on the number of departments, faculty, degree plans, and students, the staff within a dean's office administration will be fairly similar among the four primary colleges. Larger colleges with multiple schools/units could have a larger staffing structure. Just as the individual schools have staff to administer budgetary, academic, and operational duties, their respective college administration will require staff to help coordinate these basic functions among the schools for the office of the dean. Without support staff in the dean's office, budgetary, academic, and operational duties at the college level could become more added responsibilities for the dean and the individual school directors. Without administrative staff the duties might have to be absorbed by the schools and other offices such as the Provost's Office. This could be problematic due to the lack of additional checks and balances, as well as fewer in-house contacts for operational issues and points of contact for institutional support and student services.

The committee recommends that each of the colleges be adequately staffed with personnel for the purpose of assisting the dean and associate dean(s) in the administration of the college's budgetary, academic, and operational duties among its schools, units, and programs. These staff should be fully E&G funded and not supplemented with designated or restricted funds.

.

Statement of Objectives

Synopsis of Aspirational Aims

- o Identify the core staff within the office of the dean needed to efficiently operate the newly reorganized colleges based on scope and size
    - Finance/Operations
    - ACA's
    - Technology Coordinator
    - Public Relations/Marketing
    - Recruitment and Retention
    - College Specific Specializations
        - See the *School Staffing Structure Proposal* Appendix B
    - Administrative Specialist (where needed)
- o Recommend consistent titles and job descriptions for staff positions within the offices of the deans
- o Recommend staffing based on college size metrics as well as school specific needs within the college
- o List of core staff responsibilities/duties that are applicable to all colleges
    - See Appendix A in the School Staff Structure Proposal
    - Personnel Issues
    - Tenure and Promotion Oversight
    - College Council
    - Academic Issues
    - Budget Development
    - Coordination of Dean's and Associate Dean's schedules and events
    - Recruitment, Marketing, and Public Relations
- o Recommend dean's office structures be put into place prior to school reorganization. Ideally all structures and staff would be in place by May 15th. This allows for dean's offices to allocate work duties and the new school administrative staff an opportunity to build working relationships prior to the school transitions.

Description of Projected Outcomes and Impacts

- o Increased efficiency in staffing based on college size metrics
- o Staff members will be able to support their academic units more efficiently and effectively
- o Similar positions in different colleges will permit sharing of tools, ideas, and efficiencies across campus.

Differentiate Proposed Activities from Current Processes

- o Create consistency in job titles and job descriptions

- o Remove the usage of "secretary" or "receptionist," both of which are no longer appropriate in modern office settings
- o Reassign full budget responsibility and offices for college gifts officer/fundraiser positions to the University Foundation
- o Create a system for promotion based on years of service, satisfactory evaluations, and recommendation of faculty and fellow staff

Discuss Future-oriented Opportunities for Consideration

- o This proposal was formed with consideration for the current budget restraints facing our university. If a future opportunity for additional staff becomes available, consideration should be given to staffing that benefits the academic success of each college.

Implementation Strategy

Implementation Methods and Procedures

- o Refer to the Academic Reorganization Staff Structure Committee's proposal for details regarding recommendation on Implementation.
- o Recommend that all staff title and job description changes take effect on July 1, 2018.
- o Recommend that Deans meet with their administrative staff in mid to late Spring to discuss coordination of budgetary, academic, and operational duties among the newly formed schools.
- o Recommend Deans attend a 'best practices' meeting with information and about the spheres of specialization, how to best coordinate multiple staff in their new schools, and the evaluations process.
- o Recommend that staff moving to a different area be allowed to physically transition to their new area by May 15th for a smooth implementation beginning on July 1.
- o Recommend a late Spring 2018 college convocation to introduce new administration, preferably prior to finals week.

Estimate Time Requirements for Proposed Implementation

- o Deans should identify the administrative and college specific staff of their new college as early as possible in the Spring semester.
- o Meet with identified administrative staff of the new college in mid to late Spring.

Personnel Involved in Implementation (administration, faculty, staff)

- o Dean
- o Associate Dean(s)
- o Administrative Staff

o College Specific Staff

Discuss Short- and Long-term Financial Impacts (if applicable)

o Potentially, this will make administrative staff better able to meet the staffing needs of each dean's office.
o Parallel positions across colleges will provide long-term financial benefits due to greater collaboration and efficiency.
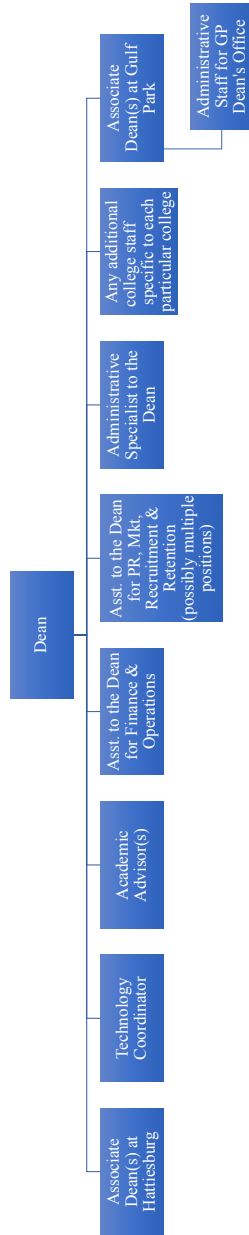
Recommend Evaluation Strategies for the Proposal (including data and metrics as appropriate)

College staff could be polled in late 2018 to see how they feel about workload and tasks being adequately covered.

Appendix A

Generic Organizational Chart for each Dean's Office

Dean's Office

```
                          Dean
                           |
  ┌──────┬──────┬──────┬───┴──┬──────┬──────┬──────┐
Associate  Technology  Academic  Asst. to the  Asst. to the  Administrative  Any additional  Associate
Dean(s) at Coordinator Advisor(s) Dean for      Dean for PR,  Specialist to   college staff   Dean(s) at Gulf
Hattiesburg                       Finance &     Mkt,          the Dean        specific to each Park
                                  Operations    Recruitment &                 particular college │
                                                Retention                                        │
                                                (possibly                              Administrative
                                                multiple                               Staff for GP
                                                positions)                             Dean's Office
```

INDIVIDUAL PROPOSAL RECOMMENDATION

PROPOSAL TITLE: Maximizing Operational Efficiency in Academic Processes

REORGANIZATION COMMITTEE: Academic Reorganization Staff Structure Committee
Chair – Kelly James-Penot
Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally
Downey, Darcie Graham, Sharon King, Heather Miller, Carlos Sterling, Michelle Shows, Debbie
Stoulig, Terry Whittington

STATEMENT FROM SUB-COMMITTEE:
The overarching goals of this proposal are to benefit all University stakeholders by continuously striving for improvement and efficiency in processes and to eliminate the "Southern Miss Shuffle" culture. The committee identified core processes that need improvement and makes recommendations on cross-training, electronic processes, software systems, and communication. The recommendations are not all inclusive, but provide a starting point for enhancement that will benefit all stakeholders – students, staff, faculty, and administration – and have potential to maximize operational efficiency at the University. Increasing efficiency in processes will make time and funds available for more important and beneficial applications, such as a focus on stakeholder success. Utilizing focus groups and standing committees to address the proposal recommendations allows for collaboration, builds expertise, and breaks down silos. While the primary focus of this proposal is based on improving processes related to academic affairs, the committee believes these ideas transcend all levels of the University. The academic reorganization provides an opportunity to strive for greater efficiency, strongly advocates for a change in culture that leads to constant reassessment, and supports a willingness to change if better solutions are available.

STATEMENT FROM COMMITTEE CHAIR:
The "Maximizing Operational Efficiency in Academic Processes" proposal is highly aspirational as it addresses one of our greatest assets as an institution: time. As we identify ways to execute our duties in a more efficient manner, we will be able to devote more face-to-face time to our students. A main goal of this committee is to improve student support and success. Often, students turn to academic staff members when they are facing an obstacle. At times, the sheer volume of students who need support can be overwhelming. Any effort to improve efficiency as a University will allow more time to devote to our students and the successful completion of their degrees.

Actual process and procedural training is necessary when a staff member begins their employment with the University. Cross-training of academic staff within Schools and Colleges will ensure less disruption in function when a staff member is unavailable for stretches of time. Additionally, training should be provided when the academic reorganization is implemented. Clear instructions should be created for future reference and documentation in the Operations Manual. In addition, this proposal recommends a cultural shift in the decision making process for procedural changes. End users of the procedures should be included to help ensure that proposed changes have potential to improve efficiencies. The projected outcome of this culture shift will result in more productive academic units.

As a multi-campus University, the current practice of processing hard copies of paperwork from office to office and campus to campus is time consuming and inefficient. This process often gets mired down as a document may sit in any one office for a length of time. When there is a question about the current status of the paperwork approval process, there is no accessible record as to which office the document has cleared and its current location. Additionally, paperwork can be misplaced throughout its routing process, which results in duplication of effort and

inefficient use of time.   Investing in electronic processes will reduce duplication of effort, create tracking mechanisms, and decrease the time required to process paperwork from start to finish.

Ex-Officio Statement

This proposal proactively addresses the charge of "new configurations/ideas to maximize efficiencies, service, productivity and engagement." It emphasizes the need to eliminate a culture known as the "Southern Miss Shuffle" when students, staff, and faculty are sent to various entities on campus in the pursuit of information. This so-called shuffle occurs with both current and potential students on campus as well as via phone and has a negative effect on recruitment/retention.

By capitalizing on the strengths of academic staff and matching skill sets with identified unit needs, USM would be creating a work environment that encourages employee ownership and buy-in. Subject matter experts would be encouraged to provide others in their units with enough cross-training to handle questions and not the more typical approach of just transferring the individual or sending them to another location. As described in this proposal, focus groups can evolve overtime into an advisory board, leading to further process improvements.

In addition to cross-training, a major piece of this proposal is the recommendation of developing campus-wide electronic or online procedures for academic processes. An online repository for all university forms would result in increased productivity, faster processing times, the ability to track document submissions, and a reduction in errors. Relatively basic steps like incorporating electronic signatures and a university license for Adobe Acrobat Pro should be a priority. These aspects of the proposal directly relate to the "*Communication Plan for Implementation*" proposal detailing consistent and concise messaging of information from this same committee.

Committee: Academic Staff Structure

Proposal: "Maximizing Operational Efficiencies in Academic Processes"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:

- Timely and continued input from ITech

Additional Suggestions:

- University Administration to prioritize improvements in timely conjunction with Itech

Timeline / Resources Considerations:

- As stipulated in the proposal.

Maximizing Operational Efficiency in Academic Processes

Academic Reorganization Staff Structure Committee

Full Proposal

Committee Charge Being Addressed by Proposal

- List potential new configurations/ideas to maximize efficiencies, service, productivity, and engagement.

Staff Structure Committee Members
Chair – Kelly James-Penot

Anna Barrett, Belynda Brock, Carolyn Cawthon, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Sharon King, Carlos Sterling, Michelle Shows, Debbie Stoulig, Terry Whittington, Heather Miller

This proposal makes recommendations to maximize operational efficiency of the University. Developing more efficient processes could lead to faster results, improved academic service, and cost savings for the institution. One overarching goal of this proposal is to recommend changes in processes that could eliminate the "Southern Miss Shuffle" culture. The "Southern Miss Shuffle" occurs when a student (or even faculty or staff) is shuffled around various campus offices, often unnecessarily, to resolve an issue instead of someone proactively assisting them.

The development of this proposal involved a thorough evaluation of the inventory of work conducted by academic staff. Many current processes and procedures are not effective for staff, faculty, and administration or the affected students. The inefficiency of current processes has led to many of the suggestions in this proposal. Even minor improvements in current academic processes could reduce waste of effort, time, and money.

Statement of Objectives

Improvements are needed in communication, collaboration, and training in academic processes. This proposal identifies and recommends processes that will maximize operational efficiency and develop best practices that can be utilized by all academic staff.

Identifying best practices through information sharing will foster collaboration among academic offices. Collaboration should occur between schools within a college and also between academic units and academic support offices (e.g., business office, registrar, HR, payroll, Graduate School, ORA). Efficiency in processes will create cohesiveness throughout the University and help eliminate the "Southern Miss Shuffle" culture.

We propose the following best practices and recommendations that could increase efficiency:

- **Cross-training.** Increase breadth of knowledge among multiple staff within Colleges/Schools. Staff within units should be cross-trained, so that business processes are uninterrupted and job duties are covered when staff members are out of the office or unavailable. This will create efficiency and encourage teamwork in academic units. The "Academic School Staff Operations Manual" could serve as a reference document to assist with staff cross-training. Cross-training should allow issues to be resolved efficiently, improve customer service, and build teamwork. Proximity issues must also be addressed when academic units are located in more than one area (e.g., different buildings on one campus or different campuses) and staff must be present at each location.

  Newly hired staff members must be adequately training to perform regular job duties, in addition to cross-training duties. The "Academic School Staff Operations Manual" can be a vital resource to assist with this training.

- **Electronic Processes**. Develop electronic and/or online procedures and protocols for business and academic processes. Electronic processes will increase productivity by improved tracking mechanisms, faster processing times, and a reduction in costs and errors.
  o Purchase a university site license for Adobe Acrobat to make it universally available for faculty and staff to implement electronic paperwork processing.
  o Require electronic signatures on all paperwork to increase efficiency and reduce paper use and storage.
  o For paperwork that requires notarization, current processes should be reevaluated, and electronic notarization options should be investigated.

2

o Develop a universal website that contains all university forms for faculty, staff, and students. Individual offices that "own" the document should be responsible for ensuring the most up-to-date version is available.
o The following processes and paperwork should be made electronic (i.e., require electronic signatures and electronic processing):
  ▪ Hiring paperwork (e.g., Permission to Hire, Background Check, HR tax packet, Offer Letters)
  ▪ Payroll paperwork (e.g., Personnel Action Form (PAF), Personnel Data Sheet (PDS), timesheets)
  ▪ Graduate Assistantship (GA) paperwork (e.g., PAF, Memorandum of Assistantship Award (MAA), GA Funding Change form, Tuition Waiver form, Scholarship Authorization form)
  ▪ Student Degree Progress paperwork (e.g., Graduation, declaring/changing majors/minors, graduate school forms). Degree progress paperwork could be combined into one live document with a universal "start here" page that populates consistent information provided on all the forms (e.g., name, degree plan, major, etc.).
  ▪ Faculty Dossiers (e.g., annual performance evaluations, credentialing, CVs, external funding, proposed goals, publications, recommendation letters, service, student evaluations, syllabi)
  ▪ Faculty Credentialing (e.g., Faculty Qualifications form, transcripts, CVs)
  ▪ Travel paperwork (e.g., Permission to Travel (PTT) form, Travel Voucher (TV) form, receipts)
  ▪ Procurement & Contracts Services paperwork (e.g., Personnel Services Agreement (PSA), Sole Source Justification, Vendor Registration form, W-9, Remittance Voucher, Employee Reimbursement Voucher, Business Related Expense form)
  ▪ Other paperwork (e.g., Interdepartmental Invoice (II))

● **Software Systems.** Inventory current, available software systems for usefulness.
  o Increase awareness, use, and training of the following software systems:
    ▪ Peoplesoft
    ▪ ImageNow
    ▪ CashNet
    ▪ Drupal Content Management System
    ▪ Adobe Acrobat (see electronic processes section for related information)
    ▪ Investigate Software as a Service (SaaS) to create internal approval processes (e.g., ORA now uses Cayuse 424, which has replaced the use of the Internal Approval Form (IAF))
  o Consider discontinuation of the following software systems:
    ▪ Group Management Application software (used to communicate with students via text message). Many programs are currently available and could be consolidated to one platform.

● **Communication Plan (see also separate proposal "Communication Plan for Implementation").** Execute a communication plan to avoid confusion during the transition to reorganization. Each academic unit should develop organizational charts to help students identify appropriate faculty and/or staff to contact regarding academic issues and/or questions. Staff areas of expertise must be communicated to faculty, so they know which staff to contact for specific tasks. Communication must take stakeholders into account to ensure all affected parties are aware of relevant changes and to ensure consistent

information sharing. In addition, annual University-wide and biannual College-wide convocations for staff should be implemented. Convocations will encourage ownership, cohesiveness, awareness, and understanding of University and College missions. Colleges should also hold monthly meetings to keep staff informed, increase collaboration, and build teamwork. A detailed communication plan is provided in the full proposal "Communication Plan for Implementation". Therefore, this proposal only aims to highlight the critical need for effective communication and will defer to the other proposal for more specific recommendations.

Implementation Strategy

Focus groups will be necessary to ensure successful implementation of the recommendations in this proposal. Focus groups can thoroughly evaluate best practices and make decisions on process changes. Irrespective of the recommendations in this proposal, focus groups should be developed to continuously review current policies and processes. The consistent use of focus groups to evaluate and monitor processes can provide continuous improvement opportunities in academic support services. Focus groups could increase consistency, foster innovation, and reduce duplication of effort.

We recommend a policy change for the decision making process. End users must be involved throughout the evaluation period to help prevent unanticipated, negative consequences when new policies are enacted. Involving end users in the decision making process is an efficient use of resources, as end users are often the most knowledgeable about how a change in process can affect stakeholders. In addition, providing adequate training opportunities for policy or procedure changes is critically important.

Based on the best practices identified in this proposal, we recommend the development of the following three focus groups: Cross-training, Electronic Processes, and Software Systems. All focus groups should have nominations during the early Spring 2018 semester, with full membership identified by midterm. Ideally, focus groups should contain a minimum of 10 members. Members of focus groups should be predominantly staff that perform the processes under evaluation, but also include representation from administration, faculty, and students (if applicable). Membership should be diverse and represent all University constituents. Advisory groups, or stakeholders that inform processes and procedures, may also be a useful resource and help ensure success.

The Cross-training focus group should be involved with the development of the "Academic School Staff Operations Manual". This focus group should aim to complete the manual by the end of the Spring 2018 semester and be approved for distribution by July 1. This timeline will align with reorganization of academic units and provide vitally important training procedures. In addition, cross-training in all academic units will be more effective once this reference document is available.

The Electronic Processes focus group must include constituents from the office where the paperwork originated. For example, Human Resources must play a dominant role in developing processes related to hiring and payroll paperwork. In addition, the inclusion of an undergraduate and graduate student representative would be important for the processes focused on student paperwork. Because of the breadth of suggestions provided in this proposal, this focus group may need to be divided into several subgroups. Priority should be given to processes that are the most frequently used (e.g. hiring, payroll, GA, and travel paperwork). Prior to the development of the Electronic Processes focus group, there must be support from

4

University administration to develop electronic paperwork processes and workflow. Once new processes are established, this focus group should coordinate with the cross-training focus group to keep the "Academic School Staff Operations Manual" up-to-date.

The Software Systems focus group should be charged with increasing awareness and use of beneficial software systems. They could also ensure routine training options are available. Additional representatives from iTech Administration should be included as members of this committee to provide vital technical expertise. They can also help ensure software systems are not duplicated across the University and are appropriate for the targeted use. In 2016-2017, the Faculty Senate passed a Resolution supporting an inventory and license management program across campus, particularly so that faculty and staff can have knowledge of all software available on campus and what needs exist (see full resolution in Appendix A).

Financial impacts are expected to be minimal in the short- and long-term. Cross-training is expected to bear no expense, other than the investment of staff time. Electronic processes could have minor financial impacts, as a university site license for Adobe Acrobat will be necessary. However, the long-term software investment is expected to be offset by increased staff productivity and reduction of costs associated with hard-copy paperwork. Software systems are likely to have minimal financial impact in the short-term, as it will involve a review of currently available software. Long-term impacts are likely to see cost savings, as unused or duplicated software systems are removed and alternative options are considered.

Evaluation Strategy

Focus groups must be established to develop solutions and make recommendations for implementation. Once implementation is in effect, the focus groups should become standing committees to continually evaluate progress. Group members should rotate every fiscal year, with staggered two year terms. Membership should continue to be diverse and represent all University constituents. Standing committees should review processes annually or bi-annually and continue to develop and make recommendations to increase efficiency.

To evaluate the recommendations of this proposal, staff surveys should be conducted during the Fall and Spring semesters. Surveys can be used to evaluate current academic processes and implemented changes. Surveys should encourage suggestions to further refine and improve processes. The surveys can be developed, distributed, and evaluated by each focus group/standing committee. Continuous evaluation of academic processes could foster innovation, promote engagement, and continually improve efficiency of the University.

Depending on the survey focus, it may be useful to also survey faculty, administration, and students. Broad feedback can be gained by including all user groups affected by changes in processes. Constructive criticism should be encouraged to promote innovation of processes and fully capture the perspective of all members of the University.

Appendix A

FACULTY SENATE RESOLUTION #3, 2016 -2017

Authored by: David Holt, President
Co-authored by: University Communications and Academics Committees
Introduced by: **Faculty Senate Committee: Communication**

A FACULTY SENATE resolution in support of **creating a research software inventory and license maintenance program**.

WHEREAS, the university constantly strives for cost effective operations; and,

WHEREAS, faculty are often in need of software for research that is both costly to license and cumbersome to maintain the licenses; and,

WHEREAS, faculty often must fund these software licenses through funds from department, college, or grants; and,

WHEREAS, faculty currently have little means to know if certain software already exists on campus and if there is license capacity among current licenses; and,

THEREFORE BE IT RESOLVED THAT, FACULTY SENATE requests a joint effort between the Vice President of Research and Chief Information Officer to petition the university to create an inventory for both current research software licenses with points of contact and faculty research software needs; and,

THEREFORE BE IT FURTHER RESOLVED THAT, FACULTY SENATE requests that a low/no cost easily accessible system be established to maintain and coordinate licenses as needed for the university as a whole to organize cost sharing measures to fund needed licenses in the future; and,

THEREFORE BE IT FINALLY RESOLVED THAT, copies of this resolution shall be sent to the Faculty Senate, Vice President of Research, Chief Information Officer, Provost, and the President.

7

Proposal 4: Academic Staff Development, Promotion, and Retention

Staff Structure Subcommittee Statement on Proposal

This proposal makes recommendations that emphasize and prioritize academic staff development, promotion, and retention. The academic reorganization provides an opportunity to initiate and implement these recommendations, especially since they are related to restructuring and may involve shifts in job responsibilities. Professional development opportunities can empower staff to maximize their potential, enable career progression, and greatly benefit the University by increasing competency, productivity, and efficiency. Deficient options exist for staff advancement and promotion, so this proposal advocates for the creation of a promotion structure for staff that is parallel to the faculty promotion and tenure process. Recommendations on staff promotion include both monetary and non-monetary options and emphasize acknowledgement of staff excellence. A focus on staff retention is also critical as it can provide a well-trained, engaged workforce whose goals align with the mission of the University. Staff development, promotion, and retention opportunities are necessary to create a committed, motivated community of University employees. Intentional investment, of both time and resources, in people has potential to drastically improve the University.

Staff Structure Committee Chair Statement on Proposal

At the University of Southern Mississippi there are currently limited opportunities for career advancement for staff employees. The committee has identified two avenues in which staff members can maximize their potential and advance their career or increase their income. These avenues are applying and being selected to fill a vacant higher position or taking advantage of the education enhancement programs.

While a vacant position benefits from being filled by a highly skilled member within the ranks of the institution, the unit from which the staff member is departing experiences significant disruption until a replacement is found and trained.

The Academic Staff Development, Promotion, and Retention proposal aims to provide a means in which a staff member can advance their careers without leaving the positions they currently hold. Many staff members' skills and strengths are specific to their specialism. Advancement through vacant positions is not a viable option for these staff members.

The education enhancement program is a wonderful opportunity for staff members within the Mississippi University systems. Some staff members do not elect to take advantage of this opportunity as they arrive at USM with a terminal degree. Others are unable to take advantage of this income advancement and career opportunity due to limitations of time. The education enhancement program graciously allows a staff member to attend one course a semester within their normal working hours. An additional three credits of tuition are waived but must be taken outside the employee's work hours. Employees with families do not often have the luxury of time to devote to studying and homework that the courses demand. Textbooks for these courses can also be costly. Many hope to take advantage of this program at later points in their career.

Alternative career advancement opportunities should be explored for the staff within the academic units. Mentorship programs within the colleges should be developed in which career advancement is given emphasis.

Historically staff members in academic units have absorbed additional work loads and duties as their skills have developed throughout their tenure with the University. As need has arisen within their department they rose to the challenges and demonstrated that their worth has grown. In many instances this growth has gone unnoticed and undocumented. Under the academic reorganization, Directors should document and note this type of advancement of skills. A fund should be designated in which a Director may apply to increase the staff member's income through a performance based raise. A mechanism should be put in place in which a staff member can demonstrate their increased value and be rewarded with a promotion of level. This proposal aims to put in a place a career advancement ladder on July 1st, 2018. As each staff member joins a new school with a new title and new job description, there should be a new incentive for them to improve the support and success of their students. Investing in the academic staff, which is the skeletal structure of the academy will improve the retention of these highly skilled employees resulting in less disruption for our students.

Steering Committee Overview

Based on the concepts listed in the "School Staffing Structure" proposal, this proposal addresses the need to establish a career ladder, staff mentoring, consistent annual evaluations, performance-based raises, and non-compensatory rewards for staff employees in academic units. Modeled after faculty promotion guidelines as described in the "Promotion of Tenure & Non-Tenure Track Faculty" proposal from the Academic Structure & Evaluation Committee, a staff career ladder should be considered as both a recruiting and retention tool for high quality academic staff that make up a large portion of campus employees. In fact, establishing a staff career ladder could parallel the work being addressed in HR's reevaluation of job titles and descriptions. A theme common throughout the reorganization highlights that professional development is a vital aspect of employee engagement and commitment.

Involvement from University administrators is identified as a key component in creating a process for staff promotion that should also lead to an increased retention of motivated professionals. Immediate implementation is recommended to take advantage of cross-training opportunities that will present themselves during the reorganization process. Mentoring and tracking staff professional development is an effective way to evaluate and identify additional opportunities.

Committee: Academic Staff Structure
Proposal: "Academic Staff Development, Promotion and Retention"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:
- Review and approval by Human Resources and General Counsel

Timeline / Resources Considerations:
- As stipulated in the proposal.

Academic Staff Development, Promotion and Retention

Committee Charge Being Addressed by Proposal
List potential new configurations/ideas to maximize efficiencies, service, productivity and engagement.

This proposal makes recommendations on academic staff development, promotion, and retention. Intentional investment in these areas could improve service, productivity, and engagement of University staff members. The development of this proposal involved a thorough evaluation of the current academic staff structure, which is outlined in another proposal submitted by the Staff Structure Committee (i.e., School Staffing Structure). There was a clear lack of consistency in job titles and pathways for advancement. Although faculty have a defined advancement process (i.e., promotion and tenure), a parallel structure does not exist for staff. Staff development, promotion, and retention opportunities are necessary to create an engaged and motivated community of University staff members. Implementation of these opportunities has the potential to change the staff culture by developing a diverse, well-trained, and committed workforce who aim for constant improvement of themselves and the University.

Peer institutions were also investigated to identify appropriate recommendations for this proposal. Some universities provide distinct job classifications (e.g., Georgetown University), which can allow employees to effectively manage their careers. In addition, many institutions assist employees with managing their careers (e.g., Alabama A&M University, Texas A&M, University of Houston, University of Michigan, University of New Mexico). Career ladders are often used to enhance skill progression and responsibilities, while providing opportunities for career advancement. Career ladders are mutually beneficial to both employees and supervisors. Employees gain opportunities to develop new competencies, increase responsibilities, and allow for career advancement. Supervisors benefit by increased experience, service, and quality of the unit and the ability to retain high quality employees. These benefits align with the overarching goals of this proposal.

Statement of Objectives

The following recommendations are proposed:

● Staff Development

The support and promotion of professional development should empower staff to maximize their potential and provide great benefit to the University. Opportunities for growth in professional skills will increase staff competency, productivity, and efficiency, which could help eliminate the "Southern Miss Shuffle."

Professional development opportunities must be regularly provided to enable career progression for staff. Some professional development opportunities already exist, but should be better advertised and participation encouraged. Currently, existing opportunities include university courses and Association of Office Professionals (AOP) seminars. Additional professional development opportunities should be initiated and focus on key skills needed to improve

academic services. We also recommend the creation of a "Staff Leadership Institute," which can bolster professional development opportunities and cultivate leadership initiatives.

In addition, we recommend the establishment of a staff mentoring program. Mentors could be faculty, staff, or administration. Staff mentors, or individuals considered an "expert in their field," can provide mentoring to new and entry level staff. Utilizing and supporting staff expertise to provide professional development opportunities can foster collaboration and build teamwork. Faculty mentors can create partnerships between faculty and staff to increase collaboration and mutual respect between the two employee categories. Faculty mentors can be advocates for the staff within Schools or Colleges.

- Staff Promotion

Staff promotion must be a high priority as it has potential to lead to increased engagement, motivation, commitment, and ownership in the University. Current promotion opportunities for staff are only available when a higher level position becomes vacant (Appendix A). The only way to advance in a current position is through the existing "education enhancement" option (Appendix B). More opportunities must be developed to reward excellence in job execution for staff that exceed job expectations and responsibilities.

We recommend the development of a career ladder for academic staff. Promotion potential could involve setting up a system of advanced titles (e.g., Administrative Specialist I–V, Administrative Coordinator I–V). Job descriptions and responsibilities for each level should be coordinated with Human Resources, but must indicate a progression in duties, autonomy, and supervisory responsibilities. The career ladder should also include minimum qualifications and eligibility for each level.

We recommend implementing a performance-based raise system. Currently, raises are implemented across the board or for an increase in job duties, with little to no influence based on job performance. Performance-based raises will increase motivation and reward staff that work beyond their job duties to make the University better for employees and students. Performance raises should require documented progress and satisfactory performance evaluations.

To ensure success of staff promotion opportunities, annual performance evaluations must be required. Consistent annual evaluations are not happening at all levels of the University. Ensuring every staff member gets an annual evaluation will document individual staff member's contributions and growth. Evaluations also provide a continuous record of performance that can lead to opportunities for performance-based raises and promotions.

The annual performance evaluation process should be reviewed and revised. Evaluations should create dual dialogue, with the employee evaluated by the supervisor and the supervisor evaluated by the employee. Employee evaluations should also include input from other individuals with which the employee has direct collaboration (i.e., chairs, staff they supervise). Creating a dual dialogue for annual evaluations could increase teamwork, engagement, and understanding between employees and supervisors. Constructive criticism and honesty must be encouraged, without the threat of repercussion. In addition, annual performance evaluations should document

any professional development completed during the evaluation year. The review should include goals for future years, as well as a review of the prior year's goals and accomplishments. This process will allow staff and supervisors to evaluate progress and establish goals that are mutually beneficial.

We recommend the development of a designated budget line, which can serve as a centralized pool of funds to support staff promotion and compensation increases. This budget line could be housed within the Provost's Office or College Dean's offices to serve as a resource for academic units that have restricted funding for compensation increases. While staff promotion should be associated with compensation increases, there are alternative options when funding is not available. The following recommendations could be used to acknowledge staff excellence, in the absence of a raise opportunity:

> One-time bonus pay
> Covering expenses associated with professional development opportunities (e.g., certifications, workshops, training sessions)
> Modified work schedules (e.g., flex schedule, compressed work week)
> Staff appreciation/acknowledgement (e.g., "Staff Member of the Month")

● Staff Retention

The University should attempt to develop and retain strong, diverse staff whose talents align with the missions of the institution, colleges, and schools. Retention of high quality staff will improve customer service and create a foundation of long-term dedication to the university. Staff retention will be enabled by the establishment of professional development and promotion opportunities. Developing a culture of intentional investment in university employees will promote staff retention. In addition, a designated budget line to support staff compensation increases could be utilized to retain high quality staff members.

Strategic initiatives could be developed to promote a culture of equality between and within all levels of the university. Equality should include mutual respect, support, and consultation. While situations will vary on a case-by-case basis, some staff positions need parity in decision making. Shared governance could improve staff buy-in, engagement, and retention.

Implementation Strategy

On July 1, 2018, most academic staff will have a new academic unit (i.e., school), which may also involve changes in job titles and descriptions. Swift implementation of the recommendations in this proposal will aid the transition process. Implementation of staff development, promotion and retention initiatives will require support from University administration. Faculty and staff will also be involved in the implementation process. Human Resources must be involved in developing protocols and coordination for many of the recommendations in this proposal.

Implementation of a strategic plan for staff development could begin immediately. Providing broad professional development options during the reorganization transition will provide cross-

training opportunities, which were recommended in another proposal (Maximizing Operational Efficiency in Academic Processes). Initially, existing options should be identified, advertised, and leveraged. New opportunities can be developed over time. Also, professional development opportunities should be listed in the employee handbook to increase awareness to the staff community. A staff mentoring program can be initiated at the onset of the reorganization and individuals interested in serving as mentors can be recruited over the Spring 2018 term. Staff organizations (e.g., Staff Council, AOP) can serve as advocates for staff development and the opportunities available.

Implementation of staff promotion opportunities will involve several critical steps to ensure success. In the short-term, annual performance evaluations must have a mandatory, defined process that is updated to include dual evaluations (i.e., supervisor evaluates employee and employee evaluates supervisor). Evaluations must have strict enforcement to create documentation of staff progress or regression. In addition, a process for promotions and performance-based raises must be established. Eligibility must be defined and incorporated into the employee handbook, which should include how often a staff can petition for promotion and the percentage increase allowed at each job level. We would recommend that evaluations and a promotion/raise process be developed over the Spring 2018 term, with implementation on July 1, 2018. In the long term, the development of career ladder should be explored and developed to create defined pathways for staff advancement.

Implementation of staff retention will be largely dependent on the successful development of staff development and promotion opportunities. A job market comparison should be conducted to ensure competitive salary and benefits exist. In addition, current staff could be surveyed to determine current levels of job satisfaction. A reporting system should also be developed to allow staff to voice concerns about workplace concerns (e.g., issues with coworkers, issues with supervisor, changes in job duties, etc.), with the option of anonymity. Staff that terminate employment should be asked to complete an exit survey, which could highlight issues that are detrimental to staff retention. All of these recommendations could be developed over the Spring 2018 term, with implementation by July 1, 2018.

Short- and Long-Term Financial Impacts

To reduce the financial burden associated with providing professional development opportunities, faculty, staff, and graduate student expertise should be utilized to promote partnerships and expand mentorship. Some University units have expertise in areas that could provide staff development opportunities. For example, the Department of Human Capital Development already offers a professional development series, which could be leveraged to develop a similar program for USM staff. Staff should be encouraged to enroll in university courses that could serve as professional development. This would also leverage existing options for professional development, which are covered through the staff tuition waiver benefit. If existing professional development opportunities are successful and well attended, additional opportunities could be offered in the long-term with minimal financial impacts. There should be no financial impact to develop a staff mentoring program.

Staff promotion and retention are expected to have no financial impact in the short-term, as promotion processes must first be developed. The development of a designated budget line to support staff compensation increases will have some financial impact, but the budget could increase over time to reduce the initial outlay of funds. In the long-term, financial impacts will increase as staff take advantage of promotion and raise opportunities. However, the value gained from a more efficient, forward-thinking workforce is likely to make the investment worthwhile. This proposal also provides several recommendations for staff promotion that require no financial impacts (e.g., modified work schedules, staff appreciation) or one-time minimal impacts (e.g., bonus pay, covering costs associated with professional development). These options can be utilized as warranted by financial conditions to provide staff promotion opportunities, while encouraging staff retention.

Evaluation Strategies

Evaluation strategies should include tracking the number of staff that participate in the recommendations of this proposal. Baseline data collection must be initiated. Data must be collected continuously, as tracking participation over time will be critical.

Specific data that should be collected for each recommendation are outlined below:

- Staff Development: Number of participants by professional development session; number of participants in professional development by term/year; number of participants in the staff mentoring program
- Staff Promotion: Number of staff that initiate the promotion process; number of staff that receive promotions or raises each year; number of staff that receive benefits that are not based on compensation
- Staff Retention: Number of staff that leave employment; number of staff that make lateral moves within the University; reasons that staff make lateral moves within the University

Human Resources should be responsible for collecting these data, maintaining the database, and providing information to academic units (as requested or needed). These data and metrics will provide a foundation to evaluate the recommendations of this proposal in the short- and long-term. Analysis of these data could also determine if the recommendations are successful and beneficial for staff and the university community.

References

Ellucian Co. and Cornerstone OnDemand. 2016. Empowering Employees: The state of employee engagement and retention in higher education. Reston, VA. [Accessed 2017 November 10]. https://www.ellucian.com/White-Papers/Cornerstone-Empowering-Employees/
Georgetown University Human Resources. 2017. Georgetown University Job Profile Catalog. Washington D.C. [Accessed 2017 November 6]. https://georgetown.app.box.com/s/x1mzda8przpwu2z52s3aps16mrbtq0x3

Selesho, V. and I. Naile. 2014. Academic Staff Retention As A Human Resource Factor:
University Perspective. International Business & Economics Research Journal. 13(2):
295–304. [Accessed 2017 November 10]. Link to article.

Appendix A

The University of Southern Mississippi Employee
Handbook
Section: Employment Policies
Subject: Changes in Employment Status

Retrieval No.	1007
Page No.	1 of 2
Date	July 1, 2017
History	July 1, 1995
	July 1, 1993

Promotions

Opportunities for promotion at Southern Miss occur when a higher level position becomes vacant. Employees are encouraged to prepare for possible promotion by taking advantage of growth and educational opportunities available to them on campus and by performing current duties with excellence. When a vacancy occurs and is posted, employees are encouraged to investigate it, and if they are qualified, to apply for it, if interested.

Promotions are not automatic. When a vacancy occurs, it must be posted for the minimum required time. During that period anyone qualified for the vacancy can apply. The hiring authority is mandated to select the best candidate available. If the best candidate has applied from an on- campus position at a lower level, then a promotion can occur. If, however, a better candidate applies, the manager may select that person. No job or promotion is "guaranteed" at USM; each vacancy is considered an opening and is available to applicants who are interested and who qualify. Southern Miss does encourage supervisors and hiring authorities to consider University employees first for promotional opportunities.

Applications for a promotional opportunity are managed the same way as any opening or vacancy is handled.

Interested employees must complete an application. This serves as "official" notification of interest in the vacancy. No candidate will be considered for any staff position unless an application has been submitted.

Normally an employee can be considered for a transfer or a promotion only after he or she has been employed for at least six (6) continuous months. However, the AVP Human Resources may authorize a transfer for an employee before the six (6) month waiting period when the needs of the University warrant such action.

Employees will be provided an opportunity for promotional consideration without regard to race, age, color, religion, sex, national origin, veteran status, physical and/or mental disability, and/or political affiliation.

Transfers

A staff employee is eligible for consideration for a lateral transfer or reassignment to another University position after serving in a staff position for a period of six (6) months, provided the request can be justified. However, it is possible to be reassigned earlier than six (6) months if the

transfer is made for the business necessity of the University. Early transfers, if in a different department must have approval from the AVP of University Human Resources

Transfers within departments or between departments must proceed according to Affirmative Action hiring guidelines. A vacancy cannot be filled "automatically" within a department or between departments.

Dates of transfer shall be arranged for a time mutually agreeable to both the receiving and releasing department, no less than two (2) weeks nor more than four (4) weeks from the date of acceptance by the staff member recommended.

The act of changing jobs may not warrant a pay change.

Appendix B

The University of Southern Mississippi Employee
Handbook
Section: Fringe Benefits
Subject: Education Enhancement

Retrieval No.	3011
Page No.	1 of 1
Date	June 1, 2014
History	July 1, 1995
	July 1, 1993

The following schedule of payments will be made to all
University staff employees who attain an advanced degree or successfully complete the
Professional Standards Program (PSP) Certification.

Certificate or Diploma	Award
(PSP) First Certificate	$ 600.00
(PSP) Each succeeding Certificate (excluding Bachelor's or Master's	$ 500.00
Certified Public Accountant (CPA)	$1,000.00
Professional Engineer or Architect	$1,000.00
Bachelor's Degree	$ 800.00
Master's Degree	$1,000.00
Doctoral Degree	$1,200.00

A Personnel Action Form with copies of the certificates, official transcripts, and/or diplomas will
be forwarded to University Human Resources for processing. Monetary adjustments to the
employee's salary will be made effective the date the PAF is received in HR as long as the degree
has been conferred and/or dissertation successfully defended. The increase in salary will become
a part of the employee's annual base salary. The education enhancement will in no case be
retroactive.

Proposal 5: Communication Plan for Implementation

Staff Structure Subcommittee Statement on Proposal

Effective communication is crucial to a successful reorganization. This committee sees the reorganization as an opportunity to end the "Southern Miss Shuffle." Pivoting communication to be more student-driven will require all stakeholders to realize their role in recruitment and retention and for that role to be respected.

On July 1st many staff will belong to new Colleges, Schools, have new job descriptions, and report to new bosses. It will be important for those changes to be clearly conveyed to students, staff, faculty, and all campus offices. This is vital when points of contact have changed. Employees should be reminded to intercede for students when possible. Making it simpler for employees to find processes, locations, and contacts will aid in both student success and faculty/staff productivity.

While immediate changes need to be conveyed, the committee sees this as an extension beyond restructuring. Changes in policy are often made without the input or knowledge of those responsible or affected by the change. It is important to talk to stakeholders before changes occur. Work is often redone because information was not effectively conveyed. Buy-in is critical. If key staff are part of the process, they can explain updates and procedural changes through the proposed College and School meetings.

Staff Structure Committee Chair Statement on Proposal

The goal of this proposal aims to address a culture shift in how we as an institution communicate. In all forms of communication, it is all of our responsibilities to consider the stakeholders in the information being communicated. We must consider who needs to know the information and what background information should be provided to ensure successful buy-in.

Face to face communication is always best. The academy should strive to create more opportunities for staff members to get to know their colleagues and communicate in person. This will increase collegiality and improve working relations. Many staff members send e-mail correspondence regularly to colleagues across the campus and have yet to have the opportunity to meet in person.

While the recommendations of this proposal are largely geared towards the transition and implementation of the academic reorganization, many of the recommendations will improve communication in the long term as well. Establishing regular meetings for staff members executing similar duties within the colleges will provide opportunities for them to discuss and share challenges and successes with procedural changes. As these groups gather, their discussion may lead to ideas which could further improve efficiency in student success and retention. For example, as technology advances and schools explore new methods of communication with students, they will have a vehicle to share with their colleagues. Other schools within the college will benefit from these discoveries.

This proposal recommends the selection of one or two staff members from each college to be identified as liaisons for their colleagues within the colleges. Careful thought and planning has gone into making recommendations for the success of the academic reorganization. The

reality is that we will not know how successful these recommendations will be until we attempt to execute them. We must be flexible with our final implementations plans. As unanticipated issues arise through the academic reorganization implementation, staff members should have a point person within their college in which they can communicate the issue. These liaisons should gather and communicate this information to the upper administration so that informed decisions can be made to alter and adjust the implementation plan as needed. It is my recommendation as the chair of this committee that these liaisons be filled by members of the academic reorganization staff structure committee as they are well versed in the goals of the reorganization.

Steering Committee Overview

This proposal attempts to identify methods of communicating academic reorganization changes to faculty, staff, and students. Consistency in specifics of the new structure and how that information is conveyed are paramount during the implementation phase to ensure that all stakeholders are aware of the changes. One might assume that some of this responsibility on a broader basis would be handled by University Communications. A periodic update, such as list of FAQs or a newsletter that gets posted on the Provost's website, might be one way to further communication efforts. Highlighting professional development and promotion should be the focus of staff-centered communications and included in the posts to showcase USM as THE place to work!

Strategies listed in this proposal focus on the near future whereas continued effort might be required to make these integrations successful in the long run. Future-oriented considerations should be expanded to include creating collaborative team synergy among school-level staff who may or may not have worked together in the past. By expanding this team building approach to the college level, an even broader reach of unity is possible.

This Communication Plan for Implementation is clearly focused on communication related to the reorganization itself, but one question worth further development is how communication can be improved overall and sustained in the long-term for team-building (i.e., "future-oriented opportunities") on a campus-wide basis. The use of surveys as mentioned for student response could also be adapted for faculty /staff and provide the groundwork for encouraging additional collaboration.

ARSC Implementation Recommendation

Committee: Academic Staff Structure

Proposal: "Communication Plan for Implementation"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:

- Timely and continued input from ITech

Additional Suggestions:

- Student needs should be considered when developing communication strategy
- Consistent and coherent communication from appropriate University departments and committees
- This proposal points to the need for a conversation about more effective communication plans for the university at large, with input from (among others) ITech and University Communications.

Timeline / Resources Considerations:

- As stipulated in the proposal.

Communication Plan for Implementation

Committee Charge Being Addressed by Proposal
List potential new configurations/ideas to maximize efficiencies, service, productivity and engagement.

The Academic Reorganization Staff Structure Committee identified communication as the key to a successful reorganization. Institutionally, communication has been lacking or inefficient in areas, often leading to the "Southern Miss Shuffle." One measure of a successful reorganization would be leaving that term in the past. The Committee believes that addressing communication broadly at the university level and then more narrowly at the college and school level should be a part of the implementation of reorganization. The committee also believes that effective communication is a vital part of student success and will enhance staff and faculty productivity.

All employees (staff/faculty/administration) are a part of recruitment and retention as well as the overall experience of our students. Through the reorganization process, employees need to be reminded of the power they have to assist a student in having a positive experience at Southern Miss. Equally important is respecting the time it takes to both be trained and become accustomed to new university structures and the time it takes to convey that information to students. All units must be kept informed, including support units that may not interact directly with students.

Recognizing that we have a truncated timeline for implementation, it is critical that administration, faculty, staff and students embrace this plan, while working together, to maximize its efficiencies. Time needs to be allocated to develop and learn new processes and systems for all staff, but particularly those directly affected by the new structures. Relationships with new Deans, Directors, Chairs, faculty, and staff will take time to develop. New roles and responsibilities will take time to learn and adapt. Additionally, it will take time to physically make changes to signage, printed materials, and webpages. This plan will be initiated at the University level and communicated to Colleges and Schools. Implementation for each College and School may be different due to size and number of changes within former Colleges. Full support from the Administration, on university-wide participation, will be crucial to this plan's success.

Implementation Strategy

University Communication Plan:

This proposal makes the assumption that the University will communicate this plan to Colleges and Schools by initiating signage changes and website updates. Without full university communication and support this plan will not be successful. Efficient and concise distribution should increase staff and faculty productivity.

In order to avoid confusion it is essential that a communication plan is developed and distributed to all constituents.

- Care will be taken to utilize multiple avenues of communication knowing that no one method will reach all constituents. Methods to utilize would include, but not be limited to: USMTalk, USM Mailout, Student Printz, email, SOAR Mobile, (implement push notifications which automatically pop up on a student's phone), and classroom announcements. Investigate functionality of other programs we already own but are not fully implementing, e.g., SOAR Mobile.
- Where available and possible, easels, Smart TV's, and signboards should be used to communicate changes (school/department office? locations, advisor locations, etc.).
- Signage and marquis will be updated to reflect new college and school structure, departmental locations, etc. by mid-summer 2018, including removing all prior signage that is no longer applicable to avoid confusion.
- Update web pages and investigate creating a student quick links page as a one stop shop for new and returning students.
- Encourage communication from the Office of the President and Provost to all constituents about "buy-in" to the process and thinking of themselves in the new College and School structures. Personal, Face-to-Face Communication from Administration would enhance participation by Faculty and staff and boost morale.
- Web pages will be updated to go live by July 1, 2018 with the new configurations. Updates will be done with a mind toward the kinds of questions both students and staff may have.
- University employees have to be "all in" on communicating to stakeholders, especially students. Administration, staff, and faculty all will be encouraged and reminded to go the extra step (phone calls, etc. when possible) to avoid the "Southern Miss Shuffle" of sending students all over campus. All employees assist in the retention and recruitment of students.
- Annual University-wide and biannual College-wide convocations for staff will be implemented which will encourage ownership, cohesiveness, awareness, and understanding of the University vision, mission, and values.
- Colleges will hold monthly meetings to keep staff informed, increase collaboration and encourage collaboration and teamwork.

College/School Level Communication Plan

Staff
- New Directors and Chairs are identified they will meet in early February with staff to begin to identify strengths and anticipate adjustments to current responsibilities which will begin July 1, 2018.
- Directors will convey new staff responsibilities and/or configurations, which will begin July 1, 2018, to staff and faculty.
- Deans and Directors will be mindful and create the time and space necessary to adequately make the identified.
- Colleges will have biannual convocations which will encourage ownership, cohesiveness, awareness and understanding of college missions.
- Staff will update their Online Directory Information via their Self-Service link in SOAR. This will provide additional details (location, phone number, etc.). See Appendix A.

- If applicable, Schools will make sure all advisor information is updated in SOAR by the beginning of summer 2018.
- Update school and department web pages to reflect changes in titles and location.
- Develop new listservs for students at both the college and school level to communicate the new structure.
- Investigate activating the SOAR mobile function or other group management apps that students (particularly at the school level) can opt into for text messaging.
- Changes in structure should be communicated to support offices. For example, auxiliary and support offices should be notified of college and school level personnel changes that will impact their work. Give new contact information to units like HR, Controller, ORA.
- Faculty members should highlight key changes in school structure via their course syllabi. The reorganization should be placed at the beginning of each course syllabus for the fall 2018 semester. This should also include the use of Canvas notifications where appropriate.

Students
- Initiate communication beginning mid-spring 2018 (utilizing summer/fall advisement sessions to inform students, in class meetings to inform students, college and school wide meetings if deemed necessary.
- Students will be encouraged to reference their USM email accounts for updated information (which may include advisor location changes, advisor changes, etc.)
- Students will be encouraged to opt into SOAR Mobile if it is determined that function can be mobilized.

Faculty
- Faculty will update their online directory Information via their Self-Service link in SOAR. This will provide additional details (location, phone number, etc.). See Appendix A.
- Begin training during mid-spring through the end of the summer in order to allow all involved faculty time to become familiar with new processes, locations, and procedures within the new school structure (particularly where challenges in proximity exist).

Timeline

Spring 2018

January / February 2018

- Directors meet with staff to get to know them and begin to identify strengths.
- Directors will meet with current supervisors to discuss staff strengths.
- Directors will meet with staff to convey new responsibilities.
- Directors convey to faculty new staff responsibilities and provide faculty and staff opportunities to get to know each other.
- Signage modifications go to University Communications for approval and forwarded to printer

- Each new school creates academic organizational charts to aid students in identifying appropriate faculty and staff to contact regarding academic issues and questions.

March / April 2018

- Advisor information is updated in SOAR
- Investigate SOAR Mobile activation as well as other group management apps that students can be notified on
- Begin training for faculty and staff on new processes, locations, and procedures
- Encourage students to view USM emails
- Utilize advisement (for summer/fall 2018) to communicate changes to students
- If applicable, before leaving for the summer, faculty will update their directory information (after summer/fall advisement is complete).
- If possible support units are notified of college and school personnel changes. See Appendix B and C for a starting point.
- College monthly staff meetings begin (start in late March to allow time for everyone to adjust to their new positions)

Summer 2018

Late May 2018 / June 2018

- Reorganization signage is placed across campus and old signage removed (this should be done before Preview/Orientation Sessions begin).
- University, College and School websites are updated to reflect new reorganization changes
- If possible, support units are notified of college and school personnel changes. See Appendix B and C for a starting point.
- College monthly staff meetings

July 2018

- Faculty modify fall syllabi to reflect reorganization changes
- New listservs are created at the university, college and school level
- Utilize Preview/Orientation Sessions to communicate changes to students
- Group meetings
- Staff will continue to train on SOAR, SOARFIN, SOARHR, ASSETWORKS, PeopleSoft, Image Now, Drupal Content Management System, Adobe Acrobat, and others as necessary for new responsibilities.
- Each new school will appoint a staff member and student to walk through the building(s) associated with the new school to be sure all old signage, etc. has been removed. Staff and faculty will check webpages associated with them or their assigned area to be sure all updates have been made.
- College monthly staff meetings

Fall 2018

August 2018

- Any items from spring and summer timeline should be completed and in place by beginning of fall semester
- Review all items implemented for accuracy
- College monthly staff meetings

Personnel Involved

- All university employees have to "buy-in" to the importance of communicating to stakeholders, especially students. Administration, staff, and faculty all will be encouraged and reminded to go the extra step (phone calls, etc. when possible) to avoid the "Southern Miss Shuffle" of sending students all over campus as all employees assist in the retention and recruitment of students.

Fiscal Analysis

- Costs will be incurred to update signs, marquis, business cards, letterhead, and similar branded materials. Thought should be taken when possible to begin these purchases in fiscal year 2018 in order to mitigate the cost to fiscal year 2019.

- Cost will also be incurred in moving School offices, phones, etc. to new locations. This cost could be considerable for large schools or the university as a whole.

In order to measure the success of this plan a two or three questions survey should be given to students, through Canvas, at the end of the semester to get input from students. A special email address should be set-up in the Provost Office for both faculty and staff to send issues they are facing during implementation so these issues can be addressed at the end of each semester throughout the first year.

One or two staff members should be identified as liasons in each college as point people for implementation concerns about personnel issues. Process based concerns will be addressed in the monthly staff meetings held by each college.

Appendix A

Appendix B

Support Units—Hattiesburg

Admissions – Hattiesburg Campus	6-5000
Registrar Office	6-5006
Human Resources	6-4050
Payroll	6-4084
Purchasing	6-4131
Travel	6-4131
Accounts Payable	6-4131
Office of Research Administration	6-4119
Vice President for Research Office	6-5116
Business Services	6-4137
University Communications	6-4491
Graduate School	6-4369
General Counsel	6-4466
Athletics	6-5017
Barnes and Nobles Textbook Center	6-4381
Office of the Controller	6-4084
Disability Accommodations	6-5024
Dean of Students	6-6028
Foundation	6-4095
iTech	6-4357
Honors College	6-4533
New Student Retention Programs	6-6405
Office of Online Learning	6-5518
Physical Plant	6-4414
Receiving	6-5431
Student Success Center	6-6405

Appendix C

Support Units—Gulf Park, GCRL, & Stennis

Admissions – Gulf Park Campus	4-3444
Business Services – Gulf Park	4-4520

Proposal 6: Academic School Staff Operations Manual

Staff Structure Subcommittee Statement on Proposal

The Academic School Staff Operations Manual Sub-Committee has been tasked to identify a living document involving an inventory of work broken down into categories. An Operations Manual has the potential to maximize efficiencies, service, productivity, and engagement. The proposal for a living document goes beyond just an idea and provides a real solution. Over the coming months we hope to put together a committee of stakeholders both from academics and external units to form a group to develop the Manual and enhance the overall body of work that academic reorganization has set out to achieve.

Staff Structure Committee Chair Statement on Proposal

The goal of this proposal is to create a Manual which would be a living document where forms, instructions, operations and procedures are housed. The duties repeated by staff members in schools and colleges are processed through non-academic units. Currently, forms are housed in various locations and can require a lot of time to locate. While the forms and procedures are frequently updated, it is not uncommon for users to be unaware of these updates or changes in the procedure for processing these forms.

By centralizing the location of these forms and including the instructions and procedures, the committee feels that efficiency will be improved. The time devoted to executing these duties will free up staff members and allow them to devote more time to student issues.

Formal training has historically not been provided for staff members beginning their employment at the University of Southern Mississippi. Many staff members have learned where to locate the forms and how to process them, relying on instructions from their colleagues or eventually figuring things out on their own. This committee has discovered that there is a good deal of inconsistency in the manner in which each duty is executed.

Throughout the course of its work this committee has identified that there is a great deal of disruption when a staff member is away for short and extended periods of time. Currently, there is not a system in place to cover the absent staff member's duties, which results in a disruption of support for the unit.

The creation of the Academic School Staff Operations Manual will further improve productivity, serve as an important resource for cross-training, and increase consistency of processes. Of all of the proposals from the ARSS committee, the Operations Manual will have the greatest impact. Serving as a resource for both staff and administrative faculty, an Operations Manual will alleviate administrative disruptions during personnel absences. As academic units are able to improve efficiency, non-academic units will reap the benefit as well.

Steering Committee Overview

A core set of duties common to all schools/units are listed and categorized as either academic, budgetary, or managerial. This document provides a comprehensive list of academic

unit tasks typically assigned to staff members, as well as those officially recognized as chair/director responsibilities but completed by staff. This proposal focuses on creating and implementing an Operations Manual that would be reviewed and updated on a regular basis. The list is categorized according to core duties ordered in a manner that creates a logical connection for a user who is not necessarily familiar with academic office functions. All areas of academia would be able to utilize this valuable compilation of university procedures, and such a Manual would increase efficiency (no need to "re-invent the wheel" or discover new procedures for each unit) and provide an immediate resource when specialist staff are unavailable.

This Operations Manual should be a key factor when determining school staffing levels as outlined in the "School Staffing Structure" proposal. It is recommended that this Manual also be used in conjunction with staff positions nomenclature. One particular terminology change is reconsideration of the term "administrative assistant" for staff positions completing tasks, as a substitute for merely assisting in the completion. The currently accepted format, one used herein, is to refer to these individuals as *administrative generalists* (wide scope of knowledge) and *administrative specialists* (narrow scope).

Committee: Academic Staff Structure

Proposal: "Academic School Staff Operations Manual"

Recommendation: ARSC recommends this proposal be adopted for implementation in full.

Additional Requirements:

- Timely and continued input from ITech

Additional Suggestions:

- Academic schools prioritize improvements in timely conjunction with Itech

Timeline / Resources Considerations:

- As stipulated in the proposal.

Academic School Staff Operations Manual

Committee Charges Being Addressed by Proposal
Develop inventory of work, classified into categories.
List potential new configurations/ideas to maximize efficiencies, service, productivity and engagement.

Through the course of our meetings, the Academic Reorganization Staff Structure Committee has identified repeatable duties across all schools currently being executed through inconsistent means. To create consistent and efficient execution of these duties, an Academic School Staff Operations Manual should be created to centrally house all relevant training, instructions, forms, policies and procedures. The committee believes that the majority of this information already exists yet is housed and maintained individually in the units through which these duties are processed.

The Staff Structure committee has discovered that a great deal of duplicated effort has been put forth by individuals to create versions of an Operations Manual in an attempt to ease disruption of work flow during anticipated (and/or unanticipated) extended absences.

The goal of the Operations Manual is to increase access to a breadth of knowledge among multiple staff and faculty administrators within Colleges and Schools. Staff within all academic units should receive proper cross-training and access to the necessary documents to execute identified duties. This will ensure that business processes are uninterrupted and core job duties are covered when staff members are unavailable and allow issues to be resolved efficiently and improve support for faculty and students.

1. Identify components to form an Operations Manual

    A. The core set of duties repeated across all schools as listed in the Staff Structure Proposal should be used as a basis to create a living document.
    B. Currently the instructions and forms to execute these duties are housed within multiple units on campus. For example, payroll oversees the time card procedure. The procedures and forms to fill out a timecard should come from payroll. If at any time payroll changes the policies or procedures for filling out timecards, this information should be updated in the Manual.
    C. The Manual should be housed online so that all academic staff and administrative faculty may access the Manual and relevant forms necessary to complete the duties.
    D. A unit on campus will need to be identified to create the Manual. This could possibly be the Provost's Office.
    E. A unit should be identified to coordinate the updating and maintenance of the Manual as procedures and forms evolve. This could be the Provost's Office, a committee consisting of diverse members, or another unit identified on campus such as Staff Council.
    F. Once the Manual is completed, guidelines should be set in place for updates to the Manual by the units that house the duties.

G. A phone directory of constituents across the campus should be included to help or provide answers to questions.

H. The Manual should be used for initial training for incoming Administrative Specialists and Administrative Faculty.

I. The Manual will identify each duty and link it to the office through which the duty is processed. (See Appendix A.)

J. A streamlined approach to find information quickly for all employees.

2. Future implementations of the Manual should be fully interactive and updated through an online system

A. Changes to the Manual should be submitted for review and posted automatically if accepted by a designated person or committee.

B. Timelines for submission and guidelines should be established for periodic updates to the Manual.

3. Timeline for developing the Manual

A. Setup a cross-training focus group in the Spring of 2018 to start the development of the Manual.

B. Identify the committee members based on their expertise of the duties that will make up the Manual and include members of the community who are actively involved in these duties.

C. Committee should also be made of members from external units such as ITECH, Office of University Communications and all other units listed throughout Appendix A to provide support in implementing the Manual.

D. The cross-training focus group should aim to complete the Manual by the end of the Spring 2018 semester.

E. June 1, 2018: Roll out the first version of the Manual for peer review.

F. July 1, 2018: Manual goes live.

G. June 1, 2019: A Review Committee will meet to discuss any necessary changes to the Manual. The committee should make recommendations for ways to improve the effectiveness of this living document.

4. Short- and long-term financial impacts

A. No additional cost is associated with this proposal.

B. The Manual will be housed electronically, requiring no additional cost for IT infrastructure since the university currently maintains a content management system.

C. Only employee release time will be required during normal working hours to complete the Manual.

5. Evaluation strategies for the Operations Manual

A. June 1, 2018: The Review Committee would also implement a self-study in one new school of each college to gauge the effectiveness of the Manual. The self-study would extend from June 1, 2018 until June 1, 2019.
B. June 1, 2019: Review Committee would be tasked to poll School staff to see if the Manual is effective, time-saving, and accurate and if items need to be added, deleted, or modified.
C. June 1, 2019: Data collected from the self-studies would be used to see how often the Manual is used and the periods of the year that it is used.

<h1 style="text-align:center">Appendix A: Core Academic Staff Duties</h1>

Budgetary

1. Permission to Hire
   a. Process Through: Provost Office
2. Personnel Action Form (PAF)
   a. Process Through: Paper copies in Human Resources
3. Personnel Data Sheet (PDS)
   a. Process Through: Human Resources
4. Adjunct Hiring
   a. Process Through: Office of the Provost
5. Graduate Assistant (GA) Paperwork
   a. Process Through: Human Resources/Deans offices/Graduate School
6. Maintain Personnel Files
   a. Process Through: Schools
7. Time Sheets/Submit Payroll
   a. Process Through: Human Resources
8. Soar-Fin and Procurement Card
   a. Process Through: Procurement
9. Monthly Detailed Report (MDR)
   a. Process Through: Controller's Office
10. Requisitions/Purchase Order (PO)
    a. Process Through: Soar-Fin
11. Payroll Distribution Report (PDR)
    a. Process Through: Controller's Office
12. Reconciling/Fixing Payroll Errors
    a. Process Through: Payroll
13. Interdepartmental Invoice (II)
    a. Process Through: Controller's Office
14. Remittance Voucher
    a. Process Through: Procurement and Contract Services-Accounts Payable
15. Reimbursement Voucher
    a. Process Through: Procurement and Contract Services-Accounts Payable
16. Permission to Travel (PTT)
    a. Process Through: Procurement and Contract Services-Travel Office
17. Travel Voucher
    a. Process Through: Procurement and Contract Services-Travel Office
18. Professional and Personal Services Agreement (PSA)
    a. Process Through: Purchasing
19. Budget Revisions
    a. (E&G) - Process Through: Office of Fiscal Planning and Analysis
    b. (Grants) - Process Through: Office of Fiscal Planning and Analysis
20. Pinnweb
    a. Process Through: iTech
21. Cash Net

       a. Process Through: Business Services
22. Petty Cash
       a. Process Through: Business Services
23. Request for Foundation Withdrawal
       a. Process Through: Foundation
24. USM Foundation GO! System
       a. Process Through: Foundation
25. Grant Reporting
       a. Process Through: Office of Research Administration
26. T&E Reporting (Grants)
       a. Process Through: Office of Research Administration

Academic

1. Course Scheduling
   a. Process Through: SOAR and Astra/Schools
2. ASTRA
   a. Process Through: Office of Registrar
3. Textbook Entry *
   a. Process Through: Enlight/Schools and Dean's Office
4. Ordering Desk Copies *
   a. Process Through: Schools
5. Recruitment
   a. Process Through: Admissions, Dean's, and Schools
6. Graduate Admissions Paperwork
   a. Process Through: Graduate School, Schools, & Dean's offices
7. Graduate Assistant Paperwork
   a. Process Through: Graduate School, Schools, & Dean's offices
8. Admissions Portals - Radius and AppReview
   a. Process Through: Graduate School
9. SOAR Processes
   a. Process Through: Office of Registrar
10. Processing Student Forms (UG/Grad Application for Degree, Change of Major, Probation Continued/Suspension, etc.)
   a. Process Through: Forms are found on the Registrar's website/Schools, ACA, Registrar's
11. Assigning Advisors
   a. Process Through: SOAR/Schools
12. Change of Major/Minor
   a. Process Through: ACA/Schools
13. UG & Grad Bulletin Updates/Changes (Should be handled by program directors)
   a. Process Through: Office of Registrar/Program Directors
14. Foundation Scholarships/Awards
   a. Process Through: Foundation/Schools
15. Proposals for Academic Council & Graduate Council
   a. Process Through: info.usm.edu/academic-council and graduate council?

16. Consortia Agreements/Contracts with Facilities for Internships or Student Observations
   a. Process Through: Office of the Provost/Schools

Management

1. Inventory/Property Accounting
   a. Process Through: Department of Procurement & Contract Services - Property Accounting/Receiving (AssetWorks)
2. Building Liaison
   a. Process Through: Physical Plant Work Orders
3. Maintain Website
   a. Process Through: The Office of University Communications
4. All Media: Facebook, Twitter, etc.
   a. Process Through: The Office of University Communications