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UofSC
Aiken
School of Business
Administration

EDUCATING THROUGH ENGAGEMENT

MISSION

We deliver an engaging business education that prepares students for career success and encourages positive community impact.

VISION

We aspire to fully engage with the business community to transform our students into forward-thinking business leaders with views for the betterment of society.



**Faculty/Staff
Policies
Processes
Procedures
2020-2021**



School of Business Administration Policies, Processes, Procedures*

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*All policies approved by SOBA faculty as of May 1, 2018 (except where marked in this copy)

Record of Interim Procedural or Process Changes:

1. Updated for 2020-2021 Committee Assignments on October 1, 2020
2. Page 21: “Peer-reviewed presentation at a national meeting of one of the following organizations: AAA, AOM, AMA, ASSA, FMA, POMS, INFORMS, DSI” changed to “Peer-reviewed presentation at a national scholarly meeting or as approved by the FSPC”. Approved by SOBA Faculty 10/14/2020.

Mission Statement

The USC Aiken School of Business delivers an engaging business education that prepares students for career success and encourages positive community impact.

- To accomplish our mission, we seek to create a learning environment that helps our students understand the global, technological, and ethical issues in today's business world.
- The undergraduate business program is delivered through quality instruction in both face-to-face classroom settings, as well as through an online degree completion program for place-bound or non-traditional students, while the graduate business program is delivered online.
- The programs include in-class and outside class engagement opportunities with business organizations and professionals both on campus and online. Career readiness for success is achieved through the curriculum and explicitly emphasized in the *Professional Pathway* and *Exploring Your Potential* programs.
- The School of Business Administration (SOBA) emphasizes the AACSB vision that business and business schools are a force for good, encouraging a positive impact on society.
- SOBA faculty maintain currency within their business disciplines by conducting relevant research, with a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.
- SOBA faculty are engaged outside the University through service in scholarly and professional organizations in their disciplines as well as business consulting and training activities provided to the local community.

Vision Statement

The USC Aiken School of Business Administration aspires to fully engage with the business community to transform our students into forward-thinking business leaders with views for the betterment of society.

- SOBA seeks to fully engage the business community by including more businesses, more often, in more courses and programs. Engagement is achieved when students interact with the business community by bringing business professionals into classes and programs and by sending students to businesses through classes and programs.
- The business community is comprised of local or distant enterprises able to interact with students in-person or online either synchronously or asynchronously.
- Forward-thinking business leaders leverage their competencies to both innovate and respond to change. Forward-thinking business leaders have a vision.
- The betterment of society is achieved through balancing financial outcomes with sustainability, ethics, social responsibility, inclusion and diversity, and other positive community outcomes.

Program Values

Communication: SOBA students will develop the written and oral communication skills necessary for success in their business careers.

Technology: SOBA students will develop the basic technological skills to prepare them for their business careers.

Globalization: SOBA students will acquire a global perspective of the modern business environment.

Business Knowledge: SOBA students will acquire the basic business knowledge necessary for success in their business careers.

Ethics and Social Responsibility: SOBA students will develop an appreciation for ethical decision-making and the social responsibility of business to all stakeholders.

Diversity

The School of Business Administration encourages students and faculty to appreciate and welcome diversity in the global workplace.

Code of Ethics

The School of Business Administration at the University of South Carolina Aiken seeks to promote the highest level of ethical standards among its graduates, students, faculty, and administrators. Pursuant to that end, they are expected to follow the norms and standards established by their individual professional and academic organizations in terms of their responsibility toward all stakeholders. The following code of ethics is, therefore, established as an addition to the standards of each individual's professional organizations.

Graduates, Students, Faculty, and Administrators of the School of Business Administration should:

- Be forthright and truthful in dealings with all of the organization's stakeholders.
- Serve as a model of ethical decision-making to others, and always set and exemplify the highest standards of ethical behavior.
- Seek to do no harm, but when they make a mistake, admit it quickly and not try to conceal it.
- Conduct all activities in good faith.
- Accept the consequences of their decisions and take responsibility for individual decisions and actions.
- Recognize the basic dignity of all by treating others as they would wish to be treated.
- Fulfill their philanthropic and societal responsibilities to others.

Approved by SOBA Faculty on 04/26/2019

Strategic Plan 2018-2023

Goal 1: Provide high quality academic programs

Objective 1.1: Continually improve the curriculum

Action Item 1.1.1: Employ the established Curriculum Management Process to routinely assess student learning outcomes to improve the curriculum accordingly.

Action Item 1.1.2: Establish a systematic business curriculum quality review process aimed toward achieving a comprehensive review over a three-year period, directed by the Curriculum Review and Proposals Committee (CRPC) and Graduate Council respectively, to include student groups and external stakeholders.

Action Item 1.1.3: Establish a systematic quality review process for online courses to include the review of each online course at least every four years.

Action Item 1.1.4: Enhance opportunities for student Career Readiness through experiential learning and the development of relevant programs.

Action Item 1.1.5: Establish a resource pool of working or retired professionals to support efforts to engage students in the classroom.

Objective 1.2: Align the curriculum with contemporary community needs.

Action Item 1.2.1: Establish a process for the Business Advisory Council to assess and report on contemporary business community needs.

Action Item 1.2.2: Establish a process for the faculty to assess and report on contemporary trends in business education.

Objective 1.3: Establish a faculty development process to enhance best practices in online instruction.

Action Item 1.3.1: Have all online instructors complete at least one online teaching certification course.

Action Item 1.3.2: Provide funding for online certified faculty to engage in additional online certifications or workshops.

Action Item 1.3.3: Provide funding to send faculty to online teaching and learning conferences.

Action Item 1.3.4: Conduct periodic online teaching development activities within the School of Business.

Objective 1.4: Recruit and retain qualified faculty to develop and teach both face-to-face and/or online courses.

Action Item 1.4.1: Conduct national searches to obtain a diverse pool of qualified candidates with strong credentials.

Action Item 1.4.2: Improve incentives and opportunities for faculty to engage in scholarly activity, professional development, and/or industry involvement.

Action Item 1.4.3: Establish a School Promotion & Tenure Review committee.

Action Item 1.4.4: Establish a systematic new faculty mentor program.

Action Item 1.4.5: Renovate existing space to provide additional attractive faculty offices.

Objective 1.5: Design and implement an integrated business analytics curriculum.

Action Item 1.5.1: Produce a Curriculum Change Proposal to integrate business technology systems, statistical reasoning, and analytics across multiple courses.

Action Item 1.5.2: Produce an elective for students wanting the opportunity to extend their data analytics knowledge and skill.

Action Item 1.5.3: Seek student experiential learning opportunities to apply and practice analytics skills.

Action Item 1.5.4: Build a lab dedicated to business analytics.

Objective 1.6: Stabilize the USC Aiken Program at Sumter

Action Item 1.6.1: Engage USC Sumter in the search process to fully staff the program at USC Sumter.

Action Item 1.6.2: Work with USC Sumter to establish a USC Sumter Coordinator for the USC Aiken Program on the USC Sumter campus.

Action Item 1.6.3: Have a USC Aiken SOBA representative visit the USC Sumter campus at least once each semester.

Goal 2: Provide business students with opportunities to promote their success before and after graduation.

Objective 2.1: Build a strong student body.

Action Item 2.1.1: Recruit high-achieving freshman and transfer students through greater participation in University-student recruitment activities, both on and off campus.

Action Item 2.1.2: Update and improve the SOBA website and expand social media presence, including Twitter and Facebook, to enhance student recruiting efforts. Establish website and social media presence as part of a staff member's

responsibilities.

Action Item 2.1.3: Review and assess the value of articulation agreements. Renew or establish new agreements accordingly.

Action Item 2.1.4: Establish an Introduction to Business course (BADM 101) to provide new students with the opportunity to better connect with the Business School and enhance recruiting and retention.

Action Item 2.1.5: Establish a Student Advisory Board at the USC Sumter campus.

Objective 2.2: Establish a Career Readiness Program.

Action Item 2.2.1: Establish a Director of Career Readiness.

Action Item 2.2.2: Develop and institutionalize a Career Readiness Program that engages students not later than their sophomore year and continues through their senior year.

Action Item 2.2.3: Establish a list of working professionals who are willing to speak with senior students heading into the workforce.

Action Item 2.2.4: Offer periodic Student Advisory Board-sponsored workshops on career readiness preparation and skills by utilizing the expertise of faculty, a resource pool (see 1.1.5) of working and retired professionals, Business Advisory Council members and other SOBA alumni.

Action Item 2.2.5: Utilize the Career Readiness Program to create and maintain a database of all SOBA graduates by area of concentration for promoting employment opportunities.

Action Item 2.2.6: Establish a process for monitoring job placement activities.

Objective 2.3: Stabilize and grow the SOBA alumni association.

Action Item 2.3.1: Establish a staff position to assume the alumni association as part of his/her responsibilities.

Action Item 2.3.2: Establish a systematic social media presence for the alumni association.

Action Item 2.3.3: Establish routine alumni engagement activities.

Action Item 2.3.4: Publish a SOBA newsletter each semester for distribution to alumni and friends.

Goal 3: Produce and disseminate scholarly contributions to practice and pedagogy through peer-reviewed intellectual outlets.

Objective 3.1: Enable faculty to achieve research expectations in accordance with SOBA's AACSB General and Scholarly Orientation classifications of BPA-1 and BPB-8. [BPA-1 is the general orientation toward a *High Emphasis on Teaching, Medium Emphasis on Intellectual Contributions, and Low Emphasis on Service*. BPB-8 is the scholarly orientation toward *Equal Emphasis on Contributions to Practice & Pedagogical Research and Low Emphasis toward Discipline-based Scholarship*.]

Action Item 3.1.1: Establish a Faculty Scholarship Promotion Committee.

Action Item 3.1.2: Solicit recommendations to improve scholarship incentives.

Action Item 3.1.3: Assess the impact of teaching schedules and service commitments upon scholarship activity and make recommendations to enhance support for scholarship, as appropriate.

Action Item 3.1.4: Review faculty scholarship production to ensure that a substantial cross-section of faculty are involved in producing peer-reviewed publications.

Action Item 3.1.5: Review SOBA policy defining scholarly activity expectations as those relate to annual faculty review performance or for tenure and promotion; update as needed.

Objective 3.2: Account for professional development funding awarded for scholarly activity.

Action Item 3.2.1: Review SOBA policy defining how peer-reviewed publications award professional development funds to a faculty member.

Action Item 3.2.2: Make recommendations to improve scholarship incentives.

Objective 3.3: Promote and publicize scholarship activity.

Action Item 3.3.1: Communicate scholarship opportunities among faculty to include co-author invitations, conference calls, and journals.

Action Item 3.3.2: Record and publicize faculty scholarship achievements.

Action Item 3.3.3: Hold faculty workshops to provide opportunities for collaboration on scholarship and dissemination of ideas.

Goal 4: Increase faculty engagement.

Objective 4.1: Serve in professional and academic discipline-based organizations.

Action Item 4.1.1: Support the Southeast Case Research Association and Southeast Business Research Association through presentations at conferences, journal submissions, service as reviewers and officers, and the provision of administrative assistance.

Action Item 4.1.2: Serve as officers in discipline-based organizations.

Action Item 4.1.3: Serve as manuscript reviewers and editors for scholarly journals.

Action Item 4.1.4: Serve as program chairs, track chairs, proceedings editors, and/or discussants at conferences.

Action Item 4.1.5: Provide additional travel funding for faculty serving in significant positions in support of annual conferences; for example, president, program chair, treasurer, or other significant officer/board positions.

Objective 4.2: Assist in the promotion of business, economic, and community development of Aiken and the region.

Action Item 4.2.1: Identify new opportunities to collaborate with Small Business Development Center (SBDC).

Action Item 4.2.2: Provide counseling, services, or other support to assist SBDC, the Aiken Chamber of Commerce, Service Corps of Retired Executives (SCORE), Rotary, and other organizations to promote the economic vitality of Aiken and the region.

Action Item 4.2.3: Promote consulting or employee training opportunities for faculty among local businesses or non-profit organizations.

Action Item 4.2.4: Incentivize and promote attendance at The Mill Seminars.

Action Item 4.2.5: Incentivize faculty engagement in community board service and the development of SOBA Community Partnerships.

Objective 4.3: Establish an Annual Business Leadership Symposium.

Action Item 4.3.1: Form a SOBA committee to conduct the symposium.

Action Item 4.3.2: Engage all SOBA faculty and students in the symposium.

Action Item 4.3.3: Engage alumni, the Aiken community and the region in symposium activities as both participants and attendees.

Action Item 4.3.4: Seek donor funding to sustain the symposium.

Approved by SOBA Faculty on 05/01/2018

SOBA Strategic Planning and Monitoring Process

The SOBA strategic planning process is continuous, as represented in Figure 1. The strategic plan is implemented annually in August and assessed during both the fall and spring semesters through reports from committees and other relevant resources. The Strategic Planning and Accreditation Committee (SPAC) subsequently reports progress on the plan to SOBA faculty in both fall and spring semesters. The SPAC solicits strategic plan reviews and inputs during the fall semester from relevant constituents, such as the SOBA Business Advisory Council and Student Advisory Board.

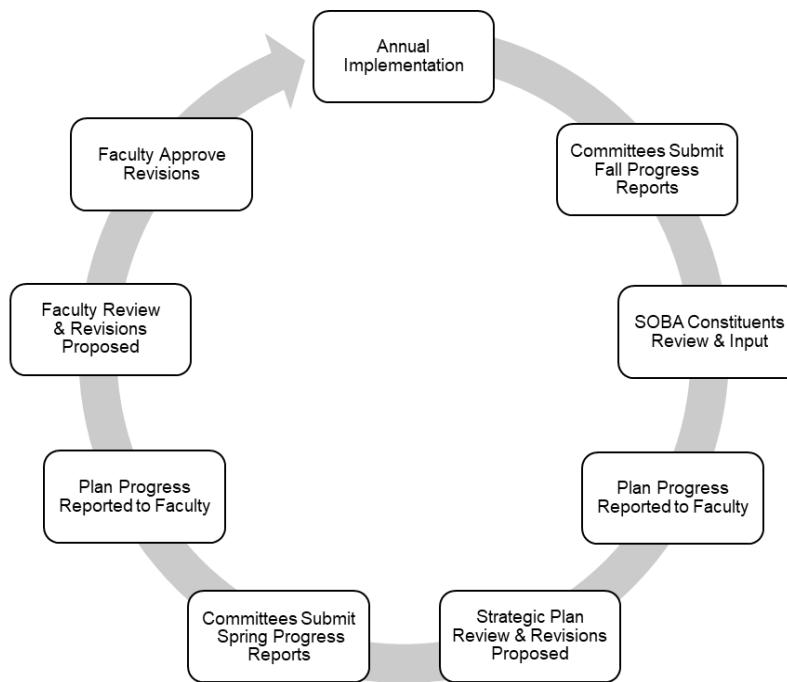


Figure 1. SOBA Strategic Planning and Monitoring Process

The SPAC uses fall progress reports, constituent inputs, and faculty feedback to conduct a review of the entire plan and consider revisions to propose to the faculty. The faculty review the SPAC proposals, suggest revisions, and approve plans accordingly by the end of the spring semester. The revised plan is slated for implementation in the following fall semester. If there are updates and progress made during summer, faculty are apprised of those at the first SOBA meeting of the fall semester. The ideal calendar timeline for the strategic planning and monitoring process after annual implementation in August is illustrated in Figure 2.

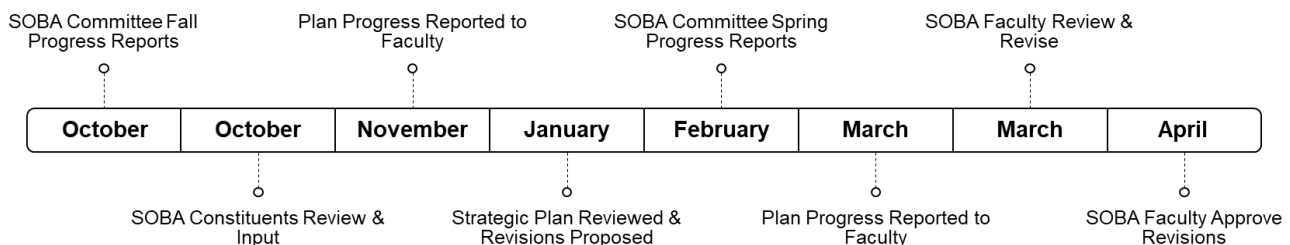
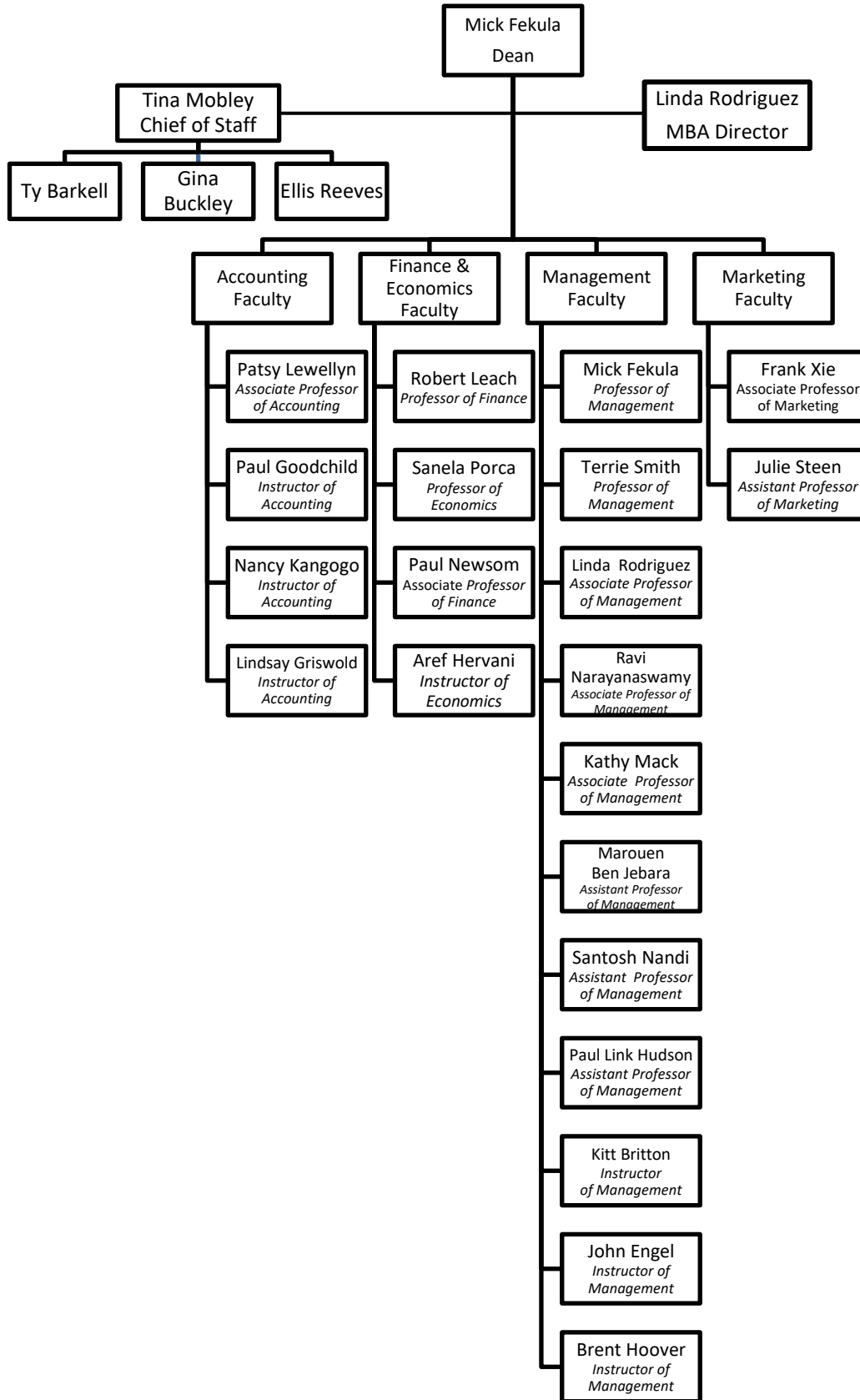


Figure 2. Ideal Annual Timeline for Strategic Planning and Monitoring Process

Organizational Chart, 2020-2021



SOBA Committees, 2020-2021

SOBA Committee Assignment Matrix

		Curriculum Review & Proposals	Assessment	Graduate Council	Online Instructional Development	Course Scheduling	Faculty Governance	Promotion & Tenure Review	Faculty Scholarship Promotion	Faculty & Student Recognition	International Programs	Strategic Planning & Accreditation	Business Symposium	Total
1	Marouen Ben Jebara	◆	◆C						◆					3+C
2	Kitt Britton								◆					1◆◆◆
3	John Engel												◆	2◆◆
4	Mick Fekula				◇		◆					◆	◆	4 ¹
5	Paul Goodchild								◆					1
6	Lindsay Griswold	◆	◆				◆							3††
7	Aref Hervani								◆C		◆			2+C
8	Link Hudson								◆		◆			2
9	Nancy Kangogo								◆					1
10	Bob Leach			◆			◆					◆		3
11	Patsy Lewellyn			◆							◆C	◆		3†††+C
12	Kathy Mack						◆		◆C					2+C
13	Santosh Nandi	◆							◆	◆	◆			4
14	Ravi Narayanaswamy						◆C	◆C		◆				4+2C
15	Paul Newsom	◆							◆	◆				3
16	Sanela Porca	◆			◇	◇		◆					◆C	5 ¹ †+C
17	Linda Rodriguez			◆C	◇	◇						◆C		4 ¹ +2C
18	Terrie Smith				◇			◆						2
19	Julie Steen	◆C											◆	2+C
20	Frank Xie			◆			◆	◆				◆		4
21	Brent Hoover												◆	1◆◆◆
22	Tina Mobley	◆	◆									◆	◆	4 ¹
23	Ty Barkell	◆	◇			◇							◆	2 ¹
24	Gina Buckley									◆			◆	1 ¹
26	Ellis Reeves					◇						◆	◆	2 ¹

Note 1: The ◇ symbol indicates a coordinating effort, as opposed to a decision-making body

Note 2: Assessment includes Ellis Reeves for PC/Sumter representation

Note 3: Course Scheduling includes Ellis Reeves for student-needs representation

Note 4: Strategic Planning & Accreditation includes Ellis Reeves for PC representation

Note 5: ◆◆ Director of Career Readiness, ◆◆◆ Enactus Advisor, †SAB Advisor, ††PAC Advisor, †††BGS Advisor

Committee Membership and Charters

Strategic Planning and Accreditation

Chair: Linda Rodriguez

Member Representation:

<i>Accounting</i>	<i>Finance/Economics</i>	<i>Management</i>	<i>Marketing</i>	<i>Program</i>
Patsy Lewellyn	Bob Leach	Linda Rodriguez	Frank Xie	Mick Fekula Linda Rodriguez, MBA Ellis Reeves, PC Tina Mobley, AAA Santosh Nandi, Sumter

Membership

- Appointed by Dean with at least one faculty member from each discipline group, as well as members to represent significant programs
- Chair elected every five years.

General Responsibilities

- Responsible for establishing and maintaining the Vision, Mission, Strategy and processes thereto appertaining.
- Responsible for ensuring that SOBA meets AACSB Standards and achieves continuous improvement in the spirit of the AACSB standards.

Charges

- As directed annually by the Dean

Curriculum Review & Proposals

Chair: Julie Steen

Member Representation:

<i>Accounting</i>	<i>Finance/Economics</i>	<i>Management</i>	<i>Marketing</i>	<i>Program</i>
Lindsay Griswold	Paul Newsom	Marouen Ben Jebara	Julie Steen	Ty Barkel, Advising
	Sanela Porca	Santosh Nandi, Sumter		Tina Mobley, AAA

Membership

- Appointed by Dean with at least one faculty member from each discipline group, as well as sufficient members to represent the Assessment Committee, including Palmetto College (PC) staff member
- Chair elected every five years.

General Responsibilities

- Responsibilities for the undergraduate curriculum to include:
 - Implementation of Continuous Improvement Review processes in accordance with AACSB Standards
 - Reviewing all proposals and periodically examining the curriculum for completeness and applicability
 - Ensuring all curriculum changes are forwarded to the USCA Courses and Curricula Committee
 - Ensuring engagement, innovation, and impact are reflected in the SOBA Curriculum
- Through the Assessment sub-committee, responsible for Undergraduate Assessment to include:
 - Implementation of continuous improvement in SOBA assessment processes
 - Ensuring that assurance of learning metrics are followed according to required timelines for assessment and reporting
 - Ensuring that the relevant faculty meet to discuss results and recommendations necessary for “closing the loop”
- Ensuring that syllabi are reviewed for minimally acceptable content
- Reviewing articulation agreements
- Ensuring that classrooms are equipped to provide the most effective learning environment.
- Assure the currency of catalog course offerings and their descriptions.
- Review and make recommendations to improve the Undergraduate Student Handbook
- Post minutes of all meetings to a shared drive or forward to administrative assistant for posting
- Other matters assigned by the Dean

Charges

- As directed annually by the Dean

Assessment

Chair: Marouen Ben Jebara

Members: Lindsay Griswold, Tina Mobley (committee to coordinate with Ty Barkell for PC)

Membership

- Appointed by Dean with the Chair serving on the CRPC, as well as sufficient members to represent the Assessment Committee on the CRPC, including a Palmetto College Staff member and the AAA Director
- Chair elected every five years.

General Responsibilities

- Responsibilities for the undergraduate curriculum to include:
 - Implementation of Continuous Improvement Review processes in accordance with AACSB Standards
 - Reviewing all proposals and periodically examining the curriculum for completeness and applicability
 - Ensuring all curriculum changes are forwarded to the USCA Courses and Curricula Committee

- Ensuring engagement, innovation, and impact are reflected in the SOBA Curriculum
- Through the Assessment sub-committee, responsible for undergraduate assessment to include:
 - Implementation of continuous improvement in SOBA assessment processes
 - Ensuring that assurance of learning metrics are followed according to required timelines for assessment and reporting
 - Ensuring that the relevant faculty meet to discuss results and recommendations necessary for “closing the loop”
- Ensuring that syllabi are reviewed for minimally acceptable content
- Reviewing articulation agreements
- Ensuring that classrooms are equipped to provide the most effective learning environment.
- Assure the currency of catalog course offerings and their descriptions.
- Review and make recommendations to improve the Undergraduate Student Handbook
- Post minutes of all meetings to a shared drive or forward to administrative assistant for posting
- Other matters assigned by the Dean

Charges

- As directed annually by the Dean

Members

- Updated annually

Graduate Council

Chair: Linda Rodriguez

Member Representation:

<i>Accounting</i>	<i>Finance/Economics</i>	<i>Management</i>	<i>Marketing</i>	<i>Program</i>
Patsy Lewellyn	Bob Leach	Linda Rodriguez	Frank Xie	Linda Rodriguez

Membership

- Appointed by the Dean with at least one faculty member from each discipline group.
- Members should be active members of the MBA faculty.
- The Dean appoints the Chair of the Graduate Council.

General Responsibilities

- Responsible for graduate curriculum, which includes:
- Implementation of Continuous Improvement Review processes, as they relate to the curriculum and assessment, in accordance with AACSB Standards.
- Reviewing all proposals and periodically examining the curriculum for completeness and applicability.

- Ensuring all curriculum changes are forward to the active MBA faculty and then sent to the USCA Graduate Council.
- Ensuring engagement, innovation, and impact are reflected in the Graduate curriculum.
- Develop, update, and maintain assessment data in USCA’s current assessment software to include curriculum mapping.
- Ensure that Assurance of Learning metrics are followed according to required timelines for assessment and reporting
- Ensuring that relevant faculty meet to discuss results and recommendations to ensure adequate ‘closing of the loop.’
- Ensuring that syllabi are reviewed for minimally acceptable content of all established common program elements.
- Assuring currency of catalog descriptions for graduate programs and courses
- Resolving graduate student complaints as they relate to the program and courses. Issues may arise that require quick resolution, the Graduate Council Chair may work in concert with the Dean to resolve issues. The Graduate Council Chair must document the issue and resolution and notify the council in writing as needed.
- Review and recommend budgetary items related to graduate programs
- Participating in candidate searches where candidates will be expected to teach in the graduate program

Charges

- Complete the implementation of the MBA program
- Implement systematic review of graduate courses and syllabi
- Develop and conduct the assessment program
- Establish online teaching faculty development program
- Complete any preparations for AACSB Team visit and duties as assigned by Dean
- Additional charges as directed by the Dean

Faculty Governance

Chair: Ravi Narayanaswamy

Member Representation:

<i>Accounting</i>	<i>Finance/Economics</i>	<i>Management</i>	<i>Marketing</i>	<i>Program</i>
Lindsay Griswold	Bob Leach	Kathy Mack	Frank Xie	Mick Fekula

Membership

- Appointed by the Dean with at least one faculty member from each discipline group
- Chair elected every five years

General Responsibilities

- Responsible for organizing and monitoring faculty policies in the School of Business Administration (SOBA)
- Reviewing and making recommendations to the School of Business faculty on changes to the *SOBA Faculty Policy Manual*
- Formulation of procedures to carry out the SOBA faculty policies
- Post minutes of all meetings to a shared drive or forward to administrative assistant for posting
- Other matters assigned by the Dean

Annual Charges

- As directed annually by the Dean

Members

- Updated annually

Promotion & Tenure Review

Chair: Ravi Narayanaswamy

Members: Sanela Porca, Terrie Smith, Frank Xie

Membership

- Appointed by the Dean
- Members must have been successful in the USCA P&T process by earning tenure and/or promotion in that process.

General Responsibilities

- Act in an advisory capacity for all faculty members who are seeking promotion and/or tenure
- Establish a process to review assistant professor's progress at year three and the year prior to P&T application

Faculty Scholarship Promotion

Chair: Aref Hervani

Members: Marouen Ben Jebara, Kitt Britton, Paul Goodchild, Link Hudson, Nancy Kangogo

General Responsibilities

- Promote scholarship activity amongst SOBA faculty

- Establish a scholarship achievement reporting process
 - Confirm publication criteria are met
 - Ensure publications are posted to Taskstream
 - Coordinate the travel and development reimbursement process
 - Publicize scholarship achievements and activity

Faculty & Student Recognition

Chair: Kathy Mack

Members: Santosh Nandi, Ravi Narayanaswamy, Paul Newsom

Membership

- Appointed by the Dean

General Responsibilities

- Responsible to make recommendations yearly for the awarding of the School of Business (SOBA) scholarships to students

Annual Charges

- As directed by the Dean

Members

- Updated annually

International Programs

Chair: Patsy Lewellyn

Members: Aref Hervani, Link Hudson, Santosh Nandi, Paul Newsom

Membership

- Appointed by the Dean in consideration of those with international interest, experience, and expertise

General Responsibilities

- Promotion and oversight for International Programs

Annual Charges

- As directed by the Dean

Members

- Updated annually

Business Symposium

Chair: Sanela Porca

Members: Ty Barkell, Gina Buckley, John Engel, Mick Fekula, Brent Hoover, Tina Mobley, Ellis Reeves, Julie Steen

Membership

- Appointed by the Dean in consideration of those with interest, experience, and expertise

General Responsibilities

- Recruit speakers and develop an annual program
- Promote ABLS to students, faculty, and community
- Establish plans and related logistics to conduct the ABLS
- Develop sponsorship and fundraising strategies to support ABLS

Annual Charges

- As directed by the Dean

Members

- Updated annually

Online Instructional Development Coordinating Group

Mick Fekula, Sanela Porca, Linda Rodriguez, Terrie Smith

Course Scheduling Coordinating Group

Scheduler: Sanela Porca

Program Representation:

<i>Advising</i>	<i>Palmetto College</i>	<i>MBA</i>
Ellis Reeves	Ty Barkell	Linda Rodriguez

Participating and Supporting Faculty Definitions

A participating faculty member participates in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. A participating faculty member has voting rights within SOBA and actively engages in the activities of the school in matters beyond direct teaching responsibilities. The individual may participate in a variety of non-class activities such as directing extracurricular activities, providing academic and career advising, acting as a faculty advisor for student organizations, and representing the school on SOBA and institutional committees.

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

Approved by SOBA Faculty on 05/01/2018

Faculty Qualifications Criteria

Qualified Faculty Status Criteria:

AACSB accreditation Standard 15 specifies four different categories of qualified faculty status, based on initial academic preparation, initial professional experience, and sustained academic and professional engagement activities. The four categories are:

- Scholarly Academics (SA)
- Practice Academics (PA)
- Scholarly Practitioners (SP)
- Instructional Practitioners (IP)

School of Business faculty members are required to exhibit high quality academic and professional engagement in keeping with AACSB Standards 2 and 15 as well as the mission of the School. The minimum requirements for USC Aiken School of Business faculty to be classified as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP) are outlined below and must be demonstrated in the past five years.

Notes:

1. All School of Business faculty members are expected to engage in scholarly and professional activities such that at least 40% are SA, at least 60% are SA+PA+SP, and at least 90% are SA+PA+SP+IP.
2. Requirements for faculty classification under SA, PA, SP, IP represent the minimum requirement and performance expectation. In addition to the Faculty Qualifications Criteria outlined below, faculty members are expected to demonstrate sustained academic and professional engagement activities. Faculty engagement is considered in the annual evaluation process (as outlined in the Faculty Engagement Criteria for Annual Evaluations).
3. Based on the information provided by faculty, the Dean's office will annually develop tables reflecting faculty qualifications and engagement in keeping with AACSB's Standard 15.
4. Any change in a faculty member's Faculty Qualifications Category must be approved by the Dean.

Scholarly Academic (SA):

1. Faculty members who hold terminal degree status (as defined in our operating policies) at or shortly after their hire and who have produced three intellectual contributions (as defined below) within the past five years are classified as SA.
2. Recently hired full-time faculty members who earned their terminal degree within the past 5 years are classified as SA.
3. Faculty who are ABD may be designated as SA for three years from the date they entered ABD status.
4. Full-time administrators in the USC Aiken School of Business who had maintained SA status before becoming an administrator will be classified as SA for the term of administration without engaging in scholarly activities.

3 Intellectual Contributions within the past five years:

At least two intellectual contributions must take the form of Peer-Reviewed Journal Publications meeting at least one of the following criteria:

- Included in the Australian Business Dean's Council (ABDC) journal ratings list.
- Academic journals with an acceptance rate less than or equal to 35%, as confirmed through sources like *Cabell's*, the journal editor, or journal website.
- Academic journals approved by SOBA, as moved through the Scholarship Promotion Committee.

The third intellectual contribution may take the form of either a Peer-Reviewed Journal Publication as described above or some combination of Secondary Intellectual Contributions. In the case of Secondary Intellectual Contributions, faculty may include either 1 from Category A or 2 from Category B.

Category A

- Authored and published a peer-reviewed journal article (does not need to meet the ABDC, maximum Acceptance Rate, or SOBA Approval criteria)
- Authored and published a textbook or major revision of a textbook
- Authored and published a scholarly book
- Authored and published instructional software (e.g., simulation, etc.)

Category B

- Authored and published in peer-reviewed proceedings of an international, national, or regional scholarly conference
- Peer-reviewed presentation at a national scholarly meeting or as approved by the FSPC
- Monograph in a peer-reviewed publication
- Book chapter in scholarly book
- Published case with instructional materials (other than published as journal article)
- Other journal publications (e.g., notes/abstracts and book reviews/critiques)
- Technical report related to funded research project
- Publicly available materials describing the design and implementation of new curricula or courses
- Editor/Co-Editor of a discipline-related journal
- Funded internal or external grants

Practice Academic (PA):

1. Faculty members who hold terminal degree status (as defined in our operating policies) and demonstrate continuing practitioner engagement as defined below will be classified as PA.
2. Continuing practitioner engagement required for PA status is demonstrated by faculty who have completed at least three items from the categories below with at least one from each category in the past five years:

Category A

- Actively work in a business enterprise demonstrating leadership role/experience.
- Engage in significant consulting activities that include multiple clients or one large client and demonstrate the substantial work done with the client/s.

Category B

- Actively participate on one or more board of directors of business or non-profit organizations and demonstrate significant contributions to the board's work.
- Obtain a new professional license/certification or maintain a professional license/certification.
- Author and publish one or more articles in academic, professional or trade journal/s, or a peer-reviewed conference proceeding.
- Author and publish other works such as a textbook or technical manual.
- Documented continuing professional education experiences.

Scholarly Practitioner (SP):

1. Faculty members who hold a master's degree or other graduate degree relevant to their area of teaching at the time of hire and demonstrate scholarly engagement will be considered SP.
2. Additionally, SP faculty must have significant professional/work experience of at least five years when first appointed/hired.
3. Scholarly engagement required for SP status is demonstrated by faculty members who have met the same criteria of three Intellectual Contributions within the past five years as SA faculty.

Instructional Practitioner (IP):

1. Faculty members who hold a master's degree or other graduate degree relevant to their area of teaching at the time of hire and engage in practitioner activities as outlined below will be considered IP.
2. Additionally, IP faculty must have significant professional/work experience of at least five years when first appointed/hired.
3. IP status is maintained by engaging in activities that help maintain or increase knowledge and experience in the area of teaching. Two or more of the following activities completed in the past five years will earn IP status for a faculty member:
 - Actively work in a business enterprise demonstrating leadership role/experience.
 - Engage in significant consulting activities that include multiple clients or one large client and demonstrate the substantial work done with the client/s.
 - Actively participate on one or more board of directors of business or non-profit organizations and demonstrate the significant contributions made to the board's work.
 - Obtain a new professional license/certification or maintain a professional license/certification.
 - Publish one or more articles in a professional or trade journal, or peer-reviewed conference proceeding.
 - Documented continuing professional education experiences.

Faculty Engagement Criteria for Annual Evaluations

Faculty members are expected to demonstrate ongoing academic or professional engagement activities on an annual basis. Engagement activities include, but are not limited to, the following:

Professional Engagement Activities

- Peer-reviewed journal article
- Article in a professional journal
- Peer-reviewed conference proceedings article
- Author and publish other works such as a textbook or technical manual
- Revision of scholarly book
- New book chapter or reading in book
- Book review in a journal
- Receiving external research grant
- Receiving a competitive internal (University or University system) peer-reviewed grant
- Commissioned research report
- Relevant, active editorships with academic, professional, or other business/management publications
- Service on editorial boards or committees
- Paper reviewer for an academic journal
- Reviewer for a textbook

- Substantive roles and significant participation in academic or professional associations (e.g., serving as an officer)
- Substantive roles and participation in academic association meeting (e.g., track chair, session chair, or reviewer)
- Substantive and sustained consulting activity
- Development and presentation of executive education program
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business and other organizational leaders
- Research awards, academic fellow status, or invited presentations
- Supervision of MBA Capstone project / Honors student
- Additional engagement activities as approved by the Dean

Faculty Impact Reporting for Annual Evaluations

Faculty members are asked to include information regarding the impact of their activities on their Annual Evaluation Summaries. Examples of significant outcomes demonstrating impact include the following:

- Consulting or other professional activities that document alignment with the mission
- Student intellectual outcomes aligning with the mission
- Impact on economic regional development
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for peer-review journals
- Recognitions for research (e.g., Best Paper Award) and other recognition by professional and/or academic societies for intellectual contribution outcomes
- Elections or appointments to leadership positions in academic and/or professional associations and societies
- Publications in highly recognized, leading peer-reviewed journals (journals designated as “A+” or “A” level in ABDC list)
- Citation counts
- Competitive grants awarded
- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
- Appointments as visiting professors or scholars in other schools
- Download counts for electronic journals
- Inclusion of academic work in the syllabi of other professors’ courses
- Journal circulation / Conference session attendance
- Memberships on boards of directors of corporate and non-profit organizations
- Presentations and workshops for business and management professionals

Approved by SOBA Faculty on 04/12/2017

SOBA Annual Evaluation Guidelines

The section establishes the overall guidelines for consideration by the SOBA Dean in preparing the annual performance evaluations of SOBA faculty prescribed in the USCA Faculty Manual, Section 5.7 Faculty Evaluation.

All full-time SOBA faculty who are tenured or on a tenure track, or are full-time instructors in a regular budgeted line are formally evaluated annually by the SOBA Dean, as well as the Executive Vice Chancellor for Academic Affairs (EVCAA), in the three areas of teaching, scholarly activity, and service.

As explained in the USCA Faculty Manual, Section 8.3, Appendix III, USC Aiken Administrative Guidelines for the Evaluation of Faculty, to earn a rating of satisfactory in any one of the three areas of teaching, scholarly activity or service, the faculty member must meet the minimal expectations for that area. To earn a rating of meritorious in any one of these areas, the faculty member must show evidence of a level of performance “significantly greater than the minimal expectations.”

The SOBA Dean also makes a recommendation to the EVCAA as to the overall performance of each full-time, budgeted SOBA faculty member, based on the ratings recommended in each of the three areas mentioned above. According to the USCA Faculty Manual, Section 5.8 Faculty Salary Policies and Procedures, these overall evaluations determine the faculty member’s eligibility for a merit raise in those years in which merit raises are awarded. To earn an overall evaluation of satisfactory, the faculty member must rate at least satisfactory in teaching, and at least satisfactory in one of the two other areas. To earn an overall evaluation of meritorious, the faculty member must rate meritorious in at least two areas and rate at least satisfactory in the third area.

All adjunct or part-time SOBA faculty who are not in a regular budgeted line are evaluated annually by the SOBA Dean on their teaching performance. Such faculty are not eligible for a merit raise.

Teaching Expectation Guidelines for Annual Evaluation

This section establishes the expectations for teaching for all full-time SOBA faculty. Whether they are full or part-time, tenured or tenure-track, instructor or adjunct, all SOBA faculty have the same expectations regarding their teaching performance.

Teaching is an art. It does not lend itself to easily quantifiable or objectively measurable performance standards. Part of USCA’s mission is a commitment “to transformative teaching made possible through high impact learning practices.” The SOBA mission requires “an engaging business education that prepares students for career success and encourages positive community impact.”

The teaching goals expressed in our mission statements can be effectively attained in a variety of formats, delivery methods, teaching styles, and classroom structures. What works best for one teacher may not work at all for another. In short, one’s teaching method can be optimized, individually, but neither universally prescribed nor evaluated based on universal, objectively

rated standards.

The USCA Faculty Manual [Section IV.B.1.a, under 5.6 Promotion and Tenure Policy] defines the following **attributes** as “commonly valued in an effective teacher,” while “an outstanding teacher is expected to achieve and exhibit these commonly valued traits to a higher degree” (emphasis added):

“Command of subject matter; familiarity with advances in one’s field; organization and presentation of material in an effective and logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to instill in students an awareness of the general objectives of one’s discipline; ability to make one’s discipline relevant to the students’ lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among student and fairness and good judgment in grading students’ performance.”

Evaluation of teaching should take the above USCA Faculty Manual **attributes** into account, considering also the following activities, achievements, and sources:

- Advisement, teaching load, and performance
- Teaching Awards and Honors
- Certifications, CPE
- Course rotations
- Curricula development
- Development of new courses
- Innovative methods
- Letters from colleagues, students, and others
- Mentoring students
- Number of preparations
- Peer observations and reviews
- Proficiency and currency in field:
 - ◆ Conferences; workshops; seminars
 - ◆ Professional or academic training
- Research in teaching
- Student evaluations
- Other relevant activity

The faculty manual provides a narrative, quoted above, defining effective and outstanding teaching **attributes**, and provides examples of activities and documents, included in the list above, useful in teaching evaluation. The SOBA Dean should use these attributes and the items listed above in determining teacher ratings. Student evaluations may be used to support some of the criteria.

Expectations to obtain a Satisfactory Teaching Rating:

Satisfactory teachers will be strong in some of the USCA Faculty Manual teaching attributes and at least good in most of the others, with consideration for the other items noted above.

Expectations to obtain a Meritorious Teaching Rating:

Meritorious teachers will have strong overall performance in the USCA Faculty Manual teaching attributes, with consideration for the other items noted above.

Scholarly Activity Expectation Guidelines for Annual Evaluation

Target Area for Scholarly Activity – a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice, and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.

The following criteria are clearly intended to be minimum expectation performance levels; they are not intended to be goals.

Scholarly Academic (SA) and Scholarly Practitioner (SP) Faculty

Expectations to obtain a Satisfactory Scholarly Rating:

At a minimum, the faculty member has

- Published two peer-reviewed academic journal articles within the past five years that meet at least one the following criteria:
 - Included in the Australian Business Dean’s Council (ABDC) journal ratings list.
 - Academic journals with an acceptance rate less than or equal to 35%, as confirmed through sources like *Cabell’s*, the journal editor, or journal website.
 - Academic journals approved by SOBA, as moved through the Scholarship Promotion Committee.

and

- Has demonstrated one or more academic or professional engagement activities within the past calendar year.

Expectations to obtain a Meritorious Scholarly Rating:

- Published two peer-reviewed academic journal articles within the past five years that meet at least one the following three criteria, accompanied by the production of any other peer-reviewed product meeting or not meeting the three criteria within the past five years:
 - Included in the Australian Business Dean’s Council (ABDC) journal ratings list.
 - Academic journals with an acceptance rate less than or equal to 35%, as confirmed through sources like *Cabell’s*, the journal editor, or journal website.
 - Academic journals approved by SOBA, as moved through the Scholarship Promotion Committee.

and

- Has demonstrated one or more academic or professional engagement activities within the past calendar year.

Practicing Academic (PA) and Instructional Practitioner (IP) Faculty

Expectations to obtain a Satisfactory Scholarly Rating:

At a minimum, the faculty member has

- Maintained PA or IP status (as defined in the Faculty Qualifications Policy)

and

- Has demonstrated one or more academic or professional engagement activities within the past calendar year

Expectations to obtain a Meritorious Scholarly Rating:

At a minimum, the faculty member has

- Maintained PA or IP status (as defined in the Faculty Qualifications Policy)

and

- Has produced any three peer-reviewed products within the past five years

and

- Has demonstrated one or more academic or professional engagement activities within the past calendar year

Notes¹:

1. New Faculty: during the first three years of a new academic appointment, the SOBA Dean may use the “academic or professional engagement activity” criteria as a substitute for publications. Emphasis should be placed on activities that will produce peer-reviewed journal articles.

¹ Items 3 and 4 to be determined as deemed appropriate by the SOBA Dean. All journal articles, conference proceedings, and conference presentations must be peer-reviewed.

2. Additional peer-reviewed journal articles may substitute for peer-reviewed conference proceedings on a one-for-one basis.
3. Awarded grants will count as at least one peer-reviewed journal article, possibly more, based on the amount of the grant, and the level of work required.
4. Other consideration will be given to scholarly book chapters, scholarly awards, and honors, or substantial work-in-progress on grant proposals, books, or peer-reviewed journal “revise and resubmits”.
5. Because publications are not published in a linear fashion, it is possible to achieve Satisfactory or Meritorious and not publish a peer-reviewed journal article in the current evaluation year. The threshold for Satisfactory and Meritorious is a 5-year window.

Service Expectation Guidelines for Annual Evaluation

The following criteria are clearly intended to be minimum expectation performance levels; they are not intended to be goals.

Expectations to obtain a Satisfactory Service Rating:

Service Activity within the last year at USCA:

- Participation on one University committee or one SOBA committee **AND**
- Participation in Professional or Community Service (one or the other)
 - Participation may take the form of “Active Involvement”
 - Participation on a second University or SOBA committee may substitute for Professional/Community Service as determined by the SOBA Dean.
 - Participation in a second form of Professional/Community Service may substitute for a University/SOBA committee as determined by the SOBA Dean.

Expectations to obtain a Meritorious Service Rating:

Service Activity within the last year at USCA:

- Participation on one University committee or one SOBA committee **AND**
- Participation in Professional or Community Service (one or the other)
 - Participation must take the form of “Significant Contributions” in one service activity, whereas the second service activity may be in the form of “Active Involvement”
 - Participation on a second University or SOBA committee may substitute for Professional/Community Service as determined by the SOBA Dean.
 - Participation in a second form of Professional/Community Service may substitute for a University/SOBA committee as determined by the SOBA Dean.

Notes:

1. “Active Involvement” implies both membership and active participation in a University or SOBA Committee that meets multiple times in each long semester.
2. “Significant Contributions” implies not only “Active Involvement,” but a higher level of participation.
3. Consistent election to university committees may, at times, be difficult. Faculty who have been nominated for committees, but not elected, may substitute an equivalent other activity (service on SOBA committee or other activity), under consultation and agreement with the SOBA Dean.
4. First and second-year faculty will be evaluated with more flexibility as service opportunities and expectations in the first two years are less. New hires granted credit toward tenure will be given reasonable allowances by the SOBA Dean.
5. Other Activities: Committee expectations and workload intensities may vary, sometimes greatly. Often ad-hoc committees or other, Non-committee University or SOBA service work may require, and contribute, much more than standing university committee work. In consultation and agreement with the SOBA Dean, non-committee activity may be used as equivalent substitutions.
6. Professional or Community Service: This refers to service to professional or community organizations that in some way uses your discipline-specific skills, e.g., serving as editor for a scholarly journal, reviewing manuscripts for a journal or conference, serving as treasurer for a charitable organization, or providing *pro bono* management/marketing consulting for a non-profit group. Activities that have no direct, meaningful relationship to your discipline cannot be counted in this category. Paid consulting work and other professional practice activities should be reported separately as business/professional activities in the annual faculty self-evaluation report.

Approved by SOBA Faculty on 4/12/17

SOBA Promotion and Tenure Guidelines

The section establishes the overall guidelines for consideration by the SOBA Dean in preparing his/her recommendations for promotion and tenure of SOBA faculty.

1. Consistent with the Policy Statement found in the USCA Faculty Manual, [Section I.A., under 5.6 Promotion and Tenure Policy], the SOBA Tenure and Promotion Guidelines recognize that “Changes in tenure regulations will not be applied retroactively if disadvantageous to the faculty member.”
2. When applying for promotion and/or tenure, SOBA faculty should provide evidence of their performance that is consistent with the criteria for teaching, scholarly activity, and service contained in the SOBA Promotion and Tenure Guidelines. The SOBA Dean will review the faculty member’s performance in each of these areas, using appropriate sources, and prepare a recommendation accordingly. The SOBA Dean should take the following into consideration as well:
 - a) The SOBA Promotion and Tenure Guidelines present “minimum” performance criteria in each area. These minimums are just that: the minimum level of performance required to support a positive recommendation from the SOBA Dean. Meeting the minimum levels in all three areas and positive feedback from appropriate School faculty may result in a fully supported and unqualified recommendation; performance beyond the minimums would normally receive more enthusiastic support and is certainly desirable.
 - b) There may be exceptional cases where a candidate does not reach the minimum performance criteria in one of the three areas but has far exceeded the required levels in one or more of the other areas. This exceptional performance in the other area(s) may be such that, in the opinion of the SOBA Dean, the candidate should receive full, unqualified, and perhaps exceptionally enthusiastic promotion and tenure support anyway. It should be understood that this caveat only applies in exceptional and rare circumstances.
 - c) Faculty must provide evidence that they work productively with their colleagues in the SOBA and USCA. Membership or participation in committees or other activities is valuable but does not in itself demonstrate productive group or teamwork skills, consistent with the participative skills we promote in the classroom.
 - d) Finally, it is understood that while some of our performance criteria were directed to be as objective as possible, the evaluation of faculty performance is inherently subjective. For example, research intensity, value, and contributions vary greatly, but may “objectively count” similarly. It is expected that the SOBA Dean will be familiar with faculty performance sufficient to make needed and appropriate subjective judgments and explanations in his/her recommendations.

Teaching Expectation Guidelines for Promotion and Tenure

All SOBA teaching faculty, whether they are full or part-time, tenured or tenure-track, instructor or adjunct, have the same expectations regarding their teaching performance.

Teaching is an art. It does not lend itself to easily quantifiable or objectively measurable performance standards. Part of USCA's mission is a commitment "to active learning through excellence in teaching." The SOBA mission requires "an engaging business education that prepares students for career success and encourages positive community impact."

The teaching goals expressed in our mission statements can be effectively attained in a variety of formats, delivery methods, teaching styles, and classroom structures. What works best for one teacher may not work at all for another. In short, one's teaching method can be optimized, individually, but neither universally prescribed nor evaluated based on universal, objectively rated standards.

Evaluation of teaching should take the USCA Faculty Manual **attributes** into account, considering also the following activities, achievements, and sources of information (this list is not exhaustive):

- Advisement, teaching load and performance
- Teaching Awards & Honors
- Certifications, CPE
- Course rotations
- Curricula revision
- Development of new courses
- Innovative methods
- Letters from colleagues, students, and others
- Mentoring students
- Number of preparations
- Peer observations and reviews
- Proficiency and currency in field:
 - Conferences; workshops; seminars
 - Professional or academic training
- Research in teaching
- Student evaluations

Following is an explanation of the minimum activity required to support a positive recommendation for promotion and/or tenure for SOBA faculty:

For Promotion to Associate Professor or Tenure:

- Minimum Teaching Performance to Support Positive Recommendation:

“Effective Teaching” ~ Faculty should consistently be strong in many of the teaching attributes listed in the USCA Faculty Manual, with consideration of additional items listed separately above.

For Promotion to Professor:

- Minimum Teaching Performance to Support Positive Recommendation:

“Outstanding Teaching” ~ Faculty should consistently be strong in most of the teaching attributes in the Faculty Manual, with consideration of additional items listed separately above. **OR** ~ Faculty should consistently be strong in many of the teaching attributes in the Faculty Manual, with high achievement in some of the additional areas listed separately above.

And

For promotion to Professor, faculty should have made some notable contributions to SOBA in the teaching, curricula development, student support, or administrative area. Notable contributions might include advising student organizations such as ΒΓΣ, creation of new courses/curricula, teaching innovations, teaching technologies, working with Students in Free Enterprise (SIFE), or other activities that improve the quality of student learning. The activity should be significant and recognized by other faculty as beyond usual teaching activities.

Scholarly Activity Expectation Guidelines for Promotion and Tenure

Target Area for Scholarly Activity – a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice, and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.

The following criteria are clearly intended to be minimum expectation performance levels; they are not intended to be goals.

Following is an explanation of the minimum activity to support a positive recommendation for promotion and/or tenure.

For Promotion to Associate Professor or Tenure:

- Minimum Scholarly Activity to Support Positive Recommendation: Faculty must maintain AACSB qualification, **and** demonstrate "significant contributions" or "active involvement" based on scholarly activity within the last five years, as follows:
 - Peer-reviewed academic journal articles

- Peer-reviewed conference proceedings
- Grants: relevance to be determined by SOBA Dean based on the dollar amount of grant, and intensity of work required.
- Scholarly books, book chapters, presentations, and other scholarly activities
- See time period note below*

For Promotion to Full Professor:

- Minimum Scholarly Activity to Support Positive Recommendation: Faculty must maintain AACSB qualification, **and** demonstrate "sustained significant contributions" or "sustained active involvement" based on scholarly activity within the last ten years, as follows:
 - Peer-reviewed academic journal articles
 - Peer-reviewed conference proceedings
 - Grants: relevance to be determined by SOBA Dean based on the dollar amount of grant, and intensity of work required.
 - Scholarly books, book chapters, presentations, and other scholarly activities
 - See time period note below*

* **Time Period:** Candidates desiring consideration for early tenure remain subject to the criteria listed above.

Service Expectation Guidelines for Promotion and Tenure

The following criteria are clearly intended to be minimum expectation performance levels; they are not intended to be goals.

Following is an explanation of the minimum activity to support a positive recommendation for promotion and/or tenure.

For Promotion to Associate Professor or Tenure:

- Minimum Service Activity to Support Positive Recommendation:
 - “Active Involvement” ~ Activity within the last five years at USCA:
 - Serve as chair of a university committee, and participate on a SOBA committee, **OR**
 - Serve as chair for a SOBA committee, and participate on one university committee, **OR**
 - Participate on university committees and SOBA committees.

- Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as determined by the SOBA Dean.

A higher level of service would be: “Significant

Contributions” ~ Activity within the last five years at USCA:

- Serve as chair of university committees (or Faculty Assembly officer), and participate on SOBA committees, **OR**
- Serve as chair of a SOBA committee, and participate on a university committee, **OR**
- Participate on university committees, **OR**
- Participate on SOBA committee, and participate in one university committee.
- Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as determined by the SOBA Dean.

For Promotion to Professor:

- Minimum Service Activity to Support Positive Recommendation:

“Active, sustained service” ~ Activity within last five years at USCA:

- Serve as chair of university committees (or Faculty Assembly officer), and participate on a SOBA committee, **OR**
- Serve as chair for any SOBA committee, and participate on a university committee, OR
- Serve as chair for a SOBA committee, and participate on a university committee, and either (1) participate on other SOBA committee, or (2) participate on other university committee, **OR**
- Participate on university committees, and participate on any SOBA committee, **OR**
- Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

A higher level of service would be: “Outstanding service” ~ Activity within the last five years at USCA:

- Serve as chair of university committees (or Faculty Assembly officer), and participate in SOBA committee, OR
- Serve as chair of a university committee, and serve as chair for any SOBA committee, **OR**
- Serve as chair of SOBA committees, and participate on university committees

- Professional and Community Service: Some level of activity in one or the other. Significant activity may substitute for university, SOBA or other service as recommended by the School Dean.

Notes:

1. University Committee: Active participation for three years, the usual university committee appointment period. Committee chairs are for a one-year period; each year as committee chair counts individually.
2. SOBA Committee: SOBA committee membership and committee chairs are for one-year periods; each year of service or as committee chair counts individually. For example, active participation on one SOBA committee for two years counts as “two SOBA committees” in the promotion and tenure guidelines above.
3. Consistent election to university committees may, at times, be difficult. Faculty who have been nominated for committees, but not elected, may substitute an equivalent other activity (service on SOBA committee or other activity), under consultation and agreement with the SOBA Dean.
4. First and second year faculty will be evaluated with more flexibility as service opportunities and expectations in the first two years are less. New hires granted credit toward tenure will be given reasonable allowances by the SOBA Dean.
5. Other Activities: Committee expectations and workload intensities vary, sometimes greatly. Often ad-hoc committees or other, non-committee university or SOBA service work may require, and contribute, much more than standing university committee work. In consultation and agreement with the SOBA Dean, non-committee activity may be used as equivalent substitutions.

Approved by SOBA Faculty on 10/06/04

Undergraduate Curriculum Management Process

Ownership of the curriculum of the BSBA degree program offered by the SOBA resides with the full-time faculty of the SOBA with voting privileges (hereinafter, “the SOBA faculty”). This curriculum is designed to ensure that the BSBA program learning goals will be met for all business graduates. The BSBA program objectives are derived from the core values and mission of the School, which drive the School’s strategic plan.

Assessment

As the owners of its curriculum, SOBA faculty must regularly assess the extent to which the curriculum is effectively accomplishing the desired program learning goals. This ongoing assessment process is managed by the SOBA Assessment Committee, whose members are charged with designing and implementing a thorough assessment process. This assessment process must provide clear metrics on the extent and nature of student learning and other student characteristics relevant to the BSBA program objectives.

At least annually, the SOBA Assessment Committee is expected to review the assessment metrics, determine the success of the curriculum in delivering the desired results, and transmit the findings to the Curriculum Review and Proposals Committee (CRPC). The CRPC will address shortcomings through curriculum change recommendations to the respective faculty in the associated courses. When appropriate, the SOBA Assessment Committee will recommend that the CRPC consider changes to the assessment instruments, rubrics, and scoring process.

To close the loop in subsequent assessments, the SOBA Assessment Committee must examine the extent to which any assessment-driven curriculum changes have impacted student performance related to the program learning goals. The SOBA Assessment Committee will report its findings to the CRPC.

Curriculum Review

The CRPC will employ a curriculum review process according to the BSBA Curriculum Review Table.

The faculty in each respective discipline will ensure that course content supports the current program learning goals. The scope of coverage in the course must be appropriate to achieve the master learning objectives, as well as suitable to the norms for coverage in that particular discipline. Each course should be updated according to the current state of the field. Faculty teaching in the discipline are charged with the environmental scanning necessary to ensure course currency. External constituency inputs will be solicited during the review process. The CRPC will ensure that the course Master Learning Objectives are reviewed and updated, as necessary.

For each course, the course syllabus and books and materials in use will be reviewed by the faculty in that discipline to ensure that they align with the current course content requirements.

The CRPC will facilitate the scheduled reviews by the end of fall and spring semesters as scheduled in the BSBA Curriculum Review Table. Respective faculty will be directed to make any required course revisions not later than the end of the following semester. This process is designed to ensure each BSBA course is reviewed and revised accordingly at least once every three years. Regardless of this calendar, SOBA faculty should be continually updating and improving all of their courses,

as warranted.

The CRPC will attempt to seek input on the relevance and currency of its curriculum from stakeholders, including current students, recent graduates, alumni, employers and local community members. In particular, the CRPC will solicit feedback through the Business Advisory Council.

Based on both internal assessment results, the curriculum review process, and external stakeholder feedback, the CRPC recommends curriculum changes to the SOBA faculty which could include changes to course content, course descriptions, course title, course objectives, and course offerings intended to improve student achievement of program learning outcomes. Generally, proposed curriculum changes will be linked to internal assessment results, curriculum reviews, program enhancement to meet industry change, or external stakeholder feedback.

In accordance with University and USC System policy, significant curriculum or degree requirement changes must also be approved by all relevant agencies, which can include University committees, Faculty Assembly, the USC system Board of Trustees, and the South Carolina Commission (CHE) on Higher Education.

BSBA Curriculum Review Table

	BSBA Courses Review	Course Content				Resources		Responsible Faculty
		Program Learning Goals	Scope, Up-to-date	External Constituent Input	Master Learning Objectives	Books & Materials	Syllabus HIP*	
Spring 2020	MKTG 353							Marketing
	MKTG 452							Marketing
	MKTG 454							Marketing
	MKTG 455							Marketing
	MKTG 457							Marketing
	MKTG 459							Marketing
	MKTG 551							Marketing
	MKTG 558							Marketing
	BADM 350							Marketing
Fall 2020	BADM 290							Management
	BADM 296							Management
	BADM 380							Management
	BADM 390							Management
	BADM 478							Management
	BADM 494							Management
	MGMT 442							Management
	MGMT 473							Management
	MGMT 475							Management
Spring 2021	BADM 345							Management
	BADM 371							Management
	BADM 379							Management
	BADM 383							Management
	BADM 429							Management
	MGMT 374							Management
	MGMT 376							Management
	MGMT 378							Management
	MGMT 411							Management

	MGMT 477							Management
Fall 2021	BADM 225							Accounting
	BADM 226							Accounting
	ACCT 321							Accounting
	ACCT 322							Accounting
	ACCT 331							Accounting
	ACCT 332							Accounting
	ACCT 333							Accounting
Spring 2022	ACCT 336							Accounting
	ACCT/FINA 338							Accounting
	ACCT 435							Accounting
	ACCT 437							Accounting
	ACCT 439							Accounting
Fall 2022	FINA 412							Finance/Econ
	FINA 421							Finance/Econ
	FINA 460							Finance/Econ
	FINA 463							Finance/Econ
	FINA 469							Finance/Econ
	BADM 363							Finance/Econ
	ECON 221							Finance/Econ
	ECON 222							Finance/Econ

*HIP: Where appropriate, courses should employ high-impact learning practices (HIP).

Approved by SOBA Faculty on 09/27/19

Graduate Curriculum Management Process

Ownership of the curriculum of the MBA degree program offered by SOBA resides with the full-time faculty who teach MBA courses, also referred to as MBA or graduate faculty. The curriculum is designed to ensure that the MBA program learning goals are met for all MBA graduates. The MBA program learning goals are derived from the core values and mission of the School, which drive the School's strategic plan.

Assessment

As the owners of its curriculum, the MBA faculty must regularly assess the extent to which the curriculum is effectively accomplishing the desired program learning goals. This ongoing assessment process is managed by the SOBA Graduate Council (SGC), who is charged with designing and implementing a thorough assessment process. This assessment process must provide clear metrics on the extent and nature of student learning and other student characteristics relevant to the MBA program objectives.

At least annually, the SGC is expected to review the assessment metrics, determine the success of the curriculum in delivering the desired results, and transmit the findings to the graduate faculty. The SGC will address shortcomings through curriculum change recommendations to the graduate faculty. When appropriate, the SGC will consider changes to the assessment instruments, rubrics, and scoring process.

To close the loop in subsequent assessments, the SGC must examine the extent to which any assessment-driven curriculum changes have impacted student performance related to the program learning goals. The SGC will report its findings to the graduate faculty.

Curriculum Review

The SOBA Graduate Council will employ a curriculum review process according to the MBA Curriculum Review Table. This process also includes a systematic review of online course shells to ensure the quality of online course delivery.

The review process includes the following three major categories: course content, resources employed in the course, and the design of online course shells.

The SGC will ensure that course content supports the current program learning goals. The scope of coverage in the course must be appropriate to achieve the master learning objectives, as well as suitable to the norms for coverage in that particular discipline. Each course should be updated according to the current state of the field. Faculty teaching in the discipline are charged with the environmental scanning necessary to ensure course currency. External constituency inputs will be solicited during the review process. The SGC will ensure that the course Master Learning Objectives are reviewed and updated, as necessary.

The course syllabus and books and materials in use will be reviewed in detail to ensure that they align with the current course content requirements.

The design and structure of the online course shell will be reviewed to ensure it is compliant with best practices for online teaching and learning, as well as its content currency. As appropriate, the SGC will solicit the input of the USC Aiken Director of Distance Learning during the online course shell review process.

The SGC will complete its reviews by the end of the spring semester of the calendar year in the MBA Curriculum Review Table and direct the respective faculty to make any required course revisions not later than the end of that calendar year. This process is designed to ensure each MBA course is reviewed and revised accordingly at least once every three years. Regardless of this calendar, MBA faculty should be continually updating and improving their courses, as appropriate.

The SGC will attempt to seek input on the relevance and currency of its curriculum from stakeholders, including current students, recent graduates, alumni, employers, and local community members. In particular, the SGC will solicit feedback through the Business Advisory Council.

Based on both internal assessment results, the curriculum review process, and external stakeholder feedback, the SGC recommends curriculum changes to the MBA faculty which could include changes to course content, course descriptions, course title, course objectives, and course offerings intended to improve student achievement of program learning outcomes. Generally, proposed curriculum changes will be linked to internal assessment results, curriculum reviews, program enhancement to meet industry change, or external stakeholder feedback.

In accordance with University and USC System policy, significant curriculum or degree requirement changes must also be approved by all relevant agencies, which can include University committees, Faculty Assembly, the USC system Board of Trustees, and the South Carolina

MBA Curriculum Review Table

	MBA Courses Review	Course Content				Resources		Design
		Program Learning Goals	Scope, Up-to-date	External Constituent Input	Master Learning Objectives	Books & Materials	Syllabus	Online Shell, HIP*
Year 1 2020 2023 2026 2029	Core							
	MGMT A715							
	MKTG A716							
	ACCT A717							
	FINA A718							
	ECON A714							
Year 2 2021 2024 2027 2030	Advanced							
	BADM A720							
	BADM A722							
	BADM A724							
	MGMT A728							
Year 3 2022 2025 2028 2031	Integration Specialization							
	BADM A760							
	ACCT/FINA A733							
	ACCT A731							
	FINA A731							
	BADM A750							
MGMT A731								

*HIP: Where appropriate, courses should employ high-impact learning practices (HIP).

Online Teaching Guidelines

Premise: Online Teaching is a categorically different activity from that of teaching in the classroom. Academic Freedom applies to online course content; it does not apply to the structural elements of effective online course design and delivery appropriate to student learning in the online environment. Thus, academic freedom applies to teaching and the course content, but it does not apply to learning and the course process. This does not mean that every course should have the same structure. In fact, each course should be structured according to what is appropriate to that discipline.

In the absence of established University policy, SOBA recommends that Online Teaching Faculty:

1. Complete the USC Aiken School of Business Online Teaching Faculty Practicum.
2. Ensure that the course structure accommodates the schedule of the online learner.
3. Ensure that students receive an e-mail at least 10 days prior to the start of class with the complete course syllabus, text and materials requirements, and guidance for accessing the course in Blackboard. The course should not be opened in Blackboard before the first day of classes.
4. Ensure that all instruction is done with the Blackboard system or using Blackboard as the

- primary portal for the course. External links to course support sites and processes can be provided in Blackboard, but these sites should not replace Blackboard as the main portal and point of interaction for the students and the instructor.
5. Create discussion opportunities and interact with every student at least once during every lesson module/week.
 6. Ensure that student discussion postings and replies are scored and included as a significant category in determining the final course grade for a student (there will be some exceptions to this based upon the type of course).
 7. Ensure that students Interact with each other at least once during every lesson module/week. In most cases, students should interact with each other 4-6 times per lesson module/week.
 8. When exams are part of the course final grade and an exam(s) is classified as closed book, at least one exam worth 20% or more of the grade must be proctored with Respondus Monitor, ProctorU or similar system. Students must be notified of the additional cost in the course materials section of the syllabus and courses should have a scheduling note posted to SSC.
 9. Ensure that a course employs current and various technologies appropriate to effective student learning and interaction. For example, Web 2.0 tools can enhance student interaction and should be employed accordingly.
 10. Complete all feedback and grading for a week/module by the start of the next module.
 11. Reply to student questions/e-mails within 24-48 hours, and sooner when possible. E-mail interaction should be limited to course processes and personal issues; it should not involve course content.
 12. Ensure that submission start and end times for required assignments, assessments, and exams provide a significant window of opportunity across days and various times of the day for all students in any circumstance to comply. For example, students should be given a 24-48 window of opportunity to complete exams. Students working from different time zones must be accommodated.
 13. Provide a make-up process (with penalty, as needed) for all graded work valued at 10% or more of a course grade, except that of weekly discussion/replies, since these qualify as absences with no make-up opportunity.
 14. Structure assignments, assessments, and exams to ensure both academic integrity and the accomplishment of course objectives.
 15. Ensure that all graded components of a course are conducted asynchronously. Synchronous activities are permitted, but these activities cannot be graded as part of the final course score and non-participation in synchronous activities cannot be held against the student.
 16. Cross-check the SSC course enrollment roster with Blackboard enrollment. Ensure SSC-enrolled students are in Blackboard and are participating weekly. When a student has not participated by the second full week of class, report the student to the Dean via e-mail.
 17. Ensure all students and their participation are accounted for weekly. Report all students who have not participated during the most recent 7-day period.
 18. Employ the standardized syllabus online policies for online courses.
 19. For Palmetto College and MBA courses, use the course shell that was QM-approved. Faculty are free to make additions to the course shell.
 20. The School of Business Online Instructional Development coordinators will establish a process to review each online course once every three years to ensure the course structure is effective and remains relevant.

Online Guidelines approved by SOBA Faculty 9-22-2017; Editorial updates made 9-6-2019.

Course Scheduling Process

In 2016, the Provost approved the funding of one course release for a faculty member to assist the Dean with administrative duties such as scheduling and other reasonable tasks. The Dean appoints a volunteer faculty member to solicit faculty inputs and produce the fall, spring, and summer teaching schedules.

In coordination with the MBA director, the Head Advisor, and a Palmetto College advisor, the faculty member assigned to do the scheduling produces the schedule in consideration of faculty inputs. Every effort will be made to accommodate faculty requests, due to the various scheduling constraints, faculty preferences cannot always be accommodated.

In accordance with University policy, all faculty members must be scheduled for a 12-credit hour load in each semester, or a 9-credit hour load if they are teaching a graduate class.

Faculty members may request a double section, which is defined as an on-campus face-to-face section in which 50 or more students are enrolled. In this case, that section will count for six credit hours of teaching. However, faculty requesting a double-section must still be scheduled for four 3-credit courses in case their double section does not reach the 50 required students. Faculty teaching a graduate online section who also request a double-section must still be scheduled for three 3-credit courses in case their double section does not reach the 50 required students. When a faculty member achieves the enrollment necessary for a double-section but does not wish to teach an overload as scheduled, the faculty member must forfeit teaching an online section before disagreeing to teach an in-class section. In any case, SOBA will determine which course counts as an overload.

Double sections will be granted on a limited basis with consideration given to ensuring that students have access to multiple sections offered at varying times. It will also normally be the case that a faculty member is not allowed to teach more than one double section per academic year. In all cases, the needs of the students must be given primary consideration when offering double sections.

The faculty member in charge of scheduling will distribute a schedule request form to faculty in advance of the Registrar's due date for any particular semester schedule. See the sample forms in the appendix. Since MBA sections are predetermined, the scheduler should use a separate form for those teaching the MBA program with their MBA teaching schedule pre-populated.

Faculty must be scheduled to teach their required credit hours in their primary discipline. This is to ensure compliance with AACSB faculty deployment ratio standards. Faculty teaching outside their primary discipline should do so only as a voluntary overload. In all cases, faculty should be qualified to teach their scheduled courses.

The accounting, management, and marketing concentrations require students to choose either two or three courses from a prescribed list of options to fulfill concentration requirements. Because these courses constitute an elective option, they should be offered only on a reasonable rotation and not every semester. This ensures that a sufficient ratio of qualified faculty remains available to teach other required core and concentration classes within their discipline, as opposed to continually being assigned to elective offerings.

Enrollment capacities for on-campus courses will be set at the number of seats in the classroom. In

online courses, the maximum enrollment is 25; however, sections will not be split until 36 or more students are enrolled in an online class. The rationale for splitting at 36 students is to achieve section sizes of at least 18 students prior to splitting a high-enrollment online section. In order for faculty to maintain required credit-hour loads, individual sections of online courses cannot be merged into one Blackboard. Blackboard sections must align with the sections in SSC to accurately reflect student-faculty teaching ratios.

In accordance with AACSB Standard 12, faculty should be deployed proportionally across scheduled courses: “The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure . . . Qualified faculty are appropriately distributed across all programs, disciplines, locations, and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies.” (p. 47)

Teaching summer courses is voluntary. Faculty requesting to teach in the summer must specify whether or not they will teach a section at a prorated salary in the case of insufficient enrollment. Faculty who do not affirm a yes or a no regarding insufficient enrollment will not have their course request placed on the summer schedule.

School of Business Class Scheduling Requests

Undergraduate Only Faculty

Every effort will be made to accommodate your requests, but various scheduling constraints may preclude fulfilling everyone's requests.

Name: _____

Cr Hrs	Type	Course	Term Full / PC1 / PC2	<u>Preferred Schedule (enter NA if online)</u>		
				Day	Room	Time
3	USCA:					
3	USCA:					
3	USCA:					
3	USCA:					

Please remember each professor is required to list ALL course materials at the bookstore site so that students can make purchasing decisions. Listing of digital materials is also required. Please see Serena, the bookstore manager, if you have concerns about listing your materials

Specific Notes to Scheduler:

After schedules are posted to SSC/Banner, it is the instructor's responsibility to confirm the accuracy of their schedule, to include any special course notes, criteria, or designations impacting a student's choice of courses. Please report any discrepancies to the School of Business Scheduler

Comments:

Faculty Teaching both Undergraduate and Graduate Courses

Every effort will be made to accommodate your requests, but various scheduling constraints may preclude fulfilling everyone's requests.

The MBA Semester Rotation is on page 2

Name: _____

Cr Hrs	Type	Course	Term (circle)	<u>Preferred Schedule (enter NA if online)</u>		
				Day	Room	Time
3	MBA:		1 or 2			
3	USCA:		1 or 2 or full			
3	USCA:		full			

I am willing to teach the following overloads or alternate courses if the above classes do not fill:

Cr Hrs	Type PC/USCA	Course	If PC, Term 1/2	<u>Preferred (NA for PC)</u>		
				Day	Room	Time
3	PC / USCA					
3	PC /USCA					

In online courses, the ideal maximum enrollment is 25; however, sections will not be split until 36 or more students are enrolled in an online class.

We now have an Instructional Connections contract.

Would you be interested in a TA if your class size reaches 37 or more? Yes ___ No___

The MBA program would like to establish a book list for our MBA students. This listing DOES NOT preclude the Instructor’s responsibility to place the course text into the Bookstore Information. Books must be posted in the Bookstore by the time of registration.

Please list the text needed for the MBA course:

ISBN _____

Title of Text _____

Authors _____

Publication Year _____

Specific Notes to Scheduler:

After schedules are posted to SSC/Banner, it is the instructor’s responsibility to confirm the accuracy of their schedule, to include any special course notes, criteria, or designations impacting a student’s choice of courses. Report any discrepancies to the School of Business Scheduler.

Comments:

MBA SEMESTER ROTATION

Term 1	Term 2
MKTG A716	MGMT A715
BADM A720	ACCT A717
ECON A714	BADM A722
FINA A718	BADM A724
MGMT A728	BADM A760
FINA / ACCT A733	FINA A731
	ACCT A731

Syllabus Review Process

In preparation for the following fall, the Director of Accreditation, Analysis, and Assessment (AAA) will conduct a syllabus review each spring to assess SOBA syllabi according to the University's required content, as well as SOBA required items. There is currently no policy requiring a particular format or template to be followed for syllabi; however, USC Aiken policy requires specified items to appear in the syllabus.

The AAA and selected staff members will use the Syllabus Review Checklist to review each syllabus. The AAA will return the completed forms to the respective faculty member. The faculty member is responsible for making any needed revisions to their syllabi.

This process was initiated in 2019. The AAA will track the number of correct, inaccurate, or missing items in the aggregate to determine improvement over time or undesirable trends.

Syllabus Review Checklist

SOBA Course # _____ Semester/Year _____	Correct = C Inaccurate = I Missing = M
Syllabus Content	
SOBA and AACSB logo present	
SOBA Course number	
Course name (does it match current Bulletin?)	
Semester	
Section number	
Is the USCA School of Business Mission and Values statement present? Is it current?: <i>The USC Aiken School of Business delivers an engaging business education that prepares students for career success and encourages positive community impact.</i>	
Instructor name	
office location	
office hours	
Phone	
e-mail	
Classroom Building and #	
Class day and time	
Final exam date/time	
Current Catalog Course Description – must match exactly, including prerequisites. See the 2019-2020 Bulletin https://www.usca.edu/registrar/academic-bulletins	
Course Objectives Present? If there are multiple sections of the course are the objectives the same? Do they match the Master Learning Objectives?	
Text/Materials – complete description	
Grading: each assignment's weight	
Grading: the grading scale	
Course Requirements or Policies [to include Academic Code of conduct]	
Course Outline/Schedule of dates topics covered, assignments due, etc.	
Standardized Students with Disabilities Statement (must match): https://www.usca.edu/disability-services/faculty-staff/syllabus-statement "The Disability Services Office provides accommodations to ensure that educational programming and services are accessible to students with disabilities. If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the Disability Services Office, B&E 130, (803) 643-6815, as soon as possible if you believe you are eligible for accommodations. The Disability Services Office will require appropriate documentation to determine accommodations."	

Faculty Office Hours

All faculty members are required to maintain face-to-face office hours and/or virtual meeting times (when teaching online to accommodate online students), which will be mutually convenient for student conferences and advisements.

Specifically, SOBA faculty are required to maintain a minimum of four office hours per week to comply with USC Aiken Faculty Manual policy.

Office hours must be included in each faculty member's course syllabi and posted on their respective office doors.

Approved by SOBA Faculty on 04/26/2019

Class Attendance Policy

In accordance with USC Aiken Faculty policy, SOBA leaves "it up to individual faculty members to determine attendance policy for their own classes" (USC Aiken Faculty Manual, p. 31).

Each SOBA faculty member will state their attendance policy in the course syllabus.

SOBA faculty members will ensure that their attendance policy complies with the USC Aiken Faculty Manual and, in particular, the following:

Each policy, whether departmental or individual, will clearly lay out the rules and limits regarding class attendance and absences. The policy may establish an allowable number of class absences which students may accumulate without penalty. If a policy limits the number of absences allowed, it should also list reasons for excused absences (for example, documented incapacitating illness, official representation of the University, death of a close relative, religious holidays, jury duty). pp. 31-32

Approved by SOBA Faculty on 4/27/2019

Teaching of Courses with Multiple Sections

In the case of SOBA courses for which multiple sections are taught by different faculty (including part-time faculty) in a given semester, full-time faculty at each campus (Aiken and Sumter) assigned to the course are expected to identify a common primary textbook to be required for all sections of the course taught at a given campus.

This process is to be coordinated by the senior full-time faculty member assigned to teach the

course in either the Fall or Spring semester.

Faculty are expected to fulfill all course objectives, which are to be included in each professor's individual syllabus for the course.

Exceptions to the policy may be allowed by the SOBA Dean under reasonable circumstances.

Approved by SOBA Faculty 9/15/10

Travel and Faculty Development Reimbursement

1. Each full-time faculty member of SOBA is allotted \$600 annually to be used for travel and/or faculty development activities.
 - a. The \$600 per faculty member is based upon the SOBA annual budget allotment determined by the Provost and subject to change. \$600 is effective for the 2019-2020 budget year.
 - b. Additional Travel Funds:
 - The University's Honors, Awards and Scholarship (HAS) Committee expects that faculty will apply their \$600 department allotment before requesting the funds to cover the remainder of their travel through HAS.
 - All SOBA faculty are expected to apply to HAS for travel compensation prior to the release of any SOBA funds in addition to the \$600 allotment.
 - SOBA faculty must coordinate with the Dean prior to expecting travel reimbursements in excess of the allotted \$600. Additional SOBA travel funds are not guaranteed and subject to the limits of the SOBA budget.
 - c. In accordance with travel reimbursement due dates and the annual USC System budget calendar, faculty who do not apply for reimbursement using their \$600 annual allotment by the first week of June each year will forfeit that budget year's \$600 allotment.
 - d. Faculty who request reimbursement for travel expenses incurred during the prior budget year will have their reimbursement deducted from the balance of the current year's budget.
2. Faculty will receive awards to be applied toward reimbursement for scholarship-related travel, scholarship-related resources, and/or faculty development activities according to the following criteria:
 - a. An award shall be allotted in the current budget year for any peer-reviewed academic journal publication attained in the previous academic year that serves to qualify the faculty member according to AACSB and SOBA faculty qualification standards. The publication must be related to the faculty member's discipline and meet at least one of the following criteria:
 - Included in the Australian Business Dean's Council (ABDC) journal ratings list.
 - Academic journals with an acceptance rate less than or equal to 35%, as confirmed through sources like Cabell's, the journal editor, or journal website.
 - Academic journals approved by SOBA, as moved through the Scholarship

Promotion Committee.

- b. In accordance with AACSB standards, “co-authored intellectual contributions would be fractionally apportioned for co-authors at the same institution so as not to double-count the article in the table.” \$1000 will be allotted for each full publication that USC Aiken SOBA reports in Table 2-1 that meets the criteria in Item a above. Individual faculty will be awarded as follows:
 - In the case of a single author from USC Aiken SOBA: \$1000
 - In the case of two USC Aiken SOBA authors: \$500 for each USCA author
 - In the case of three USC Aiken SOBA authors: \$350 for each USCA author
 - In the case of four USC Aiken SOBA authors: \$250 for each USCA author
- c. No more than \$1500 may be awarded annually for all journal publications in the previous academic year.
- d. If not used in the year awarded, journal awards may be carried over for a total of two years. No more than \$3000 can be accumulated from journal awards. Journal awards not used by the end of the second year after which they are awarded are forfeited.
- e. Journal award amounts are subject to availability and change based upon the annual SOBA budget. Items requested for reimbursement must comply with South Carolina State and University System financial regulations.
- f. Academically qualified full-time faculty from the Sumter campus participate in the travel and Faculty Development Reimbursement policy at a 50% rate.

Approved by SOBA Faculty on 04/26/2019

Faculty Award Policies

Policies Governing SOBA Faculty Awards

Only full-time faculty in the USCA School of Business Administration will be eligible for a SOBA faculty award.

Faculty awards are to be granted in the spring semester and are to reflect activities in the Spring, Summer, and Fall semesters of the previous calendar year.

No faculty member shall be eligible to win the same award in successive years or more than one award in any given year.

The SOBA Dean will be given final discretionary authority over all award decisions

Policy on the William H. Marsh Teaching Award

The weighted average of the five teaching-oriented questions (weighted by the number of responses) on the Student Evaluation of Teaching (SET) for the previous Spring and Fall semesters combined will be calculated for each full-time faculty member, and the faculty members with the top three average scores will be selected as award candidates.

Given their limited teaching role, faculty members on sabbatical for either the Fall or Spring semester of the previous year shall not be eligible.

Members of the SOBA Student Advisory Board will be asked to select the award recipient from the list of eligible candidates.

Approved by SOBA Faculty on 02/18/15

Southern Bank & Trust Faculty Scholarship Excellence Award Selection Process

All faculty members with a peer reviewed publication (journals, proceedings, case studies, and other publications) appearing in print in either of the two previous calendar years will automatically be eligible for consideration for the SOBA Research Award (e.g. the award given in the Spring 2015 will be for articles appearing in print during the 2013 and/or 2014 calendar years).

A scholarship file containing eligible publications for each candidate (journals, proceedings, case studies, and other publications) from the previous two calendar years will be made available for

review by full-time SOBA faculty.

Full-time SOBA faculty will select the award recipient from the list of eligible candidates and scholarship files. To be eligible to vote faculty must initial the summary cover sheet at the front of the scholarship file.

Faculty members are prohibited from voting for themselves.

Approved by faculty vote 2/22/2012

Patsy Granger Lewellyn Service Award Selection Process

All faculty members who have significant SOBA service in addition to University or Professional service, and/or who served as chair of a University committee or as a Faculty Assembly officer, and/or who participate on SOBA committees shall be eligible for consideration.

The SOBA Dean will be asked to select the award recipient from the list of eligible candidates.

Mick and Jackie Fekula MBA Online Teaching Excellence Award

This annual award is presented to a USC Aiken School of Business Administration full-time faculty member to recognize teaching excellence in online MBA courses. In accordance with the gift agreement, “eligible faculty members must have taught an online MBA course in each of the three terms of the award year: spring, summer, and fall, totaling a minimum of three courses. The award recipient will be chosen by the USC Aiken MBA Director in consultation with the Dean of the School of Business Administration at USC Aiken based on faculty performance.” The MBA Director will use the Student Evaluations of Teaching (SET) to calculate weighted averages of the individual items and an overall weighted average. The award is given to the faculty member with the highest SET score. Survey items irrelevant to online teaching will not be used in the calculation. In the event of a tie or scores with less than a .1 difference, the MBA Director will review the qualitative student comments and consult with the Dean to determine the most deserving recipient.

Professional Association Membership Reimbursement

Faculty members are encouraged to join and take an active role in professional and academic organizations. As such, the School of Business Administration shall reimburse all full-time faculty members for membership dues in one professional or academic organization of their choice each academic year.

The maximum reimbursement for membership dues is to be determined at the SOBA Dean's discretion, and these dues may be paid and reimbursed once each academic year in either the fall or spring semester.

USC Aiken Accounts Payable requires that the following completed memo accompany requests for reimbursement.

Membership Memo for Professional Organizations

Faculty member requesting Professional Association Membership Reimbursement:

Name _____

Membership in _____ (name of organization) is solely for the benefit of the University; no personal benefits accrue to the individual named to represent the University. This membership benefits the University by developing the employee professionally and allowing them to become better at performing their jobs.

Signed _____ (Dept. Chair/Dean)

Approved by SOBA Faculty on 12/09/10; Memo text updated 09/17/2019

Guidelines for Faculty Recruitment

The School of Business Administration at the University of South Carolina Aiken must follow the faculty recruitment guidelines of the University of South Carolina system. The Faculty Recruitment Guide may be found at <https://www.usca.edu/human-resources/faculty-staff-resources/faculty-recruitment-guide>

In addition to the University of South Carolina system faculty recruitment guide, all full-time SOBA faculty, including instructors, tenure-track, and tenured faculty, must have earned their highest academic degree (Master's or Ph.D.) from an AACSB accredited institution.

Approved by SOBA Faculty on 08/13/10

SOBA Advisory Groups

There are three groups which serve as advisory panels for SOBA: the Business Advisory Council, the Recent Business Alumni Focus Group, and the Student Advisory Board.

Business Advisory Council

Community input is a vital element as the SOBA plans for its future. Pursuant to that end, the principal mission of the **Business Advisory Council** (BAC) is to counsel the SOBA Dean on strategic and policy-related matters, including providing counsel on the School's curriculum; to be a resource to students, faculty, and staff in enhancing the quality and reputation of the School; and to take a leadership role in assuring that the SOBA has the financial resources to accomplish its objectives.

BAC members are appointed by the Dean, with each member serving a four-year term. BAC members represent a range of businesses and organizations and are selected for their wide array of perspectives and experiences; for their commitment to excellence, leadership, service, diversity, and teamwork; and for their ability to establish links between various stakeholders.

Recent Business Alumni Focus Group

Recent graduates from the SOBA can provide a unique perspective on the relevance and value of the SOBA curricula, degree programs, and student support services. In order to learn from their valuable experiences, the SOBA Dean regularly invites several recent business alumni to meet with him/her to share their insights and provide some feedback on proposed SOBA policy changes or curricula revisions. These recent alumni are also very helpful in developing stronger SOBA alumni relations, assisting the Dean in planning alumni networking and social events. These alumni bring enthusiasm and infectious energy to the SOBA's marketing and outreach efforts and assist with fundraising initiatives. There is no formal structure for this focus group; participants are invited by the SOBA Dean whenever the group is called together.

Student Advisory Board

The SOBA seeks to enhance the educational experience for all students by providing a vital connection between the students of the SOBA and the faculty. As such, the **Student Advisory Board** (SAB) acts as a liaison between the students and the faculty. SAB conducts listening exchanges each semester to provide feedback for assessment purposes. SAB meets regularly to discuss any student concerns, and SAB may serve as a sounding board regarding SOBA policies, procedures, and practices. SAB members often serve on faculty search committees and sponsor workshops of interest to students. In summary, the overall purpose of SAB is to encourage the highest level of academic achievement and to form a strong union between students and faculty.

The SAB is composed of undergraduate SOBA students. To ensure inclusiveness and continuity, representation on the SAB includes students from each area of concentration as well as students in both junior and senior years. Membership is by appointment of the SOBA Dean in conjunction with nominations from business faculty. Once appointed, students serve on the SAB until graduation or at the discretion of the Dean.

Rotary Student of the Month

In 2018 the SOBA Business Advisory Council (BAC) recommended that its Rotary representatives pursue a SOBA Rotary Student of the Month program. The Rotary Club of Aiken Board of Directors approved a SOBA Rotary Student of the Month, to be funded by Rotary.

The Dean solicits nominees from the faculty at-large, the Student Advisory Board (SAB), and Enactus. In consultation with the other Rotary members and SOBA, a SOBA student is chosen to attend weekly meetings for one month. Attending Rotary meetings allows students to engage with local business and community members, experience a service organization first-hand, and share their perspectives on service by addressing the entire Rotary Club through a short talk they give at their last meeting.

E. Preston Rahe, Jr. and Jerry Ann Rahe Executive-in-Residence Program

The E. Preston Rahe, Jr. and Jerry Ann Rahe Executive-in-Residence Program was established to bring seasoned executives and business leaders to the USCA campus to share their insights and experiences with SOBA students. Held in each long semester (fall and spring), this program involves a 1 to 2-day visit in which the Executive-in-Residence meets with students in several different business classes. In addition, the Executive-in-Residence meets separately with the Student Advisory Board, as well as with a group of SOBA faculty for more in-depth discussions of current business topics. The visit is highlighted by a presentation in a large conference room which is open to students across campus and community members.

This program is made possible through the generosity of E. Preston Rahe, Jr. and his wife, Jerry Ann Rahe, who in 2014 established an endowment to ensure that SOBA students will have the opportunity to learn from these wonderful business leaders for many years to come. Mr. Rahe is a retired President of Westinghouse Government Environmental Services, LLC, and a long-standing member of the SOBA Business Advisory Council.

Entrepreneurship Center

The Entrepreneurship Center program is under development.

Aiken Business Leadership Symposium (ABLS)

The Aiken Business Leadership Symposium is an opportunity for students, businesses, and interested community members to gain new insights into the world of business and the role of leadership. SOBA hosts the ABLS annually on the USC Aiken campus.

The strategic operating principle of the USC Aiken School of Business is *Educating through Engagement*. The symposium provides the opportunity for intensive engagement with members of the business community. Similarly, the meeting offers both learning and networking opportunities for business owners and professionals. A major emphasis of the program is student career readiness, accompanied by employer networking and recruiting opportunities.

The Symposium Committee establishes a theme for each year and, in turn, emphasizes that theme through its various sessions and invited speakers. The committee also engages local alumni who have made the area their home, both professionally and personally.

Attending the Symposium presents what SOBA calls an E5 opportunity to:

- Engage with business leaders
- Explore business leader insights
- Expand one's knowledge of the latest business ideas
- Energize one's thoughts about business
- Establish or revise one's career pathway

The mission success of ABLS depends on students attending the sessions. Students are required to attend the symposium sessions during those times that they would otherwise be in scheduled classes. All students enrolled in Thursday classes at 9:25, 10:50, 12:15, and 1:40 are automatically registered for the Symposium.

Respective faculty are expected to inform their students accordingly and attend sessions with their students. SOBA faculty are asked to serve as session chairs when needed. Session Chairs are asked to start the session on time, briefly introduce the session speakers, and monitor time to ensure the session ends as scheduled time.

Regardless of their schedule, all SOBA students and faculty are encouraged to attend all ABLS sessions. All USC Aiken students, faculty, and staff are invited to attend the symposium. USC Aiken and SOBA community affiliates are invited to attend the symposium. Those not automatically registered will be given registration instructions for ABLS.

Professional Program Admissions Process

The Professional Program admissions process is conducted by the Professional Program Admissions Committee (PPAC)

PPAC Members: Dean, MBA Director, Director of Accreditation, Analysis, and Assessment (AAA), Palmetto College Advisor, and Head Advisor.

PPAC Meetings: held after fall and spring semester grades have been reported

1. After semester grades are final, the AAA Director will request that Institutional Effectiveness (IE) generate the list of SOBA students who are eligible for the SOBA Professional Program. Eligible students are admitted to the SOBA Professional Program when they are in good academic standing with the University and have met the following criteria:
 - a. declared a business administration major
 - b. earned at least 45 hours of credit
 - c. completed the following courses with a grade of C or better: BADM A225, ECON A221 or A222, ENGL A102, MATH A122, and STAT A201.
2. The committee will convene and produce the list of students who should be admitted to the Professional Program.
3. The AAA Director sends the list of admitted students to the Registrar and asks that each is given the BPP attribute so that they can register for upper-level business classes.
4. Student notification is sent through email as follows:
 - a. Admitted students receive a congratulatory letter and acceptance notice.
 - b. Ineligible students are notified of their remaining admissions requirements and their restriction from enrolling in upper-level business courses.
 - c. Ineligible students whose upcoming semester is transitional are notified that the Dean can approve requests to enroll in upper-level business courses, but only if the student is enrolled in all remaining required courses (BADM A225, ECON A221 or A222, ENGL A102, MATH A122, and STAT A201) in the upcoming semester. A transitional semester is one in which: (a) the student has earned at least 45 hours of credit, (b) has a grade of C or better in the courses taken to date that are required for Professional Program admission, and (c) is scheduled for all remaining courses required for Professional Program admission.
5. The Head Advisor will notify faculty members of the Professional Program status of their advisees.
6. Both Palmetto College and on-campus transfer students who have at least 45 hours can enroll in upper-level business courses during their first semester. The transition semester and other admissions policies will apply during their second semester at USC Aiken. Regardless, advisors should make every effort to ensure students complete the courses required for Professional Program admission before or by the end of a student's second semester.