



Vision 2020

The University of Southern Mississippi
Division of Academic Affairs

The Plan for Academic Reorganization: Vision 2020

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plan that has emerged is a combination of many different proposed themes identified through the ALC review process, all while remaining sensitive to the myriad of institutional challenges we face.

Rather than a workforce reduction initiative, the comprehensive plan creates more integrated, collaborative structures for existing positions. The number of colleges is reduced from six to four, which will reduce administrative costs and promote additional efficiencies, and we move from a department-based structure to one rooted in broader schools. Significantly, the role of faculty administrators is changed in this model – the Schools are led by a Director, an administrative lead of departments and programs, which are managed by faculty leadership teams. The heavy administrative burden facing current chairs shifts in this new configuration to the School Director, with academic/curricular oversight moving to the department chairs and program coordinators (see Appendix III).

In this reorganization, the Director of a School will assume a management role while serving as the “first among equals” or lead faculty in that School. This model will also increase the involvement of faculty in the management of curricular and program delivery issues, encouraging cross-disciplinary communication and decision-making.

This reorganization is bold; the times call for nothing less. This plan is built on faculty proposals, driven by national best practices and institutional need and designed to provide leverage for future growth and increased visibility.

Units and Roles Defined

I. IHL Coding: Institutional Employees

- Executive, Administrative and Managerial
- Faculty (Instruction/Research/Public Service)
- Other Professionals (Support/Service)
- Technical and Paraprofessionals
- Clerical and Secretarial
- Skilled Crafts
- Service/Maintenance
- Student Instruction/Research Assistants (Graduate Assistants)

II. IHL Definitions and The University of Southern Mississippi Unit Organization

A. Colleges, Schools, Departments, and Programs

Colleges are the “macro” organizational entities for collections of academic units. Their budgets are generally large, and the academic head of a college is generally a dean. Colleges house Schools, Departments, and Programs as well as, potentially, Centers and Institutes, all designed towards a common academic mission within a defined scope of discipline and area foci.

Schools are not defined by IHL. For The University of Southern Mississippi, Schools are the overarching units of academic program organization within Colleges. Each School is comprised of multiple departments and/or related programs that work together for the delivery of curriculum, promotion of student retention, and support of faculty research, teaching, and service. Schools are led by faculty members in the administrative role of Directors who report to the Dean and are responsible for the academic, operational, and budgetary work of the School.

Departments are disciplinary units *within* Schools and often contain multiple degree programs. Departments are led by non-administrative faculty members who serve as chairs, working with program coordinators to manage curricular matters and advise the Director of the School as a team. Non-administrative faculty leaders (chairs and program directors) are elected by their peers or appointed by the director and serve a three-year term of service.

B. Centers and Institutes

IHL does not distinguish between Centers and Institutes. Center and Institutes with Extensive Scope and Outreach (ESO) are broadly focused administrative entities hav 12 -0 0 12 (e)4(por)2 Tc -08g(r).

Centers and Institutes with Limited Scope and Outreach (LSO) are narrowly focused administrative entities having few faculty and staff associated with them. The budgets for LSO Centers or Institutes are generally small and the activities of these administrative units are often primarily within a single university. The outreach of this type of Center or Institute usually involves only the single university where the unit is housed, appropriate professional organizations, and local communities. *

For The University of Southern Mississippi, an Institute is an administrative structure having

Requiring Academic Standing:

b. Provost –

I. COLLEGE OF ARTS AND SCIENCES*

Center for Science and Math Education
Department of Aerospace Studies (no majors)
Department of Military Science (no majors)

School of Communication

- Department of Communication Studies
- Department of Journalism, Public Relations, and Advertising
(Including programs in Entertainment Industry and Film)

School of Computing Sciences and Computer Engineering

School of Construction and Design

School of Criminal Justice, Forensic Science, and Security

School of Humanities

- Department of English
- Department of History
- Department of Philosophy and Religion

School of Interdisciplinary Studies and Professional Development

- Department of Continuing Education
(non-degree certificates, Continuing Education Credits [CEUs], and workforce and professional training)
- Department of Human Capital Development
- Department of Interdisciplinary Studies
(including interdisciplinary minors, University Foundations coursework, and the Exploratory Studies Program)

School of Biological, Environmental, and Earth Sciences

- Department of Ecology and Organismal Biology
- Department of Geography and Geology
- Department of Cell and Molecular Biology
- Department of Medical Laboratory Science

School of Mathematics and Natural Sciences

- Department of Chemistry and Biochemistry
- Department of Mathematics
- Department of Physics and Astronomy

School of Music

School of Ocean Science and Engineering

- Department of Marine Science
- Department of Coastal Sciences

School of Performing and Visual Arts

- Department of Art & Design
- Department of Dance
- Department of Theatre

School of Polymer Science and Engineering

School of Social Science and Global Studies

- Department of Anthropology and Sociology
- Department of Economics and International Development
- Department of Political Science and Legal Studies
- Department of World Languages

II. COLLEGE OF BUSINESS AND ECONOMIC DEVELOPMENT

School of Accountancy

- Accounting
- MPA

School of and Finance

-

III. COLLEGE OF EDUCATION AND HUMAN SCIENCES*

School of Education

- Department of Curriculum and Instruction
- Department of Special Education
- Department of Educational Research and Administration

School of Child and Family Sciences

School of Kinesiology and Nutrition

- Department of Kinesiology
- Department of Nutrition and Food Systems

School of Library and Information Science

School of Psychology

School of Social Work

IV. COLLEGE OF NURSING AND HEALTH PROFESSIONS*

School of Health Professions

- Department of Public Health
- Department of Rehabilitation Sciences

School of Professional Nursing Practice

School of Leadership and Advanced Nursing Practice

School of Speech and Hearing Sciences

Appendix I.
Guidelines for Reorganization

In considering programs, units, and/or college-

10. Advising practices will be reviewed and efforts made to collaborate across unit and office lines to support student movement to an appropriate major and timely degree completion;
11. Student outreach and retention practices will be coordinated with the Office of the Provost to ensure that communication efficiencies are realized across key areas (e.g., Financial Aid, New Student and Retention Programs, Residence Life, Registrar);
12. Open faculty lines will revert to the Office of the Provost, where reallocation will incentivize academic consolidation to effect improvement in key performance metrics;
13. Student credit hour production will follow faculty in all aspects of unit performance metrics;
14. Dollars from resulting tuition revenue growth will flow to productive academic units at a yet to be determined percentage of tuition per SCH. In the first and second years of growth, dollars may be used to fund travel or temporary lines for instruction or research. In the third year of sustained growth, dollars may be used to adjust faculty salaries, fund research and travel, or add new tenure stream or non-tenured full time teaching, research, or clinical faculty.

Upon completion and implementation of reorganization, a period of assessment and analysis will follow to determine whether a second phase of adjustment or further reorganization is necessary or advisable.

Appendix II.
Request for Proposals (RFP) Timeline

Process

December 2016 –

collection of information, and general support to faculty and students in the unit. He or she is expected to be in residence for summer orientation sessions and to submit materials related to