

Special Report

“Shut Up and Drive!”

An Investigative Report on the Use of CoB Faculty

With budget freezes and human resource strains at USM only beginning, it seems appropriate to examine which non-administration faculty members at CoB-H are being told by CoB chairs to make the drive to one of the CoB’s Gulf Coast locales for teaching purposes. This report examines data from fall semester 2008, which is shown below in Table 1.

Table 1

CoB-H Faculty Teaching at CoB-GC, Fall 2008

Name	Unit	Class	Meeting Times
Davis, Donna	MIS	MIS 309 (Bus Proc Sys & Cont)	6:30pm-9:15pm, R
Hood, Matthew	FIN	MBA 640 (Problems in Finance)	6:30pm-9:15pm, M
Jordan, Charles	ACC	ACC 327 (Intermed Acc II)	3:30pm-6:15pm, M
Posey, Roderick	ACC	ACC 401 (Advanced Acc I)	3:30pm-6:15pm, M
Sequeira, Jennifer	MGT	MGT 630 (Sem Entr/Tech Mgt)	6:30pm-9:15pm, R
Smith, Robert	ACC	ACC 330 (Fed Inc Tax Acc)	3:50pm-6:25pm, R
Smith, William	MKT	MKT 330 (Prof Selling)	3:50pm-6:25pm, R

As Table 1 indicates, no fewer than seven CoB-H faculty were made to drive to the CoB-GC for teaching assignments during fall 2008. Of these, three are in accounting. These are Charles Jordan, Roderick Posey and Robert Smith. Sources tell USMNEWS.net that teaching assignments in ACC-H will likely continue to deteriorate with the hiring freezes, and as (more) current ACC-H faculty are placed on full-time research assignments in order gear up for the AACSB’s maintenance of accreditation visit in 2012.

Note also that four of the seven CoB-GC teaching assignments fall on Thursday evenings. This is absolutely brutal, physically and psychologically speaking, given that one’s body becomes increasingly fatigued as the work-week progresses and because CoB students do not want to be in class on Thursday evenings. This situation is particularly brutal for Donna Davis and Jennifer Sequeira, though Sequeira’s problem looks to be of her own making given the title/area of the course she is teaching (MGT 630). Sources tell USMNEWS.net that Sequeira and Matthew Hood, who is also listed in Table 1, may be interested in being considered *clinical teaching* professors in their respective areas/units. If so, they will continue to face teaching loads characterized by some of the elements present in Table 1 above.