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# International Association to Advance Collegiate Schools of Business (AACSB)

## Continuous Improvement Report

## 2015-2020

UNIVERSITY OF TEXAS ARLINGTON | COLLEGE OF BUSINESS

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# 1 – Executive Summary

## 1.1 Guiding Principles

The following addresses the College of Business (COB) at the University of Texas at Arlington (UTA) adherence to AACSB Guiding Principles.

1. Ethics and Integrity
    - Ethics issues are integrated into the curriculum and courses contain ethics discussions.
    - Faculty value academic integrity. In Spring 2020, an academic integrity issue relating to a third-party content provider was discovered by the Management department. Course curriculum was quickly revised to address the problem and involved students were assessed appropriate penalties. A task force was also created to focus on academic integrity.
    - All faculty and staff complete required UTA annual compliance training which includes ethics and how to handle ethical situations.
2. Societal Impact
    - Contributing to positive societal impact is important to faculty and administration. Section 3 provides examples of students and faculty making positive contributions to society.
    - Many of COB's student organizations have volunteerism or other societal contributions as an expectation of membership (see Section 3).
    - Since 45% of COB students are first-generation in college, the completion of their degree leads to upward social mobility.
3. Mission-Driven Focus
    - Three key concepts in the mission statement are *transformative experience*, *diverse students*, and *research university*.
    - The College provides varied opportunities for students to achieve their educational goals and prepare for a successful professional career.
    - Understanding the value of workforce diversity will help students succeed in their careers.
    - High quality faculty research enhances teaching to provide cutting-edge education to students which results in better job opportunities.
4. Peer Review
    - On October 22nd a pre-visit meeting was held with COB and the AACSB Review Team, for the purpose of providing early information, transparency, and addressing any early concerns.
    - COB will facilitate the Team's efforts by providing timely, easily accessible supporting documents and having well organized meetings for the virtual visit.
5. Continuous Improvement
    - Curriculum revisions are a standard process in the College. Curricula are revised and improved as business trends change and with input from industry and advisory boards.
    - Regular review of journal rankings and developing guidelines for 2-1 teaching loads contribute to continuous improvement of faculty research.
    - The MS in Health Care Administration program has undergone a rigorous review with industry professionals and is working toward CAHME accreditation.
6. Collegiality
    - Faculty appreciate the collegial environment in COB. During the faculty hiring process, the potential collegiality of a candidate is usually evaluated and discussed.

- The mutual respect, collaboration, and trust that exist encourage good turnouts at monthly College research colloquia with positive and productive feedback to assist the presenters.
- Shared governance is valued in COB and has been stressed by the Dean since his hire. Faculty committees are consulted and involved in decision-making whenever appropriate. Communications from the Dean's office to faculty occur on a regular basis.

7. Agility
   - The successful adjustment faculty made in late Spring 2020 to switch all courses to online modality during the pandemic is a testament to faculty's agility.
   - Responding to industry needs and feedback through program curricula review provides students with the necessary skills to compete in the business world.
   - The recent creation of the Associate Dean for Diversity, Racial Equity, and Inclusion position to educate faculty, students and companies on the increased societal focus on these issues.
8. Global Mindset
   - Global issues are addressed in most business courses. In addition, several courses exist across departments that are focused on global issues within a discipline for example: Global Supply Chain Management, International Marketing, and International Corporate Finance.
   - For almost 20 years the College has taught courses and programs in China. Study abroad courses have taken students to China, Germany, Peru, Spain and other countries to experience their business and society cultures. A generous alumna donated money for scholarships which supported almost 400 students to travel to 22 different countries.
   - The College has numerous MOUs with international universities to foster international education. In Spring 2020, a new agreement was signed with a Vietnamese university to allow their MBA students to take courses at UTA for a semester.
9. Diversity and Inclusion
   - An Associate Dean for Diversity, Racial Equity, and Inclusion (DREI) position was recently created and filled, as was a Director for Diversity, Racial Equity, and Inclusion position.
   - Student, faculty, and business community advisory councils have been created to address DREI issues and improvements.
   - The diversity of UTA's student body is recognized as a strength of the University and College, and efforts are being made to strategically leverage this strength.
10. Continued Adherence to AACSB Guiding Principles and Business Standards
    - The College of Business has been continuously accredited since 1969, demonstrating the commitment to the AACSB Guiding Principles.
    - The College values the rigor of the accreditation reviews and strongly supports the purpose of helping schools maintain high levels of quality.
    - The College greatly appreciates the Review Team's consultative role focused on improvement and is grateful to them for volunteering their time and efforts.

### 1.2 Mission

Located in the center of the Dallas/Fort Worth metroplex, UTA is the second largest of 14 institutions in the University of Texas System, with Fall 2019 enrollment close to 43,000. UTA has the sixth most diverse undergraduate student body in the country and is designated as a Hispanic Serving Institution, with almost half of students being first generation in college. Research is emphasized at UTA, with the University earning the Carnegie classification of "R-1: Doctoral Universities—Very High Research Activity." In 2020, UTA met the requirements to become the newest Texas Tier 1 research university by achieving research goals set by the state, a designation which will be effective in Summer 2021.

The characteristics of being a large, urban, research university with a highly diverse student body, good value and access, and located within an hour of nearly all of the DFW metroplex are very attractive to the types of students that we serve. COB students are looking for an affordable, convenient, high-quality education to provide opportunities for upward social mobility and a successful career. All these factors shape COB's mission and the role that the College is proud to serve in making a strong positive impact on the lives of our students to improve society.

College of Business Mission Statement:
*We provide a transformative educational experience accessible to a diverse student population at a top research university. Offering a variety of programs, we prepare students to succeed in their career of choice and become business leaders, impacting lives forever.*

To fulfill its mission, the College of Business has three general objectives.

- Improve student success
- Enhance faculty scholarship
- Strengthen business and community engagement

These strategies have been developed to help achieve the mission and general objectives.

1. Generate more scholarships for admissions (Dean's Leadership Circle)
2. Enhance career development and placement assistance (emphasized in the strategic plan)
3. Review and improve the curriculum for each program (systematic reviews)
4. Improve MS in HCAD program and pursue CAHME accreditation (currently in CAHME Candidacy)
5. Develop customized programs for companies (Executive Certificate for Business Analytics)
6. Strengthen employer and alumni engagement (MAVS 100, Business Week, annual magazine)
7. Enhance faculty engagement (providing more opportunities to meet socially and professionally)

**1.3 Processes**

Student Success: Numerous processes exist that focus on student success.

- The College of Business (COB) has centralized advising to provide consistent advice and messaging to undergraduate students. Numerous metrics are tracked in the advising center to monitor customer service and effectiveness, such as advisor productivity and student no-shows.
- Most departments' provide help desks for students to get extra assistance/tutoring with their courses. Metrics are typically tracked by departments on usage.
- A required 1-credit freshman seminar course was implemented in 2018 to give new students connections and advice on how to succeed at UTA. A similar required transfer student seminar course was implemented in 2019. Graduation rates will be tracked to assess the effectiveness.

Scholarship: High quality research is encouraged through the following processes.

- Faculty who publish in Elite journals receive a course release and $5,000 in research funds. Those publishing in Near-Elite journals receive $2,000 in research funds. The number of publications each year is tracked. This is a popular initiative with faculty.
- Since 2017, Research Expense Grants have been awarded to faculty; they fund up to $5,000 for specific research expenses. These should lead to publication increases in the future.
- In 2020, substantial additional research funds ($165,000) were made available by the Dean to faculty who submitted proposals, from purchasing research databases to paying research participants to hiring student research assistants, which should lead to increased publications.

Business Community: Many processes are used to engage the business community.

- The Dean and his leadership team are often involved in speaking to local business groups, which provides good visibility for the College and builds relationships.
- In 2020, the College hosted the inaugural MAVS 100 event to recognize more than 100 UTA alumni who have started their own businesses and encourage relationship building. The next event is scheduled for February 26, 2021, and so far has are 146 nominations.
- In 2019, the Dean started the Dean's Leadership Circle for alumni/friends of the College who want to be more engaged with the College and as a way to raise current use scholarship monies.
- In 2019, the Dean started the Maverick Macroeconomic Series featuring speakers to discuss macroeconomic issues with alumni and friends. In February 2020, the COB hosted Robert Kaplan, President of the Dallas Federal Research Bank.

**1.4 Strategies and Outcomes for Engagement, Innovation, and Impact**

Engagement:

- The College offers study abroad courses, speaking events, support for student competitions, a dedicated student organization space, and social events to encourage student engagement.
- The College hosts events and seminars to encourage faculty engagement.
- The College has advisory councils, speaking opportunities in classes (Business Week and other opportunities), student projects at companies (consulting projects), and events to encourage business community engagement.

Innovation:

- The COB Advising Center has worked to become more student-friendly through new scheduling software, virtual appointments, and other process revisions.
- The College has started several new initiatives in the last few years aimed at providing research resources to faculty, such as Research Expense Grants and course releases.
- The MAVS 100 event, Maverick Macroeconomic Series, and Dean's Leadership Circle are innovative ideas to engage alumni and the business community.

Impact:

- In recent years significantly more students have gone on study abroad trips thanks to a generous donor. These global experiences have a strong positive impact on students' views.
- Recently providing more research funding to faculty has generated excitement and more research activity, which should positively impact research output in the near future.
- The College has raised substantially more scholarship funds in the past year thanks to the Dean's innovative approaches to engage alumni and the business community.

**1.5 Strengths and Weaknesses**

Strengths:

- Location—Centrally located in large metroplex, desirable part of country
- Research reputation—Top Carnegie classification
- Affordable tuition
- Very diverse student body; Hispanic Serving Institution
- Wide variety of program offerings and schedules
- Many companies and job opportunities for students in area
- Nationally top ranked for being veteran friendly
- Very good relationship with local community colleges—high transfer rates
- Graduates have one of the lowest student debt levels in the country
- High quality faculty

Weaknesses:

- Lower budget per student than comparable peer universities
- Uncertainty of university budget model
- Lack of transparency with UTA finances (new model would allow for transparency)
- Little executive education or management training offerings
- No career center in COB
- Heavy central administration tax for off-the-books programs
- 45-year old building that is too small and inflexible
- Poor at tracking and staying in touch with alumni
- A few graduate programs rely heavily on international enrollment

**1.6 Strategic Plan and Mission Development Activities**

Student Success:

- The College has raised significantly more scholarship funds in recent years to provide more access to diverse students. (Strategy 1—Generate more scholarships for admissions.)
- To help students succeed, efforts to increase internships have been successful. VMOCK and Aspire software was purchased to improve student resumes and LinkedIn profiles. (Strategy 2—Enhance career development and placement assistance.)
- The programs are often reviewed and updated to keep them relevant so students remain competitive. (Strategy 4—Review and improve the curriculum for each program. Strategy 5—Improve HCAD program and pursue CAHME accreditation.)

Scholarship:

- COB research-focused initiatives and resources are used to facilitate faculty interaction and encourage faculty to conduct high quality research. (Strategy 7—Enhance faculty engagement.)

Business Community:

- To strengthen business community engagement, various events and opportunities are used to outreach and involve alumni, business leaders, and companies with COB. Two new initiatives are the Dean's Leadership Circle and the MAVS 100. (Strategy 3—Strengthen alumni and employer engagement. Strategy 6—Develop customized programs for companies.)

**1.7 Effective Practices**

- In the Goolsby Leadership Academy Program, students interact with business leaders at events and in class to develop their soft skills.
- Providing specific resources to faculty to support their research (course releases, research funding, databases, graduate assistants).
- PhD students take a teaching seminar and a writing seminar to further develop their general teaching/writing skills. These have improved teaching and writing effectiveness.
- Collaborative decision making—COB deans meet weekly to discuss decision issues, Deans and Dept. Chairs meet weekly, Dept. Chairs meet with their faculty at least once a semester but also hold meetings when needed. Directors meet monthly, and staff meet monthly.
- Eight COB advisory councils provide feedback about curriculum design, offer internships and jobs, serve as supporters and ambassadors, and provide financial support. These councils also provide feedback to the Dean, departments and programs.

## I. Overview of Institution and Business School

### a. Contextual Analysis

The University of Texas at Arlington (UTA) was originally founded as Arlington College in 1895. Over the first 65 years it evolved from a vocational-technical campus to a military academy to a junior college, offering only two-year degrees. In 1959, Arlington State College began offering four-year degrees and in 1960 started offering graduate programs. In 1965 it joined the University of Texas System and took on its current name. UTA is regionally accredited by the Southern Association of College and Schools Commission on Colleges (SACSCOC).

The College of Business evolved from an economics and social sciences department in the 1950s, to a Department of Business Administration, to a School of Business, and to a College of Business in the early 1970s. The first undergraduate degree programs began in 1961, with the first graduate degree program starting in 1966. AACSB accreditation was first granted in 1969, while the MBA program was accredited in 1973. Accounting received separate accreditation in 1984. The College of Business programs have been continuously accredited since the initial accreditation.

Thirty years ago, UTA was widely viewed as mainly a commuter school. In Fall 1998 enrollment was less than 19,000, but by Fall 2019 had grown to around 43,000. While there are still many commuter students, today around 10,000 students live on or very near campus. UTA has taken on a residential campus atmosphere while still serving a large population of commuter and part-time students. For decades UTA has been accessible to students and has been the first choice for students who want a quality education close to home. Its history of access, affordability, research focus, and diversity has helped shape the missions of UTA and the College of Business. UTA provides a great return on investment and offers a large variety of programs to help support students' educational goals.

One disadvantage of being viewed historically as a commuter school is lower alumni loyalty as compared to primarily residential universities. Most alumni at the prime of their earning and giving potential attended UTA many years ago as a commuter. Alumni are appreciative of the opportunities their UTA education provided them, but most do not feel the loyalty attachment as they do at Texas A&M, University of Texas at Austin, Baylor, SMU or TCU, all primarily residential schools. Couple the commuter school history with eliminating the UTA football program in the mid-1980s, and the low level of alumni loyalty is exacerbated. (High school football is a very big deal in Texas.) While these comments address the typical alum, UTA does have a small set of very loyal alumni that engage with the university or College. COB tries to leverage their interests and engagement to improve its impact and benefit students.

In 2015 UTA was classified by Carnegie in their top research classification, Doctoral Universities: Very High Research Activity (R1), a group of 115 U.S. universities at that time. In 2009 the Texas Legislature passed a bill to create the Tier One Competition for eight emerging research universities including UTA. Multiple research metric goals were set, and when one of the seven designated universities achieved the set goals for two years straight, they would gain access to an additional pool of millions of dollars in research funds. UTA just completed meeting the required number of research goals for two years straight in 2020 and will become the newest Texas Tier One research university in 2021. These two recent designations of top research university status help solidify UTAs role and reputation as a strong research university, which permeates UTA's and COB's strategies and operations.

Six academic departments make up the College of Business:

- Accounting (includes Business Law faculty)
- Economics
- Finance and Real Estate
- Information Systems and Operations Management
- Management
- Marketing (includes Business Communications faculty).

The College is structured as one budget unit within the university, and the Dean allocates funding across the six departments. Student services, instructional technology, branding, and other services are provided at the college level. Each academic department has a chairperson who is responsible for the department budget and personnel, including two administrative staff (Accounting has three). Accounting, Economics, and Information Systems and Operations Management each have an Assistant Chair. Primary department activities focus on instructional and faculty support.

In the past five years, several changes have occurred in UTA and College administrations. The President since 2013 resigned in March 2020. The previous Provost is now the Interim President, and the previous Senior Vice Provost is now the Interim Provost. This situation is expected to remain until after the pandemic. The previous College Dean since 2013 left UTA in 2016. An associate dean became Interim Dean for two years, and the current Dean, Harry Dombroski, took over in 2018 after a 35-year career in industry.

College leadership includes:

- Dean
- Senior Associate Dean
- Associate Dean for Students and Programs
- Associate Dean for Research
- Associate Dean for Diversity, Racial Equity and Inclusion—position created on 9/1/2020
- Assistant Dean
- 6 Department Chairs.

Senior professional staff includes (not including directors of academic programs):

- Director of Undergraduate Advising
- Director of Graduate Business Services
- Director of Student Outreach
- Director of Information Technology
- Director of Academic Branding
- Director of Marketing & Communications
- Director of Corporate Relations
- Director of Academic Resource Planning (also reports to Provost's office)
- Director of Veterans Business Outreach Center
- Director of Diversity, Racial Equity and Inclusion—position created on 10/6/2020
- Assistant to the Dean for Finance and Budgets.

The College of Business organization chart is provided in Appendix II.a.

Business community input and engagement is partly facilitated through seven advisory councils within the College. In addition to the College-level advisory council, most departments have at least one advisory board to provide feedback on programs and other related matters. These advisory councils have been instrumental in designing new programs that are more attractive to students and employers. The Dean's Leadership Circle (DLC) was created to increase current scholarship monies and engagement with alumni and the business community. The annual Business Week is another way we engage the business community by having executives and managers speak to classes, which has been held more than a dozen years. In Spring 2019, 82 businesspeople spoke to 90 classes during Business Week.

In 2016 UTA changed its financial model for funding colleges. The new 'growth model' continued the historical funding levels to colleges, but any enrollment growth was funded using an incentive-based model for undergraduate and graduate growth based on a 3-year average of enrollment. In 2019, UTA changed its growth model to a 1-year 'average' of enrollment and started using different growth incentive rates for domestic and international students, presumably to encourage more focus on international growth. The College of Business has grown more than 20% since Fall 2015. UTA is currently in the final planning stages for adopting a Responsibility Center Management type of financial model. The new financial system is being run in parallel with the current system during 2020-21. The model for percentage of revenue from 'off-the-books' programs given to central administration has also gone through multiple changes during the past five years. This pattern of financial model change and uncertainty has made it more challenging for COB to make certain strategic decisions and plan.

UTA has a very diverse student body with the following makeup as of Fall 2019:

- 11.2% Asian
- 13.5% Black/African American
- 28.5% Hispanic
- 10.9% International
- 31.9% White
- 4.0% Other

*U.S. News & World Report*'s Best Colleges 2018 ranked UTA as 5th best in the nation on its diversity index for undergraduate student bodies. COB's Management department has several faculty that research diversity and related issues in organizations. Given the current national focus on racial diversity and the Black Lives Matter movement, the College has an opportunity to leverage its faculty's strength in this area to take the lead among universities in being proactive. The new positions of Associate Dean for Diversity, Racial Equity, and Inclusion and Director of Diversity, Racial Equity, and Inclusion are steps in an effort to develop much needed diversity training and engage the business community on this important topic. The College is already seeing significant interest from firms that are interested in joining the Diversity Partners Council and engaging on this topic.

UTA was recently ranked Number 26 in the nation for social mobility in *U.S. News & World Report*'s 2021 rankings. About 45% of COB undergraduate students in Fall 2019 were the first generation in their families to go to college. Given the lower socioeconomic status of our typical undergraduate student, most go to a community college before attending UTA. In Fall 2018, 64% of new business students transferred from another institution while 36% were new freshman. In Fall 2019, 38% were new freshmen. In Fall 2020, 45% were new freshmen. Students who transfer to UTA typically commute to school from their home, whereas a much larger proportion of freshman live on or around campus. Freshmen are likely to feel greater loyalty to UTA after they graduate than transfer students, due to their attachment from living on campus and being immersed in the on-campus residential culture. While part of COB's mission is to serve the transfer student population and much pride comes from this, efforts have been made in the last few years to expand the freshman population. This is one target population that the DLC Scholarships are addressing, in addition to our undergraduate recruiters reaching out to high school counselors. Increasing freshman enrollment should have long-term benefits for the College.

The College of Business had little success fund raising until the early 2000s. The College's largest gift has been $2 million, in 2003. In June 2020 the book value of COB endowments was $32.6 million with a market value of $41.8 million. As a comparison, the book value of UTA's endowments in June 2020 was $123.9 million with a market value of $161.7 million. The following shows the trend of book value of COB endowments every five years:

COB Endowments (book value; $ millions)

| Year: | 1995 | 2000 | 2005 | 2010 | 2015 | 2020 |
|---|---|---|---|---|---|---|
| Book value: | 2.1 | 2.5 | 6.1 | 17.2 | 26.3 | 32.6 |

Aside from endowments, scholarship gifts, and other restricted use gifts, the College receives annual donations that go into its general use fund, as shown below.

COB Unrestricted Donations ($ thousands)

| Academic Year: | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Donations: | 76.5 | 246.1 | 228.5 | 202.8 | 191.2 |

Another factor impacting operations has been the 2020 pandemic. From March to August in 2020, all UTA courses were taught online only. Even though UTA opened in Fall 2020 with limited face-to-face classes and hybrid classes, the majority of instruction has been conducted online. Spring 2021 is planned to be a reflection of Fall 2020 class modalities. Needless to say, faculty have spent much of their time preparing and adjusting to the 'new normal' with online classes. Typical Assurance of Learning data collection in late Spring 2020 was not done by some departments due to the pandemic, but adjustments were made to accommodate the situation and regular AOL efforts continued as of Fall 2020. All faculty meetings and committee meetings have occurred using Microsoft Teams since March 2020. As one would expect, the focus of the university and college during the pandemic has been on the safety and health of students, faculty, and staff as operations continue. Appendix I describes more details on the impacts of Covid-19.

The Dallas-Fort Worth (DFW) area is the fourth largest population center in the U.S. with 7.5 million people. UTA competes with numerous universities. The competing universities most like UTA are University of Texas at Dallas (UTD, 37 miles away) and University of North Texas (UNT, 46 miles away). UTA, UTD and UNT are all large, public, doctoral-granting, strong-research universities. Two smaller public universities, Texas Women's University and Tarleton State University, compete for some students. Numerous private universities also compete, such as SMU, TCU, University of Dallas, and Texas Wesleyan University. In addition to these, several universities from outside the region offer MBA programs in DFW, such as Texas Tech, Baylor, University of Texas at Austin, and Cornell.

One opportunity for enhancing degree offerings is the Dean's strategy of more emphasis on business analytics. Most companies would like their employees to have stronger analytics skills. Five years ago COB first offered an MS in Business Analytics. A year later the MA in Economics was replaced with the MS in Economic Data Analytics. Soon after the Dean arrived to UTA he shifted more faculty resources to support business analytics. In Fall 2019 an Executive Certificate in Business Analytics was first offered, at the Ericsson Corporation. In Summer 2020 the state coordinating board approved a new BS in Business Analytics degree which will start in Spring 2021. The Accounting Department is currently looking at ways to increase the analytics content in its programs, and most departments now have at least one course in analytics. Increasing the analytics capabilities of graduates should make them more attractive to companies and enhance UTA's reputation with the business community.

**b. Progress on Issues from Previous Visit**

Items to address from last report:
*"The College should revise its strategic plan reflecting recent University level priorities and establish College strategic priorities and action plans (especially in the areas of maintaining faculty research excellence; growing the Ph.D. program; growing student credit hours; and improving undergraduate retention, career services, student faculty interactions and engagement) to ensure alignment with expected resources from the new budget model."*
*2013 Standards mentioned in last report*:
Standard 1: Mission, Impact, and Innovation (a—equivalent)
Standard 3: Financial Strategies and Allocation of Resources (b)
Standard 4: Student Admissions, Progression, and Career Development (c)
Standard 10: Student-Faculty Interactions (d)
Standard 13: Student Academic and Professional Engagement (e)
Standard 15: Faculty Qualifications and Engagement (f)
*2020 Standards Equivalents*:
Standard 1: Strategic Planning (a—equivalent)
Standard 2: Physical, Virtual and Financial Resources (b)
Standard 6: Learner Progression (c)
Standard 4: Curriculum (d)
Standard 4: Curriculum (e)
Standard 3: Faculty and Professional Staff Resources (f)

The previous review team visit was in February 2016. In May of 2016, the previous Dean resigned to join another university. An Associate Dean became Interim Dean for two years before leaving for another university. Dean Harry Dombroski was hired from industry in late April 2018. He spent the first several months observing, learning, and reorganizing the College's leadership and administration. He appointed five new department chairs and three new associate deans—faculty voted on the new department chair in each department. [2020 Standard 3—Faculty Resources]

In February 2019, a strategic planning process was started, with an outside facilitator to help the process. The formal strategic planning sessions included several working sessions with senior college leadership, department chairs, senior professional staff, and advisory board members. Homework assignments were given between the sessions. The strategic planning process was discussed in college-wide faculty meetings. In Fall 2019, a half-day college-wide faculty/staff session was held and was well attended. During this meeting, the plan was further developed through discussion and interaction. Several working sessions with deans and department chairs have followed. As the strategic plan was solidifying, progress was being made on certain short-term goals. But before the strategic plan was finalized, the pandemic hit and finalizing the strategic plan was delayed. After additional strategic planning meetings, the new strategic plan was finalized in Fall 2020. The strategic plan is provided in Section 4 of this report. [2020 Standard 1—Strategic Planning]

The following comments briefly address each of the action plan areas mentioned in the last report.

*Maintaining faculty research excellence*: In 2017 the College started offering several Research Expense Grants of up to $5,000 each to cover the direct expenses of specific research projects. To date we have given out $66,590 to 16 faculty members. In Spring 2020 an additional Impactful Research Grants program was started to encourage more 'practical and impactful' research. Although this is the first year to provide this grant we are encouraged by the submissions and expect this to continue with an increase in the number of faculty members submitting proposals. In the last few years additional annual research recognition categories have been added for non-tenure-track faculty and for PhD student research. In the past five years, additional travel funding has been provided to departments to encourage faculty to disseminate their research results. More funding has also been spent on research databases and other research support in the past five years. Starting in 2015, faculty who published in Elite journals received a one-time course release and $5,000 in research funds. In Fall 2016 faculty who published in Near-Elite journals started receiving $2,000 in research funds. Appendix IV.d shows the number of Elite and Near-Elite journal publications each semester. The total number of Elite and Near-Elite publications have changed from 8 articles in 2016-17, to 6 articles in 2017-18, to 6 articles in 2018-19, to 12 in 2019-20. Department chairs and deans just recently agreed on guidelines so that the most highly research productive faculty will move to a 2-1 teaching load for an extended period of time. [2020 Standard 3—Faculty Resources]

*Growing the PhD program*: COB deans have deemed it too costly to grow the PhD program without additional financial support from central administration. Each additional supported new PhD student would cost about $35,000 per year ($24,000 stipend + $10,650 tuition), which would all have to be funded by the College. Central administration provides 77% of the tuition cost for the first 42 PhD GTAs, and COB pays any amount beyond that. They also provide COB with an annual sum of $1.14 million to fund masters and PhD assistantship stipends, and it is up to COB to decide on the split between masters and PhD support. In 2019-2020, 26 master's assistantships were given at $6,000 per student, for a total cost of $156,000. The College had 48 PhD students with GTA stipends and tuition support, which cost COB $103,751 for tuition support. The following data summarizes the cost breakdown for 2019-20.

| | Total Cost | UTA Pays | COB Pays |
|---|---|---|---|
| Masters stipends | $156,000 | | |
| PhD stipends | $962,600 | | |
| Total stipends | $1,118,600 | $1,140,000 | ($21,400) |
| PhD tuition | $449,425 | $345,674 | $103,751 |

For at least ten years through Summer 2020, the PhD assistantship funding level had been $18,900 until the student was ABD and $21,900 after they were ABD. In Fall 2020 the PhD assistantship funding level was increased by COB to $24,000 for all students, with no additional funding from central administration. The additional amount COB expects to pay in 2020-2021 beyond central administration's $1.14 million stipend funding plus tuition funding is around $271,751 ($156,000 + 103,751 + 48*24,000 – 1,140,000) for master's and PhD student support. [2020 Standard 2—Financial Resources]

*Growing student credit hours*: For most of the past five years the previous President's most important student goal focused on growing enrollment at UTA, with emphasis on international enrollment. Recently, that goal's priority seems to have shifted to student success (retention and graduation). From Fall 2014 to Fall 2019 COB Semester Credit Hours (SCH) grew 26%, with undergraduate SCH growing 30% and graduate SCH growing 10%, as shown below.

| Year | SCH |
|---|---|
| 2014 | 51,851 |
| 2015 | 52,024 |
| 2016 | 56,605 |
| 2017 | 62,287 |
| 2018 | 62,316 |
| 2019 | 65,349 |

COB created an undergraduate recruiting position in 2015, and hired a second undergraduate recruiter in Fall 2019. Together they focus on recruiting both new freshmen and new transfer students. COB created its first fulltime graduate recruiter position in 2014 and added a second recruiter position in 2018. [2020 Standard 6]

*Improving undergraduate retention, career services, student faculty interactions and engagement*: In the last few years the Accounting department has worked on improving the DFW (grades) rate for its two required introductory 2000-level courses. These courses had previously had around a 40% DFW rate. After adding a lab for each section and other course revisions, students receive more assistance and the DFW rate has dropped to around 30%. Finance 3313 has also faced the issue of a high DFW rate. In addition to using its own tutors, the Finance Department works with the Division of Student Success to hire Student Instructors for supplemental instruction. Likewise, the Economics department had high DFW rates in its two introductory courses and has worked to improve those.

Almost every department has a help/tutorial desk for students to seek assistance. We also advise pre-business students earlier in their career in the past few years than previously. All these efforts aim to improve student retention and success. The number of undergraduate advisors and staff has increased from 6 Advisors/3 staff/1 Director in 2015 to 11 Advisors/2 staff/1 Director/1 Assistant Director in 2020. The current number of advisors results in (4,876/11=) 443 undergraduate students per advisor. While this is below nationally accepted ratios, ideas are being discussed to improve this ratio. [2020 Standard 6]

UTA has a central career services center that it emphasizes. Requests to create a College of Business career center have been rejected by central administration. The College works closely with the central career services center to help students with job and internship resources. COB does have its own internship coordinators in each department who work with business, students, and the career center to facilitate hiring. [2020 Standard 6]

The College has made many efforts to encourage student-faculty interactions and engagement. Some have been more successful than others. The Accounting department hosts an annual chili cook-off since 1984 with students, faculty, alumni and employers, which always has a good turnout. The cancellation of the event in October 2020 due to the pandemic is the first time the event has not been held in 35 years. In February 2020 COB hosted an event at a UTA basketball game to encourage faculty, student, and alumni engagement. COB hosted Fall and Spring welcome back events for students and faculty, with free hot dogs, games and student organization booths. Students and faculty are invited to visit all the department offices during Halloween to show off their costumes, visit, and get candy. Various other COB events provide students and faculty an opportunity to interact, such as the Maverick Macroeconomic Speaker series, Executive Dinner during Business Week, company presentations, and other speaker events. Since the pandemic began, the College has held several virtual listening events open to faculty and students to share updates about issues, listen to concerns, show support, and encourage engagement. [2020 Standard 4]

**c. Update on Substantive Change Disclosures since Previous Visit**

Not applicable.

**d. Consultative Guidance**

1. How to best navigate the financial uncertainty with central administration's new models for budgeting and revenue sharing?
2. How to better leverage the strength of the diversity of the student body? What best practices can help?
3. How to increase alumni engagement?
4. How to better integrate into the business community—what strategies or programs might be effective?
5. How to improve development outcomes?

## II. Section 1: Strategic Management and Innovation

### a. Strategic Management Planning Process and Outcomes

Within his first year of joining UTA, the Dean initiated a strategic planning process in early Spring 2019. The planning process involved COB leadership, faculty, staff, and business community members at different times. The feedback garnered during these interactions was very valuable. An external consultant facilitated the process. Before the strategic plan could be finalized, the pandemic caused us to shift our focus from planning for the future to putting our resource and attention into quality online instruction. In early Fall, we were able to resume our strategic planning. Although the strategic planning document was not fully completed, numerous strategies and goals were implemented starting Fall 2019. Section 4 of this report contains the current COB Strategic Plan document.

The early iterations of the process involved senior leadership, department chairs, directors, and advisory board members to draft the College's new mission statement and general strategy areas. While the first strategic planning session did not yield a final mission statement, it did produce the following tagline.

**Tagline**: *Transforming lives through knowledge*

After the third strategic planning session, the following mission statement was developed.

**Mission**: *We provide a transformative educational experience accessible to a diverse student population at a top research university. Offering a variety of programs, we prepare students to succeed in their career of choice and become business leaders, impacting lives forever.*

In Fall 2019, a college-wide faculty strategic planning working session was conducted to further develop the strategic areas of importance and get faculty input. The strategic planning process was discussed at multiple college-wide faculty meetings during 2019. Faculty input was also obtained via department chairs soliciting input from their faculty related to strategic planning issues.

To achieve its mission, the College established three overarching objectives.

- Improve student success
- Enhance faculty scholarship
- Strengthen business and community engagement

Seven **strategies** were developed to address the goals and further the mission of the College.

1. Generate more scholarships for admissions
2. Enhance career development and placement assistance (later split into 2 separate SMART goals)
3. Review and improve the curriculum for each program
4. Improve HCAD program and pursue CAHME accreditation
5. Develop customized programs for companies
6. Strengthen alumni and employer engagement
7. Enhance faculty engagement

Senior leaders and senior staff were assigned as champions for each strategy, and key performance indicators were developed. Short term goals were set for Spring 2020 and later for Fall 2020. Potential barriers were identified that might interfere with achieving the strategies.

**b. Mission Statement and Summary of Strategic Plan or Framework**

The mission statement is shown on the previous page, along with the general objectives and strategies. The following provides detailed information about each strategy. A worksheet on each strategy (SMART Goals) is included in Appendix III.

Strategy 1 (Goal 1.1): Generate more scholarships for admissions.
*Owners*: Senior Director of Development; Lisa Hooks, Director of Student Outreach; Shelly Parker, Director of Undergraduate Advising
*Champion:* Becky Neilson, Assistant Dean
*Goal*: Increase the number of freshmen and improve the quality of new students by increasing the number of current-use merit-based scholarships awarded to entering freshman and entering transfer students.
*Measures*: Number of high school top 10% and top 25% freshmen enrollment; Number of new transfer students with 3.5 GPA.
*Related General Goal*: Improve student success
*Outcome:* Over $222,000 was raised for the inaugural year of the Dean's Leadership Circle. First year scholarship monies of $84,000 was awarded to new students. The DLC Board voted to award another $20,000 in scholarships to continuing students because of COVID.

Strategy 2 (Goal 1.2): Enhance career development and placement assistance.
*Owner*: Tatia Jordan, Clinical Assistant Professor (formerly Director of Graduate Business Services)
*Champion:* Fernando Jaramillo, Associate Dean for Students and Programs
*Goal*: Establish a college-wide strategy that enhances student career development and employer engagement by 1. increasing VMOCK usage, 2. increasing student participation in career development activities, and 3. increasing student-employer engagement activities/events.
*Measures*: VMOCK usage rates; number of students participating in activities; number of activities/events.
*Related General Goal*: Improve student success
*Outcome:* VMOCK usage is up 30%.

Strategy 3 (Goal 2.1): Review and Improve Curriculum for each Program.
*Owners:* Department Chairs
*Champion*: Fernando Jaramillo, Associate Dean for Students and Programs
*Goal*: Revise program curricula to bring up-to-date and make more attractive and relevant to students and companies.
*Measures*: Number of programs that completed review/revisions.
*Related General Goal*: Improve student success
*Outcome:* Nearly all programs have been updated.

Strategy 4 (Goal 2.2): Improve HCAD program and pursue CAHME accreditation.
*Owner*: Art Gonzalez, Director of Health Care Administration Program
*Champion:* Fernando Jaramillo, Associate Dean for Students and Programs
*Goal*: Review/revise program curriculum to better meet needs of students and employers, and become CAHME accredited (Commission on Accreditation of Healthcare Management Education).
*Measures*: Whether program review/revisions are complete; progress toward CAHME accreditation.
*Related General Goal*: Improve student success; Strengthen business community engagement

*Outcome:* The HCAD Program was admitted to Candidacy by the Commission on the Accreditation of Healthcare Management Education (CAHME) in late Spring 2019. In Fall 2020 the HCAD Program commenced its self-study year and will have the CAHME on-site accreditation visit in Fall 2021. The outcome of the accreditation visit should be available in late Spring 2022.

Strategy 5 (Goal 3.1): Develop customized programs for companies.
*Owners*: Radha Mahapatra, ISOM Department Chair; other Department Chairs
*Champion:* Fernando Jaramillo, Associate Dean for Students and Programs
*Goal*: Departments will offer industry-focused custom education/training/consulting to companies.
*Measures*: Number of departments with offerings; number of companies; revenue generated.
*Related General Goal*: Strengthen business community engagement
*Outcome:* Successful implementation of the Executive Certificate in Business Analytics which is now on its third cohort with Ericsson.

Strategy 6a (Goal 3.2): Strengthen alumni engagement.
*Owners/Champion*: Harry Dombroski, Dean; Becky Neilson, Assistant Dean
*Goal*: Launch the Dean's Leadership Circle to increase engagement of alumni and major gift donors, and launch the MAVS 100 event and establish the Maverick Macroeconomic Series.
*Measures*: Number of DLC members; number of alumni giving annually; total donations/gifts; number of MAVS 100 entries; attendance at Maverick Macroeconomic Series.
*Related General Goal*: Strengthen business community engagement
*Outcome:* DLC was launched and several successful alumni events were held before COVID restricted face-to-face interactions.

Strategy 6b (Goal 3.3): Strengthen employer engagement.
*Owner*: Melanie McGee, Director of Corporate Relations
*Champion:* Becky Neilson, Assistant Dean
*Goal*: Enhance corporate engagement/support by 1. Developing/procuring a student/alumni inventory identification system and communication system, and 2. Increasing corporate-student/alumni engagement activities.
*Measures*: Number of events; number of participants; number of companies engaged.
*Related General Goal*: Strengthen business community engagement
*Outcome:* This goal is not yet finalized with measurable goals—still under revision.

Strategy 7 (Goal 3.4): Enhance faculty engagement.
*Owner/Champion*: Greg Frazier, Senior Associate Dean
*Goal*: Increase faculty engagement with students, the business community, their profession, and UTA colleagues.
*Measures*: Number of events; number of faculty attending events; number of faculty-business interactions or collaborations; number of editorial boards/positions; number of professional association officers; number of articles or grants with UTA coauthors.
*Related General Goal*: Enhance faculty scholarship; Improve student success
*Outcome:* Hosted the first faculty event in February 2020 and it was well attended. Feedback from attendees encourages more of these activities.

Note: Although none of the seven strategies directly address faculty research, tenure-stream faculty are highly aware of the importance of research and the emphasis on research quality. Initiatives related to faculty research are discussed later in the document.

The College is facing several risks in the near future. The biggest risk to the College's ability to fulfill its mission is the budget uncertainty due to the changing budget models. Recent budget changes (in particular the way faculty hiring is funded) have pushed more costs onto the College of Business. It is uncertain how COB will fare with the upcoming new budget model since the details are still being worked out. The COB Dean is on the new financial model committee, so hopefully that will help to mitigate negative impacts of a new model to the College. Central administration has recently mentioned the possibility of a 5% budget cut in 2021-22, which adds to the financial uncertainty.

Another risk to the College's budget is the elimination of or an enrollment decline of the Chinese EMBA program. There are national political issues that, in the extreme, could cause this program to be eliminated. This is an important funding source used to support College operations since 2003. The COB Building will be unable to support continued growth in enrollment, so the College will have to consider alternative methods of housing faculty once the pandemic is over. For all the types of risks, the College stays vigilant in looking for information to help make proactive decisions to minimize any negative impacts.

Innovation in delivery of education is encouraged throughout the College. An example of a recent innovation is the ISOM Department's new executive certificate program in business analytics with Ericsson. This revenue-generating program is offered at Ericsson's U.S. headquarters in Plano (north Dallas area). The professors worked with Ericsson personnel to develop coursework that is appropriate to their analytics needs. Although central administration takes its revenue cut, the Dean allows the ISOM department to keep the remaining profits. This supports a variety of department research related topics and also encourages more of these entrepreneurial efforts. Another example of innovation is the new undergraduate degree in Philanthropy. The Marketing Department teamed up with the Communications Department in the College of Liberal Arts to develop this unique program which began in Fall 2020 and was developed in response to increased interest by the philanthropy profession.

As part of a regional public university, the College of Business provides upward social mobility through education to students who come from all socioeconomic backgrounds. *U.S. News & World Report* recently ranked UTA No. 26 in the country for social mobility, in its 2021 rankings. The varied socioeconomic backgrounds also lead to a very diverse group of students who are attractive to companies, and hiring these UTA College of Business students increases diversity within the companies. Keeping COB programs up to date helps keep students on the cutting edge when they graduate, which also helps make them attractive to companies.

### c. Financial Strategies and Allocation of Resources

*Financial Resources*:
College of Business revenue sources primarily include a centrally-funded allocation (including Enhanced Designated Tuition of $17/UG SCH and $51/Grad SCH), a centrally-funded growth model component, revenue-generating program funds, endowment income funds, and donations. The College also has reserve funds that are used cover shortfalls.

Under the current financial model, the large majority of the budget (80%) is an allocation from central administration. It is not clear how this portion of the budget amount is determined each year, except that it is very close to the previous year's amount. An additional small portion of the annual budget

(4%) is growth funds from central administration, based on enrollment growth over the past five years since the growth fund model began. The remaining 16% of annual funds come from a variety of sources, the largest of which is the profit from the Chinese EMBA program (8%) and the domestic EMBA program (2%), in addition to endowments and smaller income sources. Appendix II.b shows a simplified income statement for 2019-20.

Over the past five to six years central administration has substantially increased the portion that they collect from the Chinese EMBA proceeds, from around 10% to more than 50%. Unfortunately, the pandemic has substantially decreased the amount of profits expected from the Chinese EMBA program for 2021 due to a decrease in enrollment. When the long-time COB dean who started the Chinese EMBA program stepped down as dean in 2012, central administration appointed him to a vice provost position, effectively moving the Chinese EMBA program under the Provost's office. While COB still controls the curriculum, the revenue flows directly to the Provost's office under their control rather than to the College. The Provost annually provides a portion of the profits to the College based on a revenue sharing model.

About six years ago faculty hiring was changed from essentially being decided by the dean within the COB budget to more centralized control with the Provost's taking back every tenure stream faculty line when someone left or retired. For the past two years the Provost's office has let the College keep half the salary. The College submits an annual hiring plan request and the Provost/President decide how many faculty lines to approve for COB, historically providing funding for the lines. While the new approach provides greater ability for central administration to reallocate faculty resources for strategic purposes across the university, it reduces control of faculty resources for the College. In the past two years central administration has required COB to pay for some of the faculty hiring lines from other COB funding sources, resulting in an increased financial burden on COB. For example, one T/TT faculty member left at the end of 2018-19, so the College was allowed to keep half of their salary. In July 2019, the Provost approved the COB hiring plan with 6 T/TT positions—3 funded by the Provost and 3 to be funded by the College. (A net increase in faculty positions was due to a 20% increase in SCHs during the prior two years.) COB reserve fund balances have been significantly reduced in recent years because of the increased portion of instructional costs that the College has to cover. Instructional reserve and growth funds are insufficient to cover the shortfall, so the Chinese EMBA funds have been used to make up the difference.

When a non-tenure-track (NTT) faculty member leaves, the funding impact depends on the funding source. The College is allowed to retain NTT salaries if the line was funded by EDT, growth funds, or other COB funding sources. If the NTT line was funded from E&G (state funding), then the Provost's office takes half the salary and lets the College keep half. The Provost's office does not provide any funding for NTT hires, so a turnover in NTT faculty results in shifting more of the cost burden onto the College. About 36% of NTT faculty are funded on the E&G source, so half their salary is lost then they leave. Any net new NTT positions are fully funded by the College with no funding support from the Provost. For example, in Fall 2019 an additional 5 NTT faculty were hired to accommodate the 20% increase in SCHs from the prior two years, without any funding support from the Provost. Table 1 in Section II.1.d. (Faculty and Professional Staff Sufficiency and Deployment) shows the number of SCH's, T/TT faculty, and NTT faculty from Fall 2014 through Fall 2020.

Salaries for new tenure-track hires are targeted at the AACSB 75th percentile based on the annual salary survey. New faculty are typically given a 2/9's salary stipend for two summers to provide research time early on. Afterwards they can teach or apply for summer grants if they want summer income. New faculty are given a research fund of $20,000 to last until they go up for tenure. Moving expenses up to $10,000 are reimbursed. Faculty are also provided with PhD-student GTA support to help with grading and research.

In 2016 UTA implemented the growth model only for growth above the current enrollment levels at that time, based on a 3-year average. In 2019 they changed the model to be based on a 1-year 'average' and started distinguishing between international and domestic students, which is the current model. During the past five years the financial model for revenue-generating (off-the-books) programs has changed multiple times.

College of Business enrollment has increased 20% since the last review, resulting in close to $1 million in growth funds. Since the last review the book value of endowments has grown 24% to $32.6 million (26% increase in market value). Annual gifts (not counting those for scholarships) have remained stable at less than $100,000. In 2019-20 the Dean created the Dean's Leadership Circle, a group of alumni who want to be more engaged, and raised over $220,000 for scholarships. In general, donations seem to have decreased during the pandemic.

In Spring 2020, the College committed $166,000 annually in retention salary adjustments for 10% of fulltime faculty, based on a combination of performance and gap to market salary. The College was concerned about losing certain high-performers whose salaries had not kept up with market rates. In Fall 2020, COB increased its PhD stipends to $24,000 for all students, which is expected to cost COB an additional $228,000 annually. The previous stipends of $18,900 had not changed in over ten years, and it was felt necessary to stay competitive with peer institutions. Although costly, both of these were strategic decisions to maintain COB's competitiveness. Table 2-1 lists some other strategic initiatives that are in various stages of implementation, planning or discussion.

*Physical Resources*:
The College of Business is entirely located in the 128,000 square feet, 6-story, 28 classroom College of Business Administration (COB) building and has been the only unit in the building for nearly 40 years. Appendix II.c shows the location of the COB building on campus (building 649 on the right side of the map). The COB building was built in 1977, when the College of Business located there along with the new School of Nursing which resided on the 5th floor and moved to its own building in 1982. In 1999, a $10 million renovation was done to update the interior. Appendix II.d provides the floorplan of the first floor. COB enrollment has grown from 5,084 in Fall 2006 to 6,464 in Fall 2019, a 26% increase.

Since a new building is not in the foreseeable future, several renovations have been made in recent years including a new bake sale area for student groups, a remodeled collaboration lounge, new seating in hallways, repurposed space for offices, and the Sam Mahrouq Financial Markets Lab. Repurposing and minor renovations have occurred in the last few years to help with the recent growth. Large faculty offices in two corners of each floor where endowed chair holders had traditionally been located were repurposed and used for PhD student offices, with 6 cubicles in each large office. Two small classrooms on the second floor were converted to PhD student cubicles, with a dozen PhD students each. This repurposing freed up much needed office space for a growing faculty. Minor renovations have recently been done to create 4 new office spaces at the ends of two computer labs. There is also limited study space and group meeting space for students. Trying to squeeze any more new office space or collaborative student space out of the building will be challenging, particularly with a 40+ year old building that was not designed for flexibility. However, efforts will continue to repurpose spaces and increase flexibility of spaces. Some remodeling that the College planned to fund is on hold due to the pandemic. A new College of Business building is not on UTA's current plans for construction.

*Virtual Resources*:
UTA has adopted Microsoft Teams as its virtual meeting platform. Its Office of Information Technology maintains all university-wide software. Canvas is the Learning Management System platform adopted by UTA. MyMav (part of PeopleSoft) is UTA's student records system. The wireless technology and access points across campus underwent a major upgrade this year, so students can have greater access to the internet across campus. All COB building classrooms are equipped with a computer station, projector, and document camera. The rooms are equipped with ECHO 360 hardware and/or software for recording lectures. Approximately 7 years ago the university started centralized scheduling of all classrooms on campus. UTA offers a variety of training courses on Canvas and MS Teams. UTA's Center for Distance Education works with faculty to certify the quality of their online courses using the Quality Matters guidelines. The Center has video recording studios for faculty to use. The College of Business has recently started offering additional training to faculty for online course delivery. UTA also offers training for staff on a variety of technology and other work-related topics.

UTA has a central student career center on campus, the Lockheed Martin Career Development Center. Although the College has wanted its own career center for many years, central administration prefers to encourage and fund use of a central career center. COB works closely with the central center to help students get jobs and internships, but it has also provided students with additional resources to help develop their careers and make them more competitive on the job market. In 2019, COB purchased online access to the Wall Street Journal for all UTA students and faculty, to allow them to become more knowledgeable about companies and the business environment. In 2018, COB purchased VMock so students can optimize their resume using artificial intelligence software and also purchased Aspire to help students optimize their Linked-in profile. Vault software/database was another recent purchase to help students research the companies they are interested in working for and therefore increasing their knowledge of the company prior to going on interviews. Dr. Tatia Jordan started a Mock Interview week in 2017. She recruited business professionals, faculty, and MS in Human Resources students to help students practice interviewing. This is required in her business communications class. Mock Interview Week averages 325 to 350 interviews per semester.

**d. Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support**

The tenure stream faculty hiring process begins with a strategic hiring request from the Dean to the Provost during Spring semester. The Provost approves some number of faculty lines by mid- to late-summer. Departments get their position ad approved by the Equal Opportunity Services office and advertise at conferences and through their professional societies. Initial discussions with applicants typically take place at conferences, next phone or video interviews are conducted, and then a short list of 3 candidates are brought to campus for a full day of interviews and research presentations. Department faculty vote on their preferred candidate, the Department Chair, Dean, and Provost make a recommendation, and finally the President makes a hiring request to the UT System Board of Regents for their approval.

Each department has a journal rankings list that was proposed by their faculty after rigorous analysis and was reviewed by the Dean's office for consistency across departments. These lists, included in Appendix IV.a, are provided to new faculty and are intended to represent the quality reputation of mainstream journals in their respective fields. Faculty can also publish in journals outside business disciplines, and the faculty member must make a case for the quality level of that journal—guidelines were developed by a faculty committee for this purpose, as shown in Appendix IV.b. Generally, publications in Elite, Near-Elite, and High-Quality journals count the most for tenure purposes, and all departments expect to see publications in Elite or Near-Elite journals for a successful tenure candidate. Over the past year the department journal rankings have gone through revisions, with departments proposing and justifying minor changes and associate deans reviewing proposals for consistency across departments.

The typical research-active tenured/tenure-track (T/TT) faculty member is assigned a 2-2 teaching load. Some who are less research active have a higher teaching load, and those with Elite journal publications may have a lower teaching load. Over the last several months a faculty committee has been developing and revising COB teaching load guidelines with input from associate deans. The purpose of the guidelines is to provide better transparency about teaching load decisions by department chairs. Guidelines for a more permanent 2-1 teaching load for top research performers is also in development.

Faculty workload is more encompassing than teaching load. Pursuant to new University of Texas System and UTA requirements, COB faculty developed and approved a policy for faculty workloads in 2019. Faculty workloads must be reported to UT System annually and consider a variety of activities in which faculty are involved. Appendix V.a includes the COB Workload Policy.

Each year just before Fall semester begins, the College hosts a half-day New Faculty Orientation, which is the day after the UTA New Faculty Orientation event. Appendix IV.c shows an agenda for the Fall 2019 orientation. New faculty are generally mentored informally by others in their department. UTA has a formal faculty mentoring program of which some new faculty take advantage.

The College has a general promotion and tenure guidelines document, and each department has a Promotion and Tenure Policy that provides some guidance to prepare for promotion. Appendix V.b-f provides the College document and examples of two department's P&T policy documents. Non-tenure-track (NTT) faculty also have a promotion path that advances from Assistant to Associate to Full for clinical and practice faculty (e.g. professor in practice). They must submit a dossier documenting their performance, accomplishments, and contributions.

All departments have funds to support faculty travel. Most of the funding supports faculty presenting their research at conferences, but some may be used to support NTT faculty attending teaching-related conferences. Travel by PhD students presenting their research at conferences is partially funded by departments. Travel funds are part of the department M&O funds. Allocation of M&O funds across departments by the Dean's office is determined each year based on student credit hours, number of T/TT faculty, number of NTT faculty, and number of PhD students. Appendix II.e shows the Department M&O allocation calculations. T/TT faculty presenting their research at a major national conference are typically reimbursed between $1,500-2,000 per conference, depending on the department.

Early each Fall semester faculty submit information to update their annual Faculty Activity Report (FAR) using Digital Measures software. Appendix V.g shows a sample FAR. Department chairs use the FARs to conduct a performance review of each faculty member. One year of teaching and service information is included, but three years of research output is included in the report. Appendix V.h provides the Annual Faculty Evaluation template. Each department chair then meets with the Dean and Associate Deans to review their performance evaluations of faculty to ensure consistency across departments. Department chairs are encouraged to meet with each faculty member to go over the evaluation (although some chairs provide the evaluation to faculty and have the meeting as optional), and the faculty member has the opportunity to add any additional comments to the evaluation.

Annual merit pay is announced in summer by the university, and the most recent performance evaluations are used by department chairs to decide on merit increases. Each department chair meets with the deans to review their recommendations. The Dean typically holds back a half percent of the merit funds (i.e. for a 3% merit pool the Dean would hold back one-sixth of the funds) to make final adjustments with input from department chairs. UTA did not provide merit increases for Fall 2020.

The College has 16 endowed chairs or professorships. Internal faculty candidates are nominated by the Dean, evaluated by an Endowed Chair Review Committee including one non-Business member, and approved by the President. For external appointments, a department is given approval by the Dean to search for and hire someone, who is also evaluated by the Endowed Chair Review Committee. Endowed chair and professorship appointments are given for five years, at which time the holder is reviewed by the Endowed Chair Review Committee and renewed for another five years by the President with the support of the Dean. The COB selection and review policy is shown in Appendix V.i.

Several types of performance reviews are required for faculty, depending on their status. These include

- Annual performance evaluations
- Annual renewal evaluations for untenured tenure-track faculty
- Third-year performance evaluation for untenured tenure-track faculty (Appendix V.j)
- Comprehensive periodic evaluations (6-year post-tenure reviews; Appendix V.k)
- Endowed chair/professor reviews
- Peer review of teaching
- Promotion and tenure evaluations
- Academic administrator reviews (3-4 years) for department chairs and deans

Appendix V.l provides a schedule of deadlines for the various types of reviews.

A popular program since 2015 has been the rewarding Elite and Near-Elite journal publications. Faculty who have an article accepted in an Elite journal are rewarded with a one-time course release and $5,000 in research funds. Those who have an article accepted in a Near-Elite journal are rewarded with $2,000 in research funds. Several faculty per year receive a lower teaching load due to this program. Appendix IV.d shows faculty who have published an Elite or Near-Elite journal article since 2015, along with the research funds they received through this award program. $194,000 in research funds have been awarded during this time.

Aside from rewards for top-tier publications and annual recognition awards, the College supports research in several ways. Research-active faculty are provided a PhD student as a Graduate Teaching Assistant (GTA). GTA's assist with course-related activities like grading, but may also be used for research activities if desired. The College offers three research grant programs. The Research Expense Grant program (started in 2017) provides up to $5,000 to cover expenses for a specific research project (Appendix IV.e shows example). The Impactful Research Grant program (started in Spring 2020) offers up to $10,000 for a specific research project that has a 'clear expected impact on the business community or society', plus up to a $5,000 salary stipend within three years depending on the level of impact. The PhD Dissertation Research Grant provides up to $2,000 to PhD students to support their dissertation research expenses, with total grants of $10,000 per year. COB has also set up a Behavioral

Research Lab to support behavioral research. In Summer 2020, the College funded an additional $165,000 in unrestricted research expenditures for about 40 faculty and PhD student research expense requests, in part to help UTA reach its Texas Tier 1 research goal.

While the state of Texas does not allow a formal sabbatical leave program, UTA offers a limited number of Faculty Development Leaves (FDL) each year. One to three business faculty have received an FDL each year in the last several years, which provides them with one semester off with full pay or two semesters off with half pay. The following COB faculty received an FDL during the past five years.

<u>COB Faculty Receiving Faculty Development Leaves</u>
2016: George Benson-MANA
2017: Michael Ward-ECON
2018: Traci Freling-MARK; Ann McFadyen-MANA; Liliana Nordtvedt-MANA
2019: Mahmut Yasar-ECON
2020: Grace Hao-FINA; David Rakowski-FINA; Jie (Jennifer) Zhang-ISOM

The College funds almost $100,000 per year in a partnership with the UTA Library to support research databases, mostly used by the Finance and Accounting departments. The library also funds other databases on its own, and the College funds some other databases independently as well. Appendix IV.f provides a list of available databases that business faculty use. Many of these are accessed through the WRDS platform offered by the Wharton School.

Faculty development for improvement of teaching is partly handled through university training classes. UTA's Center for Research on Teaching and Learning Excellence (CRTLE) has numerous training opportunities and other resources to help with teaching effectiveness. The College of Business in Summer 2020 started offering training workshops for teaching online as well as a community of colleagues interested in online teaching effectiveness.

Excellent teaching performance is recognized in part through teaching awards. UTA has several teaching award categories. Appendix IV.g shows the award winners for the past 11 years with COB faculty highlighted. The College of Business also recognizes teaching excellence at the end-of-year COB faculty/staff meeting. Appendix IV.h shows the winners for different categories.

All faculty are identified as Participating or Supporting based on their engagement in activities beyond the classroom. The Faculty Qualifications/Sufficiency Criteria section provides the College definitions for Participating and Supporting faculty. All faculty contribute to the mission of the College. Table 3-1 shows whether each faculty member is Participating or Supporting.

The Overview section listed ten professional staff in the College. Most use administrative support and other resources from the Dean's office. Undergraduate Advising, Graduate Business Services, and the Veterans Business Outreach Center each have their own administrative support staff. Travel funds are provided to all professional staff to attend conferences/workshops as determined most relevant to their jobs. UTA offers numerous professional development workshops that are available. In addition to their desktop computers, professional staff are provided laptops if they desire, to allow them to conduct their work when away from campus if needed.

Staff employees are critical to the operations of each department. UTA provides many training opportunities for classified staff, and COB encourages staff to take advantage of these. Two of these training platforms are LinkedIn Learning and Learning Zone (Skillsoft) which are available upon demand and at no charge. UTA's Human Resources office offers a wide variety of professional development courses for staff, such as The Art of Managing Up, Maximizing your Time, Cultural Competence in the Workplace, and many other topics. The College of Business has monthly meetings for department administrative professionals, and improvement ideas are shared across departments.

Since the fifth year of COB's last AACSB review period to the fifth year of this review period (Fall 2014 to Fall 2019), COB Student Credit Hours (SCHs) grew about 26%. Fulltime faculty growth lagged behind enrollment growth, but in the past two years new additional faculty lines have been catching up to the new enrollment level. The following table shows the number of SCHs and fulltime faculty from Fall 2014 to Fall 2020. The last row shows the number of SCHs per fulltime faculty member.

Table 1. SCHs vs. Fulltime Faculty each Fall Semester

| | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|---|---|---|---|---|---|---|
| SCHs | 51,851 | 52,024 | 56,605 | 62,287 | 62,316 | 65,349 | 62,430 |
| # T/TT | 71 | 70 | 66 | 64 | 64 | 70 | 74 |
| # NTT | 41 | 43 | 40 | 37 | 44 | 49 | 48 |
| Total FT | 112 | 113 | 106 | 101 | 108 | 119 | 122 |
| SCH/FT | 463 | 460 | 534 | 617 | 577 | 549 | 512 |

In Fall 2019, COB also hired 37 part-time adjunct faculty to teach 53 sections of courses (compared with 50 sections in Fall 2014).

At the last AACSB review, the Peer Review Team recommended that the two faculty qualification standards for Accounting and for Business be combined into one set of standards. An ad hoc committee of NTT faculty made recommendations on how the standards could be modified to be more relevant to them. After much input and effort, the Accounting faculty voted on proposed changes to the Business standards, and in 2018 all COB faculty voted to adopt a common set of standards. The Faculty Qualifications/Sufficiency Criteria section includes the adopted COB Standards for Faculty Qualifications and Engagement document. These standards were applied to determine the Faculty Qualification classification for each faculty member, shown in Table 3-1.

As a PhD granting college, the Scholarly Academic (SA) classification is of particular interest. Although AACSB expects the minimum SA percentage to be 40% for all schools, they expect PhD granting institutions to have a much higher SA percentage. As seen in Table 3-1, the SA percentage for the six departments is ACCT—56.8%, ECON—73.6%, FINA—86.8%, ISOM—75.8%, MANA—64.4% and MARK—71.2%.

**e. Strategies Supporting Faculty Engagement**

Faculty engagement with the business community is encouraged and supported in a variety of ways. The following paragraphs provide many examples of opportunities for faculty engagement with the business community.

The University of Texas System and UTA have a history of shared governance between administration and faculty. The College has two faculty/staff meetings each semester, which the majority of fulltime employees attend. Updates on important college issues are provided at these meetings, strategic issues are discussed, and faculty feedback is solicited. Each department has at least one faculty meeting per semester, to discuss issues affecting the department. All curriculum decisions are made or recommended by faculty committees.

The College has several standing faculty committees, as specified in the College of Business Faculty Bylaws (Appendix II.f), as well as ad hoc faculty committees to address specific issues. Examples of standing committees include the Promotion and Tenure Committee, the Research Committee, Undergraduate Curriculum Committee, and Assurance of Learning Committee. One example of an ad hoc committee is the one formed in late Spring 2020 to develop and recommend a college-wide teaching load policy. Another ad hoc faculty committee was tasked with giving feedback and input on the annual college budget. These are examples of faculty engaging in college affairs and shared governance.

For many years the College has hosted monthly research seminars presented by COB faculty—the intent is to present research that the faculty would like to get input on to improve the paper. Faculty from all departments present at these seminars, and all faculty are encouraged to attend. Coffee and snacks are provided afterwards to encourage faculty discussions. In February 2020, the Dean hosted faculty and staff to a UTA basketball game with dinner just before, to provide an informal opportunity for COB faculty and staff to socialize. In Fall 2019, the Dean hosted a happy hour at a local tavern for the same purpose. A college-wide Christmas luncheon is provided by the Dean each December to encourage informal interactions of faculty and staff. The College provides opportunities for faculty to engage with each other.

For many years COB has hosted Business Week in March, where dozens of business executives and managers speak to individual classes during the week. This gives an opportunity for students and faculty to engage with professionals from the business community. The College has hosted an Executive Dinner as part of Business Week, and hosted the first annual Mavs100 event in February 2020 to celebrate 100 UTA alums who have started their own businesses. These are two other opportunities for faculty to engage with the business community.

Departments also host events to encourage engagement with students, the business community, and faculty. Each October the Accounting Department hosts a chili cook-off and Halloween festival with students, faculty and accounting firms. The Information Systems and Operations Management Department for several years has hosted a Business Analytics Symposium for the business community, which gives students and faculty a chance to engage with professionals in their field. The Marketing Department and its alumni organization annually host a Marketing Research conference for the business community. Several departments host Christmas luncheons for faculty, staff and student employees. The Finance Department also hosts a birthday celebration each semester.

Advisory Councils are another opportunity for faculty to engage with the business community. In addition to the main COB Advisory Council, seven other advisory councils are active at the department level, including Business Analytics, Financial Literacy, Real Estate, Accounting, Marketing Research, Healthcare Administration, and Human Resource Management. The Advisory Councils each meet two or three times per year and provide faculty an opportunity to solicit information for their programs and students.

Travel funds are provided to faculty to allow them to present their research at conferences and engage with researchers from other universities. In Spring 2020, Dr. Edmund Prater was selected as a Jefferson Science Fellow—he is receiving a one-year leave from UTA for his Fellowship with the U.S. State Department in Washington, D.C. In Fall 2019, the ISOM Department started offering a Business Analytics Certificate Program on site at the Ericsson corporation North American headquarters. This has served as an excellent opportunity for the department's faculty to engage with that company's professionals.

**f. New Degree Programs**

In the five years since the last review, no new degree programs have been introduced as of Fall 2020. COB did introduce a new online version of its MBA degree, although it had previously offered an online MBA in partnership with several other University of Texas schools. The new Online MBA was introduced in Fall 2018 with a third-party recruiting partner, but no new students have been admitted after Summer 2019 because of low enrollment and the recruiting partner's inability to recruit enough students to make the venture profitable. Currently admissions to this program are on hold until the university can determine if the online MBA can be removed from the university offerings.

BS in Business Analytics:
Although it has not yet been introduced, a new degree program has recently been approved by UTA and the Texas Higher Education Coordinating Board. The ISOM Department will soon begin offering the new BS in Business Analytics degree program, with Spring 2021 as the expected start semester.

The Business Higher Education Forum released a report that projects continued growth and demand for graduates with data science and analytical skills. "Specifically, the report cites that nearly 70% of business leaders in the United States will prefer job applicants with data skills by 2021. While the research cites 2.35 million documented data science and analytics-related job postings in 2015, it projects the number to grow to 2.72 million by 2020." The intended student has strong quantitative skills and an interest in working with data, and the target student market is both freshman and transfer students. Appendix VI.c shows a flier for the new program.

The ISOM Department has offered the MS in Business Analytics for five years and has the faculty expertise and software technology needed to offer the BS in Business Analytics. No additional facilities are needed for the BS in Business Analytics degree. One of the University's strategic areas is Data Analytics, and one of the Dean's strategic initiatives is to increase the College's Business Analytics emphasis. In 2019, the Dean added an additional tenure track faculty line to the ISOM Department to increase support for the Analytics area. The ISOM Department has a Business Analytics Advisory Council which has provided input on the new BS in Business Analytics degree program.

The BS in Business Analytics (BSBA) is a STEM program designed to provide students with knowledge and skills to draw inferences from business data and make business decisions. Students will gain knowledge of a variety of statistical, artificial intelligence, and machine learning methods to analyze business data, visualize the results, and present the findings to management. Students will also gain knowledge of ethical issues in data management including privacy, security, and the handling of sensitive data in the organization.

*Learning Outcomes:*
Students will

1. Apply appropriate statistical techniques to find solutions to business problems.
2. Apply appropriate programming techniques to extract, clean and analyze data.
3. Demonstrate an understanding of machine learning algorithms.
4. Demonstrate ethical decision-making in structured, unstructured and ambiguous situations.
5. Communicate technical information to both technical and non-technical audiences in writing and with visualizations.

*Assessment:*
A mix of projects, assignments, and exams will be given in the required courses to ensure exposure to all concepts. Students will demonstrate their analytic skills through hands-on assignments using statistical/programming techniques and machine learning algorithms. Students must be able to successfully complete the courses with a C average. The course curriculum culminates in a capstone course that affords an opportunity for students to apply their analytics skills to solve a real-world problem and present/visualize the efficacy of their solution from a business perspective.

## II. Section 2: Learner Success

The College of Business (COB) has instilled several processes to ensure that students acquire relevant competencies which prepares them for the marketplace and enables them to become outstanding business leaders. The 2019 Strategic Plan of COB established a ten-year target to be "A Top Choice for Students and Employers in the Southwest" as well as adopting a vision of "*Transforming lives through knowledge.*"

Curricula management and the assurance of learning process is primarily driven by faculty through the Assurance of Learning Committee, the Curriculum Committee, and various Department, College, and University Committees. Based on the input from faculty, deans, chairs, directors, and key stakeholders, curricula management was voted a 'top priority' in the COB 2019 Strategic Plan.

Following the 2019 Strategic Plan prioritization, all Departments revised and updated standards and course offerings across various programs. Departments also developed specific, measurable, achievable, relevant, and time-bound (SMART) goals that resulted in curriculum improvements (see Appendix VII.a).

Several courses were modified and new courses were added to provide students with practical and industry relevant materials. New courses include a student managed investment fun which is offered at both undergraduate and graduate levels (FINA 4328 and FINA 5328). These courses provide students with the opportunity to invest in financial markets and earn a Bloomberg Certificate. Data management, data analytics, and digital management courses were also added and existing courses were modified. Examples of new or modified courses include, social media marketing (MARK 3370), digital marketing (MARK 4310), digital business transformation (ECON 4316 and 5316), business analytics capstone (INSY 4326), block chain technology (INSY 5346), management of technological innovation (MANA 5336), financial modeling for corporate analysis (FINA 5352), financial data analytics (FINA 5376), and marketing analytics and database management (MARK 5337).

### a. Curricula Management Development and Assurance of Learning

Learning assessment is program-specific. Programs have curriculum committees in charge of reviewing content to ensure currency, relevance, and competency. Program committees meet at least annually and make recommendations to faculty and college committees. Program committees also review curriculum objectives and intended outcomes. We include the MBA, the Health Care Administration Program (HCAD), and the Marketing BBA as examples of program curriculum improvements (see Appendix VII.b-d).

Program measurement relies on direct and indirect measures. Direct measures include standardized testing in coursework, and evaluations of projects and presentation through rubrics. Indirect measures include feedback from program and college boards, student surveys, faculty surveys, alumni surveys, employer surveys, and university assessments.

The College of Business Student Core Competencies involving BBA Programs are as follows:

1. Demonstrate essential and effective communication skills.
2. Show evidence of critical thinking skills and decisional ability in dealing with strategic and other business problems and situations.
3. Demonstrate competency in core business knowledge.
4. Demonstrate an understanding of teamwork.

Goal 1 for the BBA program is assessed in the required Business Communication course (BCOM 3360) for all undergraduate students. A specific writing assignment is created for this assessment by the instructor using a rubric. The assignment is graded via a standard rubric. Our expectation is at least 70% of the students will score at least 70% in this assessment. Beginning Fall 2017, all BCOM courses also added resume and cover letter writing, and mock interviewing sessions to assess communication skills.

Two advanced communications courses were created in Fall 2018 to enhance communication skills (BCOM 4380 and BCOM 5375). BCOM 4380 is required for BS Economics Majors and fills business communication standards by the National Association of Business Economists (NABE) to sit for the *Certified Business Economist* (CBE) exam. BCOM 4380 is also included in the *Honors Program* curriculum. BCOM 5375 (Advanced Business Communion Theory and Practice) is also taken by MS Economics students to be eligible to sit for the CBE exam and by Accounting graduate students to sit for the CPA.

Goals 2, 3, and 4 for the BBA and MBA Programs are assessed using the COMP-XM simulation competency exam by CAPSIM in the capstone Business Strategy courses (MANA 4322 and MANA 5336). Our expectations for undergraduate students are that students in all course sections achieve scores above the 70th percentile in all balanced scorecard dimensions. Table 5-1 summarizes competencies by program, assessment results, and improvements. Appendix VII.e includes assessment metrics and an overview of the PhD Program.

**Example 1. MBA Program Review**

The MBA program was evaluated between Fall 2018 and Fall 2019. This evaluation included survey studies directed to prospective students interested in an MBA, current MBA students, MBA alumni, MBA faculty and employers who had recently hired MBA graduates in North Texas (Qualtrics panel data). Respondents reviewed several features of the MBA program such as program length, content, flexibility, and competencies that affect the employability of MBA graduates. Open ended questions were also asked to assess program attributes and stakeholder expectations. Study findings were summarized and distributed to COB and faculty and discussed with the MBA Graduate Studies Committee and faculty. Details about survey studies and analyses are shown in Appendix VII.b. The evaluation of the MBA program identified several problems and improvement opportunities.

1. Program Length. For 89% of the students, the MBA program was a 48-credit hour program. Over 50% of the students were taking 6-credit hours or less in the fall and spring semesters. Length of the program made the MBA unattractive to students. Surveys to prospective students showed that they want to enroll in a program that allows them to complete an MBA in 18 months or less. A survey to employers in North Texas showed that program length is one of the least important factors in hiring decisions. Employers believe that communication skills and problem-solving skills are two critical competencies that influence hiring MBA graduates.

2. Program Flexibility. The MBA program contained foundational courses (12-credit hours), required courses (27-credit hours), and electives (9-credit hours). Foundational courses were required for

students admitted without GMAT/GRE scores (89% of the MBA student population). Three survey studies to prospective students and UTA alumni showed that students prefer a flexible program with fewer required courses and more electives.

3. Curricula. Prospective students, alumni, and employers evaluated the courses offered in the MBA program. Study findings showed that foundational and required courses had the lowest scores in perceptions about their usefulness, appeal, and interest. Respondents were concerned about real life applications, repetition, and content relevance.

Closing the Loop
The MBA Graduate Studies Committee and the College of Business faculty voted and unanimously approved updating the standards for admission to the MBA Program and changing curricula to make content more relevant and flexible. The revised MBA Program is a 36-credit hour program with 21 required credit-hours and 15-credit hours of electives. The required curriculum contains 6 required courses (MARK 5311 – Marketing; FINA 5311 – Financial Management; MANA 5360 – Leadership & Teams; ECON 5313 – Decisions and Strategy; ACCT 5307 – Measurement & Analysis for Business Decision Making; Choice of: OPMA 5361 – Operations Management, BSTAT 5325 – Advanced Methods for Analytics, or INSY 5375 – Management of Information Technology) and a capstone class (MANA 5336 - Strategic Management) that integrates learning across business fields. New concentrations in Marketing Research and Digital Markets were also approved and added in Fall 2020. New admission criteria was approved by the UT System on May 6, 2020 and became effective immediately.

**Example 2. HCAD Program Review**
During the academic year 2018/2019 there were several leadership changes and reassignments within the College of Business. One of the principal tasks of the new leadership was to evaluate the curriculum in each of the academic departments and programs. In academic year 2019/2020, the Health Care Administration Program (HCAD) undertook a thorough review of its curriculum. The first task was to research available competency model alternatives, and then to vet them for relevance and appropriateness to the university's HCAD program mission and target student population. Several competency models were evaluated and after careful consideration of numerous criteria, the National Center for Healthcare Leadership (NCHL) competency model was selected based on the input the Health Care Administration Advisory Board (whose membership contains nearly 50% HCAD program alumni and 50% senior leaders from the health care field), faculty, and senior leadership in the College of Business. The Health Care Administration Advisory Board participated in an extensive dialogue in their semi-annual meetings to evaluate the appropriateness of the NCHL competency matrix. Following the adoption of the NCHL competency model, the Advisory Board members and the HCAD faculty used a two-round, multiple voting method to narrow the focus of the individual competencies from 28 to 10. Though each of the 28 competencies has individual merit, narrowing of the number of competencies was done to provide an emphasis in the areas that the HCAD program a) was already recognized, or b) wanted to improve.

The results of the Board's evaluation were then shared with the HCAD Graduate Studies Committee and the Department Chairs of the College of Business so that they could be aware of the NCHL model selection and provide any feedback on the model. Following this, virtual and in-person meetings were held with the faculty who teach in the HCAD program. The consensus of all was to proceed with the adoption and use of the NCHL model. The next task was to compile an inventory map of the competencies contained within and among the course offerings for the HCAD MS degree. Each faculty member who teaches in the HCAD program submitted their syllabus for a preliminary review by the

HCAD Program Director and Assistant Director. Each faculty member was then interviewed regarding the competencies that they believed were targeted in their individual course and evaluate the "weight of contribution" of the competencies in the course.

A matrix was then created to visually display the inventory of the competencies across the program for further analysis and consideration. After allowing some time for reflection, a second round of review was conducted with the faculty to determine if they wished to reconsider their initial competency targets, and to determine if there were any key gaps that should be addressed within the program. Each faculty member was asked to ensure the key relevant competencies were explicitly mentioned/referenced in their syllabus and to identify the method of assessment they were going to use so that each student would be aware.

Closing the Loop

Two areas of knowledge were identified as opportunities to improve the curriculum. The first course was Strategic Human Capital Management. This course had been a part of the program, but several years ago it was combined into the health care leadership, teamwork, and ethics course to make way for an additional healthcare finance course. Since the health care field is primarily a labor-intensive service industry, the additional focus on strategic human capital management is essential. The second proposed course is Health Care Data Analytics. This was a knowledge area brought forth from the Health Care Advisory Board. Their observations and recommendations are based upon the skill set that current health care employers are seeking when recruiting for new health care graduates. Appendix VII.c provides additional details pertaining to curriculum changes. A summary of teaching effectiveness, student engagement, and strategies involving the HCAD program response to COVID is also presented.

**Example 3. Marketing BBA**

The Marketing Department completed a comprehensive review of its undergraduate curriculum in Fall 2019. The curriculum committee surveyed faculty and evaluated current and new course offerings, prerequisites, curriculum mapping, degree requirements, and course descriptions. Three objectives for the next 5 to 10 years were decided on this evaluation: (1) Increase accessibility by reducing the amount of prerequisites, (2) Identify areas in which UTA can excel in today and build upon for the future (realizing that building is somewhat limited without additional resources), and (3) provide course offerings that reflect the demands of the market.

Marketing also has Area Coordinators in charge of evaluating course content of courses offered in multiple sections, including Principles in Marketing (MARK 3321), Professional Selling (MARK 3322), Social Media Marketing (MARK 3370), and Business Communications (BCOM 3360). Since Fall 2015, Area Coordinators meet with faculty every semester to review the curriculum, standardized course content, and develop best practices in teaching.

Closing the Loop

For the first objective, Marketing lowered the prerequisite for MARK 3321 from 45 credit hours to 30 credit hours. This increases accessibility and allows students the flexibility to try marketing earlier on in their studies and be encouraged to pursue a degree in marketing. For the second objective, the curriculum committee recommended establishing an advisory board to advise on the future of the marketing department at UTA. The Curriculum Committee also identified a need for digital marketing courses and recommended adding a digital marketing track. Appendix VII.d provides additional details involving assurance of learning, curriculum management, and curriculum improvements.

**b. Learners**

UTA is a Hispanic-Serving institution, ranked six in the nation for undergraduate ethnic diversity in the 2020 *U.S. News & World Report*. *Poets & Quants* also ranks UTA second in the nation on enrollment of under-represented U.S. minorities among business majors. Student diversity is a strategic advantage that differentiates UTA from other institutions. The Fall 2020 COB student population includes 57.2% males and 42.8% females. Hispanics represented 27.5% of the student population, followed by White (23.6%), International (18.2%), Asian (15.9%), African American (10.9%), and other (3.8%). Average ages are 23.4 years (range 17 to 74) for bachelors, 32.6 years (range 20 to 67) masters, and 33.3 years (range 22 to 61) PhD students.

Table 2 shows that women, Hispanic, and African-American full-time faculty are currently underrepresented. Diversity is critical to academic excellence and increasing the representation of females and historically underrepresented faculty is an important goal of the University and the College. As part of the College's continued commitment to diversity, racial equity, and inclusion, the position of Associate Dean for Diversity, Racial Equity, and Inclusion was created in Fall 2020. This position is part of a strategic initiative that emphasizes serving our diverse student population.

Table 2. College of Business Student Demographics and Full Time Faculty Comparison

| | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | | Fall 2020 | | Fall 2019: Full-time Faculty | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hispanic | 1,525 | 24.7% | 1,647 | 24.9% | 1,700 | 25.7% | 1,709 | 25.6% | 1,719 | 27.5% | 6 | 5.0% |
| White | 1,742 | 28.3% | 1,669 | 25.3% | 1,616 | 24.4% | 1,590 | 23.8% | 1,474 | 23.6% | 73 | 61.3% |
| Int'l. | 1,151 | 18.7% | 1,426 | 21.6% | 1,400 | 21.1% | 1,415 | 21.2% | 1,139 | 18.2% | | |
| Asian | 880 | 14.3% | 925 | 14.0% | 960 | 14.5% | 1,046 | 15.7% | 996 | 15.9% | 33 | 27.7% |
| African American | 644 | 10.4% | 682 | 10.3% | 680 | 10.3% | 678 | 10.1% | 680 | 10.9% | 6 | 5.0% |
| Other | 223 | 3.6% | 258 | 3.9% | 267 | 4.0% | 242 | 3.6% | 237 | 3.8% | 1 | 0.8% |
| Male | 3,560 | 57.7% | 3,857 | 58.4% | 3,864 | 58.3% | 3,879 | 58.1% | 3,575 | 57.2% | 85 | 71.4% |
| Female | 2,605 | 42.3% | 2,750 | 41.6% | 2,759 | 41.7% | 2,801 | 41.9% | 2,670 | 42.8% | 34 | 28.6% |
| Total | 6,165 | | 6,607 | | 6,623 | | 6,680 | | 6,245 | | 119 | |

COB offers 18 undergraduate programs, 11 masters programs, and a PhD in Business Administration with 6 major fields of study. In addition, COB offers 2 undergraduate certificates and 5 graduate certificates. A new undergraduate certificate program in Managing Workforce Diversity is being developed with a targeted availability of Fall 2021. Degree conferrals increased from 1,637 in in AY1516 to 2,415 in AY1920 (a 10.2% average annual growth rate).

Table 3 shows that COB enrollment grew at 2.1% from Fall 2015 to Fall 2020. (Covid-19 likely affected the Fall 2020 enrollment.) Most of this growth is attributed to undergraduate freshmen. The proportion of freshmen to transfer undergraduates also increased on this period. Freshmen represented 36.6% of all new undergraduates in Fall 2015 compared to 45.0% in Fall 2020. Six-year graduation rates have also improved, from 55.9% (undergraduate students who entered in 2009) to 58% (undergraduate students who entered in 2013). Hispanics who entered in 2013, have higher six-year graduation (61.8%) rates than Asian (58.1%) White (54.9%) and African- American Students (43.4%). International students have the highest six-year graduation rates (84.1%) among all students.

Table 3. Fall Enrollment

| | Fall 2015 | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | | Fall 2020 | | 5-Year Growth Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Degree Conferrals, Entire Academic Year | 1,637 | 1,805 | 10.3% | 2,266 | 25.5% | 2,287 | 0.9% | 2,415 | 5.6% | | | |
| Undergraduate Transfer | 2,726 | 2,976 | 9.2% | 3,071 | 3.2% | 2,954 | -3.8% | 2,901 | -1.8% | 2,714 | -6.4% | -0.1% |
| Undergraduate Freshmen | 1,574 | 1,702 | 8.1% | 1,890 | 11.0% | 2,007 | 6.2% | 2,129 | 6.1% | 2,222 | 4.4% | 7.1% |
| Masters | 1,302 | 1,400 | 7.5% | 1,566 | 11.9% | 1,547 | -1.2% | 1,547 | 0.0% | 1,298 | -16.1% | -0.1% |
| PhD | 83 | 83 | 0.0% | 76 | -8.4% | 75 | -1.3% | 76 | 1.3% | 75 | -1.3% | -2.0% |
| Total Enrollment | 5,685 | 6,161 | 8.4% | 6,603 | 7.2% | 6,583 | -0.3% | 6,653 | 1.1% | 6,309 | -5.2% | 2.1% |

Graduation rates are also affected by socioeconomic factors and demographic characteristics. About 45% of our students are the first in their families to attend college. Most of our students work full time jobs while attending college. In addition, 55% of our undergraduate students come to COB from community colleges and are unable to transfer all courses to their business degree. This student population requires more advising and tutoring support than traditional students would need.

**c. Teaching Effectiveness**

High quality teaching is encouraged and supported in the College of Business. The College of Business has several award-winning teachers on its faculty. Dr. Stephanie Rasmussen received the UT System's Regents' Outstanding Teaching Award. Dr. Stephanie Rasmussen and Dr. Mahmut Yasar were also inducted to the Academy of Distinguished Teachers in 2017 and 2019. College of Business faculty have also received other important awards including the Provost's Award for Excellence in Teaching, President's Award, and Piper Professor nominee.

The College also presents teaching awards to our best teachers under several categories. Award recipients are listed on Table 4. COB faculty also earn high marks in student evaluations. Average faculty evaluations from Fall 2015 to Fall 2019 ranged from 4.25 to 4.34 on a 5-points scale with endpoints "1 = needs improvement" to "5 = excellent."

Faculty participate on Teaching Special Interest Groups to discuss ideas to improve teaching. Departments have also appointed topic area coordinators that coordinate meetings with faculty to revise course content and create best practices guidelines.

In response to COVID, face-to-face courses were moved to online modality in March 2020. Immediately after this transition, the College of Business focused on maintaining quality instruction in the face of the pandemic. A task force Co-Chaired by Dr. Christy Spivey and Dr. Tatia Jordan and faculty representing each department was established to train faculty and evaluate online courses with a Quality Matters rubric.

Faculty training started in May 2020 and extended over the course of the summer 2020 and fall 2020 semesters. The task force began to review each new online course and identify areas that needed improvement going forward after fall 2020. To train faculty, a Canvas Community called "COB Teaching Hub: the Definitive Guide to Online Instruction" was also established.

Table 4. College of Business Teaching Awards

| Year | Outstanding Undergraduate Teaching | Outstanding Graduate Teaching | Outstanding NTT Faculty | Outstanding Adjunct Instructor | Outstanding Graduate Teaching Associate |
|---|---|---|---|---|---|
| **2020** | Jennifer Ho | Nandu Nagarajan | Christy Spivey | Tram Le | Joohan Lee and Nima Vafai |
| **2019** | Jim Lavelle | Ritesh Saini | Lauren Brewer | Bill Wilson | Jason Morrison |
| **2018** | Elten Briggs | Becky Pierce and Aaron Smallwood | Todd Gabel | Rafal Czajkowski | Mark Adams |
| **2017** | Quing Hao | David Gray | Jeff Wallman | Gary Dixon | Ryan Terry |
| **2016** | Adwait Khare Aaron Smallwood | Mahmut Yasar | Tim Wunder | Michael Buckman | Ramakrishna Dantu and Trang Thai |

The goals of this community were twofold: 1) to create a space where faculty could learn about online instruction with the support of their peers; and 2) to evaluate the information the university was distributing and to tailor it specifically toward business courses. The Hub Community and Task Force initiated several actions to improve online teaching:

1) Created a series of videos to help faculty use Canvas efficiently. These served as a quick-start guide to Canvas for faculty who were not already using the platform regularly, focusing on the most-needed features to start teaching online quickly. These videos pre-dated the creation of the COB Teaching Hub and were made available to faculty in March 2020. They were subsequently added to the "Hub" in May 2020.
2) Created modules with curated information on topics geared toward teaching online for the first time:
   - Exploring the Difference Between Face-to-Face and Online
   - Creating a Syllabus for an Online Course
   - Strategies for Increasing Student Engagement in an Online Course
   - Discouraging Student Cheating-Course Design and Best Practices
   - Creating a Blended Course
   - Canvas Basics – Video Tutorials
   - Additional Canvas Resources
   - Frequently Asked Questions
3) Interviewed subject matter experts on six live Teams meetings over the course of summer 2020 (two meetings per month). The meetings were live so faculty could interact with the SMEs. The recordings were posted for faculty who wanted to use the course asynchronously. Topics of the meetings included: 1) teaching to advance student thinking and meaningful learning, 2) how to

create your fall syllabus based on a hybrid modality, 3) how to creatively assess your students, 4) going hybrid for fall, 5) increasing student engagement, tips and best practices, 6) best practices for setting up your online course, 7) introduction to the COB teaching hub.

4) Offered unlimited one-on-one consultations with faculty during summer 2020 to discuss their courses, make suggestions on how best achieve their goals in an online setting, and assist with online technology.
5) Set up a discussion board to field questions and encourage faculty to help one another.
6) Advertised relevant training opportunities from the university's Center for Distance Education (CDE) and Center for Research on Teaching and Learning Excellence (CRTLE). These trainings offered basic Canvas information, best practices for online teaching, as well as in-depth online teaching "boot camps" for faculty.
7) During summer 2020 a committee of faculty from each department worked to modify the Quality Matters Higher Education Rubric for online teaching that is used by our CDE to evaluate online courses. The rubric was tailored to UTA and especially to COB needs. The rubric also contains extensive suggestions and examples, as well as links to the COB Teaching Hub.
8) At least one faculty member from each department earned certification as a Quality Matters Peer Reviewer by completing two workshops over five weeks (Applying the Quality Matters Rubric and Peer Reviewer Course).
9) As of fall 2020, certified peer reviewers are in the process of evaluating courses and providing feedback based on the rubric. Our goal is to address any problem areas that we see in fall 2020 to have the best possible online courses for Spring 2021.

**d. Learner Academic Engagement**

The College of Business provides many opportunities for academic and professional engagement. They include the following:

**Student Organizations.** The College of Business includes 16 active student organizations. Over 200 mentors and mentees participated in BGS Honor Society's Mentoring Program at UTA. The National Association of Business Economists student club, which is tied to the Dallas chapter of NABE. The NABE organization holds meetings on campus and invites speakers, with a primary focus being people from firms and agencies to explain what job opportunities exist and qualifications for the positions. Students have also been invited to attend Dallas NABE meetings where national speakers present. The UTA student chapter of the American Marketing Association (AMA@UTA) began attending the national conference, held annually in New Orleans, LA in 2017. The first two years, conference attendees mainly participated in professional development sessions conducted by marketing professionals from a broad subset of companies.

Over the past two years, our AMA students have engaged in a variety of competitions with other chapters from across the United States. Our college and department provide funding to assist with students' travel expenses for this conference, and ten students have participated in each of the past two years. The AMA@UTA typically invites professionals from the DFW metro area to speak about various topics in marketing approximately twice per semester. These sessions take place outside of class at organizational meetings, though university classrooms are reserved to host the event. Any member of the UTA community may attend these talks. The AMA faculty advisor and department faculty assist the students in making industry connections.

AITP Student Chapter of UTA is a student club organized by ISOM students. They hold club meetings throughout the year and invite industry experts to make presentations on current topics. These meetings also enable students to network with industry executives. The Student Society of Real Estate was reformed further engaging current students as well as former students and industry professionals, bringing them together for seminars and networking events. After reforming in Spring 2019, the society has grown from 8 students in Fall 2019 to 28 students in Fall 2020, both graduate and undergraduate.

The Finance Society has become very active recently, and the number of paid members has increased from 15 to 45. This society also serves as UTA's FMA chapter, and it earned the FMA Superior Chapter Award for the 2018-2019 academic year. This coveted designation is awarded to less than ten percent of FMA chapters.

**Conferences and Symposiums.** The Marketing Department co-hosts an annual research conference with the MSMR Alumni Association. MSMR students, alumni, and industry experts attend the conference to hear about current industry trends and case studies from professionals in the marketing research industry, and to interact with professionals in their chosen field. About 300 individuals participate on the MSMR event and conference proceeds are used to fund a MSMR scholarship endowment. The ISOM Department organizes an Annual Analytics Symposium. The 5th Annual Analytics Symposium held on March 5, 2020 was attended by about 200 attendees, including, professionals from 55 companies. Analytics students held a poster session to highlight their analytics projects during this event.

**Internships and Recruiting Events**. Most students work at least part-time while completing their education in COB. The number of internships taken for credit has been historically low. Dr. Chien Le reviewed the internship process in fall 2018. A CRM system was implemented to manage relationships with companies. The application process was improved with fewer forms and the availability of online applications. As a result of these initiatives, undergraduate internships increased from 85 in 2018 to 174 in 2019 (102.3% growth). The Center for Innovation and Digital Transformation contacted many companies to increase internship and job opportunities for our students. A recruiting event held in conjunction with the ISOM Symposium enabled college recruiters from several companies to interact with students regarding fulltime and internship positions in their companies.

**Student Competitions.** College of Business Students participate in several regional and national competitions. All students enrolled in the professional selling course in the fall or spring semester, typically 120 – 140, compete in a sales competition sponsored by a company in the DFW metro area. Representatives from the sponsoring company and other individuals from industry play the roles of buyers and interact with students to help them enhance their selling and communications skills. Other professionals view their sales interactions and provide feedback to students. Among other thing, these competitions provide an opportunity for students to demonstrate their skills to potential employers. For the past four years, the department and college have also fully funded students to compete in national sales competitions against students from schools across the country. The locations of these competitions vary, and we have sent students to places such as New Jersey and Florida. For the past two years, our primary competition has been the Challenger Sales Institute in Oklahoma City, Oklahoma. In 2019, a student team from UTA won first place in an ethics case competition at this event. Companies sponsor and engage with students at these competitions.

A student analytics competition, sponsored by Alcon, was held prior to the 2019 Business Analytics Symposium. This competition allowed graduate analytics students from various universities in North Texas, including UTA, to compete on a real world project and showcase their talent. Finance and real estate students regularly participate in competitions and have often done quite well. For example, every year, a group of MS in Real Estate (MSRE) students have been taking part in the Real Estate Portfolio Challenge, a national competition where students have to pick (Real Estate Debt and Equity) securities to form a portfolio. In the results announced in 2019, UTA students won second place in the competition.

**Executive Engagement.** The College of Business hosts an annual Business Week where business leaders come to campus to speak in classes. Last year 88 speakers spoke to students in 92 classes. Many instructors also bring guest speakers to the classroom during other times in the semester. Students in ISOM, Management, and Marketing get hands on experience by working on real world industry projects for local companies as part of their Capstone Project course.

**e. Executive Education**

The College of Business offers limited non-degree executive education, with associated revenue accounting for less than 1% of the College's budget. In Spring 2020 the COB started offering a series of 1-hour executive education webinars free of charge, with mostly industry executives as speakers and some COB faculty speakers.

The only other Executive Education offering in the past five years has been an executive certificate program. In Fall 2019, the ISOM Department started offering an Executive Certificate in Business Analytics. The program was customized for professionals at Ericsson (one of the leading providers of Information and Communications Technology (ICT) to service providers) and offered at the company's headquarters in Plano, Texas, and was limited to Ericsson employees. The certificate consists of four 3-credit graduate courses in business analytics, which can then be applied toward the MS in Business Analytics if the student chooses to apply for the program. The program is revenue-generating (off-the-books) with a higher than normal tuition rate. The first cohort included 14 students who started in August 2019, with a second cohort of 15 students starting in October. The third cohort with 13 students started in Fall 2020. Because the program has been successful, the ISOM Department hopes to continue it with Ericsson and find other companies to replicate the program.

No other Executive Education offerings are currently under consideration.

## II. Section 3: Thought Leadership and Societal Impact

### a. Thought Leadership

The College of Business uses many processes to encourage faculty to produce high-quality and impactful intellectual contributions. Tenured/tenure track (T/TT) faculty are provided Graduate Teaching Assistants (GTAs) to help with their courses, providing more time to spend on research. Most T/TT faculty have a 2-2 teaching load which provides time for research. Several faculty who are less research active have a 3-2 or 3-3 teaching load.

For the past five years, the College has awarded a one-time course release to faculty who publish an article in an Elite journal—7 faculty qualified for a course release during 2019-20 and will have a 2-1 teaching load in 2020-21. These faculty also receive $5,000 in research funds. Faculty who publish in Near-Elite journals receive $2,000 in research funds. Since 2015, 57 awards have been given to 29 faculty for course releases and/or research funds, including a total of $194,000 in research funds. The deans and department chairs have recently agreed on guidelines for a more permanent 2-1 teaching load for top performing research faculty.

For the past four years COB has offered a Research Expense Grant program on a competitive basis. Faculty submit a proposal for up to $5,000 in direct research expenses to be funded by the grant. The majority of proposals have been funded, including $7,000 for 2 faculty in 2017, $14,000 for 3 faculty in 2018, $25,590 for 7 faculty in 2019, and $20,000 for 4 faculty in 2020. In 2019-20, COB offered an additional program—the Impactful Research Grant program. Faculty can apply for up to $10,000 in direct research expenses to fund research that is expected to have a clear impact on society or business practice. A salary stipend of up to $5,000 can also be obtained if there is evidence of impact within three years. In Spring 2020, $30,000 was awarded to four faculty for their Impactful Research Grant proposals.

In early Summer 2020, the College solicited grant proposals from faculty and PhD students for funding to cover specific research expenses. This effort was in support of UTA final push to achieve the designation as a Texas Tier 1 university. The College awarded approximately $165,000 to 40 faculty and PhD students to support their research expenses.

In addition to annual research awards given by UTA, the COB gives annual research awards to recognize and reward faculty research accomplishments. All tenured/tenure-track faculty are also provided travel expense funds to present their research at conferences. The travel funding practices vary slightly by department, but faculty receive funds to cover the large majority of expenses (if not all) for multiple conferences if they are presenting their research. PhD students are also funded to present their research at conferences, although typically at a lesser funding level. Non-tenure-track faculty receive funds for travel to attend research conferences or teaching workshops.

One example of an external organization collaborating with COB on efforts that should inform policy and the practice of business is a COB faculty member participating in the Jefferson Fellowship program. Established in 2003, the Jefferson Science Fellows (JSF) program is a model for engaging the American academic science, technology, and engineering communities in the formulation and implementation of U.S. foreign policy. Dr. Edmund Prater, Professor of Operations Management, is currently on a one-year leave from UTA as a Jefferson Science Fellow, a program sponsored by the National Academy of

Sciences. Dr. Prater is spending his leave in Washington, D.C. working on projects with the U.S. State Department's Bureau of Education and Cultural Affairs. Dr. Prater's work will have the potential of informing government policy as well as influencing his research. He is expected to bring back new ideas to share with students and colleagues from this experience.

Several faculty incorporate industry projects into their courses. This engages companies, provides research opportunities to students, and provides useful results to the companies. Dr. Narayan Janakiraman has students in his undergraduate course in Product and Brand Strategy (MARK 4320) and students in his graduate course in Product Management (MARK 5328) work on actual projects for companies. Dr. Janakiraman's PhD students also work on company projects, which have led to conference presentations, journal articles and a dissertation. Dr. Jeff Wallman had his students in his graduate Marketing Strategy course (MARK 5340) work on an actual project for the City of Plano in Spring 2020. The students helped the City create the business case for depackaging equipment purchases. They had planned to present their findings to the City Council at the May budget meeting, but the project was suspended in late March due to the pandemic. Dr. Sridhar Nerur has students in his Business Analytics Capstone Project (INSY 5379) course work on actual problems for companies as well.

As an example of student projects, Dr. Charles Newsom has student groups do consulting projects for organizations in his Organization Consulting and Research (MANA 5334) course. In Spring 2020 students worked on a stakeholder survey for American Heart Association of Tarrant County, a turnover/retention analysis for HKS Architects, an assessment of promotion systems also for HKS Architects, and a compensation benchmarking study for the City of The Colony. These types of experiences provide a richer educational experience for students, provide potential research ideas to faculty, and provide helpful results to companies that may inform their business practices.

Three COB faculty (Kay-Yut Chen, Sridhar Nerur, and Edmund Prater) in the Information Systems and Operations Management areas conducted a research study in collaboration with Texas Health Resources (THR), the largest health care provider in North Texas. The research analyzed a THR data set of 55,000 open heart surgeries to gain insights into the mortality risks. The researchers found a significant interaction effect of a previous mortality event (i.e. losing a patient) with the risk factor of the next patient, and they estimated the average duration of this impact to be about 9 to 10 days. These results provided life-saving insights to THR as they considered how long after losing a patient before a surgeon should conduct the next operation. An abstract of the research was published in 2016 in *Circulation*, an American Heart Association Journal.

Dr. Radha Mahapatra, ISOM Department, collaborated with OTTET Telemedicine in India. Telemedicine technology enables delivery of health care to remote locations. It is popular in developing economies for bringing specialty care to rural poor. One of the challenges in deploying telemedicine technology in developing countries is that these projects often fail to self-sustain over the long term. Dr. Mahapatra studied the telemedicine system implemented by OTTET Telemedicine in Odisha State of India and made recommendations on how to create sustainable development using information and communications technologies. His research was published in 2017 in the Proceedings of the 23$^{rd}$ AMCIS Conference.

Recent research by Dr. Sriram Villupuram in the Finance and Real Estate department, which appeared in the *Journal of Real Estate Finance and Economics* in 2020, developed a methodology to quantify the impact of curb appeal on home values. This research helps inform public policy on where to invest the resources to improve overall neighborhood curb appeal for the best return on investment. This effort could help increase neighborhood homes values which in turn would improve property tax collections that could potentially lead to more resources for schools, leading to overall improvement in the well-being of the residents and their families.

Recent research by Finance Professor Dr. David Diltz, which is scheduled for publication in the *Journal of Infrastructure Systems*, develops a new methodology for evaluating automated underground freight transportation (UFT) systems under uncertainty. Innovations in freight transportation technology such as UFTs have the potential to reduce congestion on the nation's highways, increase highway safety for passenger vehicles, and reduce greenhouse gas emissions, thereby addressing the UTA strategic themes of Sustainable Urban Communities and Global Environmental Impact.

Shivam Arora, a graduate student mentored by Dr. David Rakowski, won the 2018-19 Airport Cooperative Research Program's Graduate Research Award. In this prestigious and highly competitive $12,000 fellowship, Arora developed factor models for fixed-income securities issued by airport-affiliated entities. Both Arora and Dr. Rakowski are listed as investigators on the above project.

Dr. Roger Meiners, Economics department, has a 2020 article accepted in the *Washington Journal of Environmental Law and Policy* explaining how parties on opposite sides of environmental issues can communicate more effectively with each other, rather than only addressing people who generally think the same already. This has the potential to help inform policy decisions.

Dr. Michael Ward, Economics department, published a 2016 article in the *Southern Economic Journal* on Violent Video Games and Violent Crime. This article has received considerable popular press since the research found no evidence of an increase in crime associated with violence in video games. Dr. Ward's research has the potential to influence policy as decision makers consider the impact that violent video games have on society.

Several faculty have published textbooks over the past five years. Dr. Roger Meiners, Economics department, wrote the 2017 textbook The Legal Environment of Business, 13th edition. Dr. Myrtle Bell, Management department, authored the 2016 textbook Diversity in Organizations, 3rd edition. Dr. Michael Ward, Economics department, coauthored the 2017 textbook Managerial Economics, 5th edition. Ronnie Liggett, Economics department, authored the 2017 textbook The Economics of Criminal Behavior, 2nd edition. Dr. James Campbell Quick (Professor Emeritus), Management department, coauthored the 2019 textbook Organizational Behavior, 6th edition. These intellectual contributions help to inform the theory and practice of business.

A number of COB faculty are affiliated with research centers or institutes at other universities or organizations. Drs. CY Choi and Mahmut Yasar are Research Associates at the Federal Reserve Bank of Dallas. Dr. Todd Gabel is a Senior Fellow at the Fraser Institute in Canada, one of the top think-tanks in the world. He is also a policy expert at the Heartland Institute in Illinois, another think-tank. Dr. Myrtle Bell is a Research Affiliate at the Institute for Inclusiveness and Diversity in Organizations at San Diego State University. Dr. Roger Meiners is a Senior Fellow at the Property and Environment Research Center in Bozeman, Montana. These affiliations allow for engagement of COB faculty with researchers at other institutions and provide faculty an opportunity to focus on applied or impactful research.

Dr. Wendy Casper has been an outstanding thought leader in her discipline—work and family research. She was named as a Fellow of the American Psychological Association in 2016 and a Fellow of Society for Industrial and Organizational Psychology (SIOP), also in 2016. She also received the William A. Owens Scholarly Achievement Award from SIOP in 2020 and the International Human Resource Management

Scholarly Research Award from the Academy of Management in 2019, for impactful publications in those journals. These honors testify to the high regard with which she is held by leading colleagues in her field.

Several COB faculty hold editorial positions for Elite journals in their fields. Dr. Wendy Casper just started as an Associate Editor for *Journal of Applied Psychology*. Dr. Kay-Yut Chen is a Senior Editor at *Production and Operations Management* journal. Dr. Jingguo Wang is an Associate Editor at *Journal of the Association of Information Systems*, and was a Guest Associate Editor for *MIS Quarterly*. Dr. Jennifer Zhang was a Special Issue Editor for *Journal of Management Information Systems*. Dr. Myrtle Bell was a Guest Associate Editor for the *Academy of Management Review*. All of these editorial involvements in Elite journals keep faculty at the leading edge of thought leadership. Many other COB faculty hold editorial positions at Near-Elite or High-Quality journals.

Numerous faculty have received external research grants in the past few years. Dr. Mahmut Yasar is a Co-PI on a $500,000 grant from National Institute of Food and Agriculture starting in 2020, and a Co-PI on two grants from the North Central Texas Council of Governments for a total of $90,000. He is also a Co-PI on grant applications at National Institute for Transportation and Communities and at Texas Department of Transportation. Dr. Jingguo Wang was a PI on a $500,000 grant from National Science Foundation that ended in 2017. Dr. Jie (Jennifer) Zhang is a Co-PI on a $1 million grant starting in 2019 from National Science Foundation. Dr. CY Choi is a Co-PI on a $294,000 grant from National Oceanic and Atmospheric Administration starting in 2019. Dr. Kay-Yut Chen is a Co-PI on a $2.5 million grant from Agency for Health Research and Quality starting in 2019. Many of these grants were cross-disciplinary and involved researchers from Engineering, Nursing, or Public Affairs and Planning. These successful grants demonstrate that many COB faculty are at the leading edge of research and thought leadership in their fields.

One indication of thought leadership is the number of times that researchers are cited in other publications. Appendix VI.a shows the citation count and h-index for COB faculty. Many faculty have high citation counts, reflecting the value of their work to others in their fields. For example, Dr. Abdul Rasheed has a citation count of 11,776 (h-index of 41). Dr. Larry Chonko has a citation count of 11,427 (h-index of 52). Dr. Wendy Casper has a citation count of 8,700 (h-index of 30). Dr. Fernando Jaramillo has a citation count of 8,276 (h-index of 41). Dr. Myrtle Bell has a citation count of 6,775 (h-index of 32).

Media mentions in the popular press is another indication of thought leadership. COB faculty are frequently interviewed or quoted in popular media. Appendix VI.b provides a list of 57 media mentions of faculty or about the College during the 2019-20 academic year.

**b. Societal Impact**

The College of Business along with numerous faculty and student groups do work that contributes to the betterment of society. These activities align with COB's and UTA's missions and values. For many students, participating in community service activities while at UTA is the first time they have done so, and hopefully will motivate them to continue to give back to society after they leave UTA. Faculty giving their time and efforts to benefit the business community also provides a positive impact to society. The following examples show the range of societal impact activities by faculty and students.

The Maverick Entrepreneurship Program and Award (MavPitch) was started in Fall 2018 thanks to the generosity of a wealthy donor. This program allows UTA students to develop a business idea, pitch that idea to local entrepreneur judges, and win funding up to $40,000 to develop their new business. In Phase 1 of the competition, students try for several funding awards up to $15,000. In Phase 2 the top teams try for funding awards up to an additional $25,000. Many new businesses have been started by students in the past two years, made possible by the funding awards. Since Fall 2018, four Phase 1 and two Phase 2 competitions have been held, and a total of $791,500 in funding awards have been given to students to help develop their new businesses. Most students are from the College of Business or the College of Engineering. The College of Business manages the award funds.

The Finance and Real Estate department's Ryan-Reilly Center for Urban Land Utilization hosted *Airport as Real Estate* in October 2015 for industry professionals. In this conference, real estate development executives from the three major airports in Dallas-Fort Worth (DFW International Airport, Dallas Love Field Airport, and Alliance Airport) discussed their growth plans and challenges they face. They also discussed the impact they have had on the business community and how they could work together to reach their growth targets. This conference provided a chance for industry professionals to interact with each other and a chance to develop stronger relationships between COB and the business community.

Every year, in April, the Financial Literacy and Personal Finance Program of the Department of Finance and Real Estate conducts a Money Smart Week, in partnership with the UTA Central Library, UTA Student Money Management Center, and financial institutions such as FDIC, BB&T Bank, and Wells Fargo. During this event, there are free workshops that help students and others gain control of their finances, understand student loans, and plan and execute a household budget. There are also free credit clinics where students learn how to choose a credit card wisely, receive a free copy of their credit report, and get credit advice from professionals.

For several years Dr. Larry Chonko in COB's Marketing Department (followed by Dr. Narayan Janakiraman) and the Brigham Young Management Alumni group have co-sponsored the quarterly 'Ethics Over Breakfast' event for industry professionals. An industry speaker talks about ethics issues in their domain. This provides a forum to consider challenging business situations and discuss appropriate ethical responses to improve decision making. The event, held alternately on and off campus, provides an opportunity for industry professionals to interact with each other and with faculty. Faculty sometimes use these examples in class to emphasize the necessity for strong ethics in the business environment.

In 2016 Dr. Larry Chonko in partnership with the industry group Direct Selling Association's Education Foundation hosted a Business Ethics Forum for students. Executives from a number of large and medium-size companies presented their views and practices related to ethics in business.

Each year, Accounting students help with the VITA program (Volunteer Income Tax Assistance; sponsored by the Internal Revenue Service). The VITA program helps low-income families and individuals to file their taxes free of charge. In 2019 the Accounting department and UTA partnered with United Way to increase the number of volunteers, resulting in 39 volunteers with 650 volunteer hours with VITA and $1.8 million in tax refunds for low-income families.

A number of faculty across COB occasionally serve as invited speakers at professional organization meetings across the Dallas/Fort Worth area. Faculty sharing their knowledge in this way provides a public service to the business community and has the potential to inform the practice of business. As examples, Dr. Abdul Rasheed spoke in 2020 to the Asian Business Council of the Arlington Chamber of Commerce, discussing strategies and skills for companies to survive and improve during the pandemic. Dr. George Benson spoke to the North Texas Compensation Association, the Greater Arlington Chamber Women's Alliance, HR Southwest, Dallas HR Association, and Fort Worth Human Resources Association about human resource management topics. Dr. Sriram Villupuram has made presentations to the Arlington Chamber of Commerce and to the Construction Financial Management Association in Dallas about the impact of oil prices on real estate in Texas. Dr. Wendy Casper spoke to the American Association of Anatomists on work-life balance as well as to the TEXO Women's Forum. Dr. Myrtle Bell gave a keynote speech on diversity to the 2017 Administrative Sciences Association of Canada and was invited to speak at Indiana University-Purdue University Indianapolis and at Queen Mary University in London. Dr. Bell received the Humanities and Social Sciences Distinguished Visiting Fellowship at Queen Mary, University of London in 2015. In Summer 2020, Dr. Elten Briggs spoke to the Arlington Chamber of Commerce on storytelling to get better results in service design. Other faculty have also made presentations to professional organizations.

The College of Business is home to the Veteran's Business Outreach Center (VBOC). VBOC provides training to veterans and their families on how to start businesses. Two VBOC staff members travel to military bases in Texas and Oklahoma to conduct training sessions. This training is particularly helpful for veterans who want to be their own boss after returning from overseas deployment and leaving active duty. VBOC provides a very helpful service to veterans transitioning from the military to the business world by giving them the tools to start their own companies. A grant from the Small Business Administration supports the VBOC. The Director of VBOC, Patrick Alcorn, was awarded the 2016 U.S. Small Business Administration Veterans Small Business Champion of the Year Award. Myron Pullum, VBOC Business Advisor, received the same award in 2018. VBOC has raised over $450,000 in support of its Business Beyond the Battlefield Annual Conferences during the last few years.

Military veterans and their families are an important part of the College of Business and of UTA. The COB has around 280 military veterans enrolled plus another 220 military-connected (out of 2,410 plus 2,697 enrolled at UTA). Military veterans in the COB actively support and assist with veterans' issues by sitting on UTA's Veterans Advisory Council. The support veterans receive has helped UTA to become the #1 ranked veteran-friendly university in the nation according to Military Times 2019 rankings (in October).

Each August the Accounting department hosts a CPE Day. They provide workshop sessions throughout the day for accounting professionals to earn CPE credits. Since 2017 the number of accounting professionals attending CPE Day has been 261, 248, 235, and 284 per year, respectively.

For the past five years the ISOM department has hosted a Business Analytics conference for analytics professionals. It has grown each year to over 200 participants this past year. The ISOM department solicits speakers from companies to discuss state-of-the-art approaches in business analytics.

The Marketing department in cooperation with its Marketing Research Alumni group hosts an annual Marketing Research conference for industry professionals. It has continued to grow over the years to around 300 participants. Industry speakers discuss the latest innovations and techniques in the marketing research field. Revenue from the event has been used to create an endowment that provides scholarship funds to MS in Marketing Research students. It is also an outstanding networking opportunity for current MS in Marketing Research students to meet with alumni and industry experts.

The Dean started the Maverick Macroeconomic Speaker Series in 2019 and conducted three events with well-known speakers. The most recent event in February 2020, attended by 130 guests, featured Robert Kaplan, President and CEO of the Federal Reserve Bank of Dallas. The business community was invited to the event, where Dr. Kaplan discussed monetary and economic issues and projections.

This past year the College has started a free professional development webinar monthly series for business professionals. Although most of the speakers are industry professionals, some COB faculty have also been featured speakers. This endeavor provides a public service to the business community and helps to make connections to build relationships.

Several student organizations provide time or resources to charities each year. The Beta Gamma Sigma honor society hosts an annual charity dinner event and have raised $12,556 to give to charity organizations since Fall 2017. The UTA Chapter received the 2020 Silver Award from Beta Gamma Sigma for outstanding chapters worldwide. The Goolsby Leadership Academy also hosts a charity event each year—in 2019 they raised $8,000 for the Salvation Army. The Accounting Society does community service each year—last year they worked at the Volunteer Event at Mission Arlington and are planning to do so again this year. The Beta Alpha Psi honor society did community service for charities on five dates during 2019-20, plus volunteered in the Accounting Tutor Lab, for a total of 924 student volunteer hours. The PhD students have held a can drive to solicit donated cans of food each year to give to a charity organization. For the past eight years, the SHRM student organization collects Teddy Bears and stuffed animals to give to hospital patients during Christmas.

Although still in the early stages, new COB initiatives related to Diversity, Racial Equity, and Inclusion (DREI) should have significant positive societal impact. Dr. Myrtle Bell, inaugural Associate Dean for Diversity, Racial Equity, and Inclusion, is organizing four groups of various stakeholders to address DREI issues. These include a faculty/staff DREI Council, a Student DREI Council, the Diversity Partners group of community and business leaders, and the DREI Research and Education Group.

Diversity Partners are executives, managers, and individual contributors from well-known multinational corporations and non-profit organizations, including Global Chief Financial Officer; VP of Diversity, Equity, and Inclusion; VP of Operations, and Director, Community Impact, among others. The Partners will serve as mentors and provide internships to COB students. A formal mentoring program is being developed, through which our students will be matched with the Diversity Partners and other leaders in corporations who can serve as role models to provide students with coaching, career guidance, exposure, networking, and mock interviews. This office will focus on improving student learning outcomes including persistence and graduation rates. The mentoring program being developed with the Diversity Partners will assist with this, as mentoring is associated with persistence and graduation rates. Some of the Partners have already expressed willingness to participate in an internship program for students, which will impact the students financially, help strengthen their resumes, and which may provide long-term work opportunities.

The theme for Business Week 2021 is "Diversity, Racial Equity, and Inclusion." Most Diversity Partners have agreed to participate either in a Panel Session or by speaking to a class or student group, as have other alumni who are not diversity partners. Exposure to these executives and leaders will help students learn about ways to position themselves for career and life success after graduation and will connect them with organizations that can help.

As many students are first generation college students and under-represented minorities, these experiences will have significant impact on them as individuals and through them on society, as they graduate college and leave to contribute their knowledge and skills to their organizations and communities.

The College of Business has several faculty and a growing group of doctoral students who conduct research in the area of diversity, racial equity, inclusion, and work-family issues, referred to as Diversity Scholars. Their research and other related activities have a societal impact in that they provide awareness of social justice issues in our society.

Some faculty have used their expertise to help organizations, the business community, and society. Dr. R.C. Baker created a 'Quality Tools' Excel workbook containing over 50 statistical and quality structures that is being used by several quality professionals at a major corporation as well as by students after graduation; it is also posted on a website for open use. Dr. John Adams' work has influenced industry practice and regulatory policy. His research in the investment company securities lending space prompted operational and contractual changes that have yielded investors billions of dollars annually in additional returns. The Security Exchange Commission recently proposed new rules to address the issues raised in his research. Dr. Adams' research has been featured numerous times in the *Wall Street Journal*, the *Financial Times*, *Barron's*, and several investment trade journals.

Dr. Andrew Hansz created and updates on a monthly basis the VPA National Survey of Real Estate Valuation Experts and the Analytics Dashboard. Dr. Christy Spivey developed empirical models that were used by the Center for American Progress, an independent nonpartisan policy institute, to create a calculator for individuals, especially women, to estimate how much income they would lose when taking time off from work. Dr. Carolyn Davis helped test the mobile app Diabetes Helper as part of a funded research project. The app was designed for use by low income individuals with a low literacy level, as part of a trial to see if mobile apps designed for this demographic could improve management and health of people with diabetes.

Many COB faculty serve on boards or serve as officers of corporate, nonprofit, or community organizations. Appendix VI.d shows a list of faculty, the organization name, and the role they serve. Many faculty also provide their expertise to organizations through consulting. Appendix VI.e shows a list of faculty and the organizations they have consulted with.

As mentioned earlier in this report, UTA/COB has a large percentage of transfer students and first-generation-in-college students. Probably COB's biggest societal impact is providing opportunities for upward social mobility and better livelihoods for these students and their families. UTA was recently ranked No. 26 in the nation for social mobility by *U.S. News & World Report*.

| Table 2-1 Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle | | |
|---|---|---|
| | | |
| | | |
| Strategic Initiatives | Total Estimated Investment | Expected Source of Funds |
| Faculty retention adjustments | $166,000/yr | E&G funds |
| PhD stipend increase | $228,000/yr | Chinese EMBA funds |
| COBA Building renovations | $400,000 one time | Chinese EMBA funds |
| Improve online teaching | $50,000 one time | UTA Strategic funds |
| Diversity initiative | $100,000/yr | Annual gifts & Dean's Exc. Funds |
| Update behavioral lab | $50,000 one time | Dean's Excellence fund |

**AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)[1]**

**Faculty not engaged in teaching within the selected criteria are excluded from this report.**

**Date Range:** September 1, 2019 - May 8, 2020

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| **Accounting** | | | | | Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Chen, Wei | Accounting | MS, 2015 | | 204 sch | UT | 12.5 | | | | | ABD |
| Fan, Yun | Accounting | PhD, 2011 | 318 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Hall, Bethane | Taxation | PhD, 1987 | 510 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Hall, David | Health Services/ Hospital Admin | JD, 1988 | 84 sch | | MT | | | | 37.5 | | Practitioner job |
| Hall, Thomas | Accounting | PhD, 1980 | 414 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Henderson, Sandra | Accounting | PhD, 2002 | 576 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| Ho, Li-Chin | Accounting | PhD, 1990 | 696 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Le, Tram | Taxation | JD, 2011 | | 27 sch | MT | | | | 12.5 | | Practitioner job |
| Ma, Tao[1] | Accounting | PhD, 2011 | | 153 sch | UT and MT | 25 | | | | | Sufficient qualification points |
| Mark, Richard | Accounting | LLM, 1978 | 288 sch | | UT, MT and RES | | 100 | | | | Sufficient qualification points |
| Matthews, Jeffrey | Accounting | BBA, 1995 | | 69 sch | MT | | | | 12.5 | | Practitioner job |
| McGee, Melanie[2] | Accounting | MS, 1999 | 84 sch | | MT, ADM and SER | | | | 100 | | Sufficient qualification points |
| McGhee, Terra | Accounting | MA, 2005 | 1555 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| Mcconnell, Donald | Accounting | PhD, 1981 | 464 sch | | UT, MT and RES | 100 | | | | | Sufficient qualification points |
| Nagarajan, Nandu | Accounting | PhD, 1984 | 504 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Prachyl, Cheryl | Accounting | PhD, 1996 | 1356 sch | | UT, MT and SER | 100 | | | | | Sufficient publications |
| Prachyl, Michael | Accounting | MS, 1996 | | 258 sch | UT | | | | 25 | | Practitioner job |
| Rasmussen, Stephanie | Accounting | PhD, 2009 | 1901 sch | | UT, MT, DT, RES and SER | 100 | | | | | Sufficient publications |
| Rosser, David | Accounting | PhD, 2017 | 3311 sch | | UT and RES | 100 | | | | | <5 year after PhD |
| Sargent, Matthew | Accounting | MA, 2006 | 744 sch | | UT | | | | 50 | | Practitioner job |
| Seat, Stanley | Accounting | LLM, 2012 | 2784 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| Skantz, Terrance | Accounting | PhD, 1979 | 585 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Smith, Kenneth | Accounting | MS, 2014 | 735 sch | | UT and MT | | | | 87.5 | | Sufficient qualification points |
| Srinidhi, Bin | Accounting | PhD, 1984 | 237 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Venkataraman, Ramgopal | Accounting | PhD, 2001 | 353 sch | | UT, MT, DT, ADM and RES | 100 | | | | | Sufficient publications |
| Wang, Suye | Accounting | Master of Professional Accounting, 2015 | | 153 sch | UT | 37.5 | | | | | ABD |
| Wilson, William | Accounting | MBA, 1975 | | 234 sch | UT | | | | 25 | | Practitioner job |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| **Total Accounting** | | | 17499 sch | 1098 sch | | 1275 (63.0%) | 200 (9.9%) | 0 (0.0%) | 550 (27.2%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (94.1%) | | | SA ≥ 40% guideline for AACSB met (63.0%)<br>SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Business Communication | | | | | Degrees or majors are offered in this discipline ☐<br>Degrees or majors are not offered in this discipline ☒ | | | | | | |
| Buckman, Michael | Business Communication | MBA, 1982 | 2607 sch | | UT | | | | 100 | | Sufficient qualification points |
| Carr, Kevin | Business Communication | PhD, 2015 | 1285 sch | | UT, MT and SER | | 100 | | | | Sufficient qualification points |
| Fowler, Melody | Business Communication | MA, 1995 | 1951 sch | | UT and SER | | | | 100 | | Sufficient qualification points |
| Jacobson Jordan, Tatia | Business Communication | PhD, 2009 | 867 sch | | MT, DT, ADM and SER | 100 | | | | | Sufficient qualification points |
| **Total Business Communication** | | | 6710 sch | 0 sch | | 100 (25.0%) | 100 (25.0%) | 0 (0.0%) | 200 (50.0%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (100.0%) | | | SA ≥ 40% guideline for AACSB not met (25.0%)<br>SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Business Law | | | | | Degrees or majors are offered in this discipline ☐<br>Degrees or majors are not offered in this discipline ☒ | | | | | | |
| Dowdy, John | Business Law/ Legal Environment | JD, 1968 | 1560 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| Graca, Thomas | Business Law/ Legal Environment | EdD, 2004 | 1044 sch | | UT, MT and SER | 100 | | | | | Sufficient qualification points |
| Hash, Paul | Business Law/ Legal Environment | LLM, 1987 | | 105 sch | MT | | | | 12.5 | | Practitioner job |
| Meiners, Roger | Business Law/ Legal Environment | JD, 1978 | 578 sch | | MT, ADM, RES, ED and SER | 100 | | | | | Sufficient publications |
| Miller, Charles | Business Law/ Legal Environment | JD, 1979 | 2103 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| Schwemer, Lee | Business Law/ Legal Environment | JD, 1972 | 2199 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| **Total Business Law** | | | 7484 sch | 105 sch | | 200 (39.0%) | 0 (0.0%) | 0 (0.0%) | 312.5 (61.0%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (98.6%) | | | SA ≥ 40% guideline for AACSB not met (39.0%)<br>SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Decision Sciences | | | | | Degrees or majors are offered in this discipline ☐<br>Degrees or majors are not offered in this discipline ☒ | | | | | | |
| Baker, Revenor | Production/Operations Management | PhD, 1971 | 1068 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| Cannon, Alan | Production/Operatio | PhD, 1999 | 761 sch | | UT, MT and RES | 100 | | | | | Sufficient qualification points |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| | ns Management | | | | | | | | | | |
| Chen, Kay Yut | Production/Operations Management | PhD, 1994 | 378 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Eakin, Mark | Statistics | PhD, 1980 | 492 sch | | UT, MT and RES | 100 | | | | | Sufficient qualification points |
| Esimai, Grace | Statistics | PhD, 1977 | 1653 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| Ganji, Vidya[3] | Production/Operations Management | MS, 2011 | | 399 sch | UT | 25 | | | | | ABD |
| Hua, Lei | Production/Operations Management | MS, 2011 | | 645 sch | UT | 37.5 | | | | | ABD |
| KC, Anup | Statistics | PhD, 2016 | | 279 sch | UT and MT | 25 | | | | | <5 years since PhD |
| Masters, Bradly | Production/Operations Management | PhD, 2013 | | 117 sch | UT | | 12.5 | | | | Practitioner job |
| Nakkas, Alper | Production/Operations Management | PhD, 2010 | 279 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Napier, Randall | Production/Operations Management | PhD, 2012 | 431 sch | | UT, MT, RES and SER | 100 | | | | | Sufficient publications |
| Nour, Mohammed | Production/Operations Management | MS, 2015 | | 924 sch | UT | | | | 62.5 | | Sufficient qualification points |
| Prater, Edmund | Production/Operations Management | PhD, 1999 | 603 sch | | UT, MT, DT, RES and SER | 100 | | | | | Sufficient publications |
| Su, Jingjie | Statistics | MS, 2015 | | 849 sch | UT | 50 | | | | | ABD |
| Thomas, Amrita | Production/Operations Management | MS, 2015 | | 432 sch | UT | | | | 25 | | Sufficient qualification points |
| Whiteside, Mary | Statistics | PhD, 1974 | 558 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient qualification points |
| Wu, Xianghua | Statistics | MS, 2012 | | 213 sch | UT | 25 | | | | | ABD |
| **Total Degrees or majors are NOT offered in this discipline** | | | 6223 sch | 3858 sch | | 962.5 (82.8%) | 112.5 (9.7%) | 0 (0.0%) | 87.5 (7.5%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (61.7%) | | | SA ≥ 40% guideline for AACSB met (82.8%)<br>SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Economics | | | | | Degrees or majors are offered in this discipline ☒<br>Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Blackburn, Donald | Economics/ Managerial Economics | MA, 1985 | 690 sch | | UT | | | | 62.5 | | Practitioner job |
| Brown, Tara | Economics/ Managerial Economics | PhD, 2010 | 561 sch | | UT and MT | 100 | | | | | Sufficient qualification points |
| Candreva, Christopher | Economics/ Managerial Economics | PhD, 2019 | 258 sch | | UT, MT, DT and RES | 100 | | | | | <5 years after PhD |
| Choi, Chi-Young | Economics/ Managerial Economics | PhD, 2000 | 234 sch | | UT, MT and RES | 100 | | | | | Sufficient PRJ |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| Crowder, William | Economics/ Managerial Economics | PhD, 1992 | 1086 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Czajkowski, Rafal | Economics/ Managerial Economics | MA, 2012 | 510 sch | | UT | | | | 50 | | Practitioner job |
| Gabel, Todd | Economics/ Managerial Economics | PhD, 2011 | 1194 sch | | UT and RES | 100 | | | | | Sufficient publications |
| Himarios, Jane | Economics/ Managerial Economics | PhD, 1988 | 2430 sch | | UT and SER | | 100 | | | | Sufficient qualification points |
| Liggett, Ronald | Economics/ Managerial Economics | MBA, 1989 | 1917 sch | | UT | | | | 100 | | Sufficient qualification points |
| McCluskey, Dara[4] | Economics/ Managerial Economics | MBA, 2019 | | 45 sch | UT and MT | | | | 25 | | Practitioner job |
| Pettis, Robert | Economics/ Managerial Economics | PhD, 2019 | 624 sch | | UT, MT and RES | 100 | | | | | <5 years after PhD |
| Quigley, David | Economics/ Managerial Economics | PhD, 2019 | 381 sch | | UT, MT and RES | 100 | | | | | <5 years after PhD |
| Seeger, William | Economics/ Managerial Economics | PhD, 1988 | 648 sch | | UT, MT and SER | | 100 | | | | Sufficient publications |
| Smallwood, Aaron | Economics/ Managerial Economics | PhD, 2001 | 426 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Spivey, Christy | Economics/ Managerial Economics | PhD, 2006 | 786 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Steen, Charles | Economics/ Managerial Economics | PhD, 1993 | 183 sch | | UT and RES | | 37.5 | | | | Practitioner job |
| Vanderford, Brandon | Economics/ Managerial Economics | MA, 2012 | 375 sch | | UT | | | | 37.5 | | Practitioner job |
| Ward, Michael | Economics/ Managerial Economics | PhD, 1993 | 363 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Wehr, Roger | Economics/ Managerial Economics | MA, 1994 | 2557 sch | | UT | | | | 100 | | Sufficient qualification points |
| Wunder, Timothy | Economics/ Managerial | PhD, 2003 | 1698 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| | Economics | | | | | | | | | | |
| Yasar, Mahmut[5] | Economics/ Managerial Economics | PhD, 2002 | 390 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| **Total Economics** | | | 17311 sch | 45 sch | | 1200 (66.2%) | 237.5 (13.1%) | 0 (0.0%) | 375 (20.7%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (99.7%) | | | SA ≥ 40% guideline for AACSB met (66.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Finance | | | | | Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Adams, John | Finance - incl Banking | PhD, 2005 | 1000 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Altomare, Edwin | Finance - incl Banking | MBA, 1980 | 921 sch | | UT | | | | 50 | | Practitioner job |
| Banjade, Dhruba | Finance - incl Banking | MS, 2015 | | 564 sch | UT | 37.5 | | | | | ABD |
| Damani, Ankita | Finance - incl Banking | MA, 2016 | | 411 sch | UT | 25 | | | | | ABD |
| Diltz, John | Finance - incl Banking | PhD, 1980 | 309 sch | | MT and RES | 100 | | | | | Sufficient publications |
| Du, Yibing | Finance - incl Banking | PhD, 2009 | 1491 sch | | UT, MT, RES and SER | 100 | | | | | Sufficient qualifications points |
| Hansz, James | Real Estate | PhD, 1999 | 210 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Hao, Qing | Finance - incl Banking | PhD, 2005 | 624 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Isbell, Steve | Real Estate | MS, 2000 | 1822 sch | | UT and MT | | | | 100 | | Sufficient qualification points |
| Morales-Camargo, Emmanuel | Finance - incl Banking | PhD, 2006 | 741 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| Nguyen, Anh Tuan | Finance - incl Banking | MBA, 2016 | | 807 sch | UT | 0 | | | | | ABD |
| Pratima, FNU | Finance - incl Banking | PhD, 2011 | | 456 sch | UT | 37.5 | | | | | ABD |
| Rakowski, David | Finance - incl Banking | PhD, 2003 | 684 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Sabherwal, Sanjiv | Finance - incl Banking | PhD, 2000 | 54 sch | | MT, DT, ADM, RES and SER | 100 | | | | | Sufficient publications |
| Sarkar, Salil | Finance - incl Banking | PhD, 1991 | 293 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Song, Jiachu | Finance - incl Banking | PhD, 2000 | 963 sch | | MT and SER | 100 | | | | | Sufficient qualification points |
| Thompson, Thomas | Finance - incl Banking | PhD, 2004 | 1638 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Vafai, Nima | Finance - incl Banking | MS, 2015 | | 591 sch | UT | 25 | | | | | ABD |
| Villupuram, Sriram | Real Estate | PhD, 2008 | 174 sch | | UT, MT, RES and | 100 | | | | | Sufficient publications |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| | | | | | SER | | | | | | |
| **Total Finance** | | | 10924 sch | 2829 sch | | 1325 (89.8%) | 0 (0.0%) | 0 (0.0%) | 150 (10.2%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (79.4%) | | | SA ≥ 40% guideline for AACSB met (69.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Information Systems | | | | | Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Akar, Ezgi | | PhD, 2018 | 1197 sch | | UT and RES | 100 | | | | | <5 years since PhD |
| Budiman, Santoso | Computer or Management Information Systems | PhD, 2018 | 784 sch | | UT and MT | 100 | | | | | Sufficient qualification points |
| Datta, Sajib [6] | Computer or Management Information Systems | PhD, 2013 | | 1086 sch | MT | | 12.5 | | | | Sufficient qualification points |
| Davis, Carolyn | Computer or Management Information Systems | PhD, 1988 | 834 sch | | UT and MT | | | 100 | | | Sufficient qualification points |
| Deo, Ankit | Computer or Management Information Systems | ME, 2015 | | 216 sch | UT | | | | | 12.5 | Does not meet other categories |
| Gu, Zhuojun | Computer or Management Information Systems | PhD, 2017 | 453 sch | | UT, RES and SER | 100 | | | | | <5 years since PhD |
| Johnson, Scott | Computer or Management Information Systems | MS, 1993 | 1641 sch | | UT | | | | 100 | | Sufficient qualification points |
| Koffi, Bouabre | Computer or Management Information Systems | MS, 2015 | | 831 sch | UT | | | | 62.5 | | Sufficient qualification points |
| Mahapatra, Puspa | Computer or Management Information Systems | MBA, 2010 | | 330 sch | UT | | | | 25 | | Practitioner job |
| Mahapatra, Radha | Computer or Management Information Systems | PhD, 1994 | 465 sch | | UT, MT, DT, ADM, RES, ED and SER | 100 | | | | | Sufficient publications |
| Murad, Mohammad | Computer or Management Information Systems | MBA, 2016 | | 309 sch | UT | 25 | | | | | ABD |
| Nerur, Sridhar | Computer or Management Information Systems | PhD, 1994 | 430 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Raja, Manjeri | Computer or Management Information Systems | PhD, 1971 | 1011 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Sambhara, | Computer or | PhD, 2015 | 489 sch | | MT, RES and | 100 | | | | | Sufficient publications |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| Chaitanya | Management Information Systems | | | | SER | | | | | | |
| Samuel, Jayarajan | Computer or Management Information Systems | PhD, 2018 | 717 sch | | UT, MT and RES | 100 | | | | | <5 years since PhD |
| Scott, Karen | Computer or Management Information Systems | MS, 1997 | 2238 sch | | UT | | | | 100 | | Sufficient qualification points |
| Sharif Vaghefi, Mahyar | Computer or Management Information Systems | PhD, 2018 | 549 sch | | UT, MT and RES | 100 | | | | | <5 years since PhD |
| Sikora, Riyaz | Computer or Management Information Systems | PhD, 1994 | 862 sch | | UT, MT, DT, RES and SER | 100 | | | | | Sufficient publications |
| Vaidyan Joseph, Koshy | Computer or Management Information Systems | PhD, 2008 | 1875 sch | | UT, MT and RES | | | 100 | | | Sufficient qualification points |
| Wang, Jingguo | Computer or Management Information Systems | PhD, 2007 | 288 sch | | MT, DT and RES | 100 | | | | | Sufficient publications |
| Zhang, Jie | Computer or Management Information Systems | PhD, 2003 | 537 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| **Total Information Systems** | | | 14370 sch | 2772 sch | | 1225 (70.5%) | 12.5 (0.7%) | 200 (11.5%) | 287.5 (16.5%) | 12.5 (0.7%) | |
| | | | P ≥ 60% guideline for AACSB met (83.8%) | | | SA ≥ 40% guideline for AACSB met (70.5%)<br>SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.3%) | | | | | |
| Management | | | | | Degrees or majors are offered in this discipline ☒<br>Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Agarwal, Ankita | Management | PhD, 2015 | | 270 sch | UT and RES | 25 | | | | | <5 years since PhD |
| Baptist, Georgetta | Management | PhD, 2006 | 114 sch | | UT, MT and SER | | | | 100 | | Practitioner job |
| Bell, Myrtle | HR Mgt - Incl Personnel & Ind/Labor Relations | PhD, 1996 | 246 sch | | UT, MT and ADM | 100 | | | | | Sufficient publications |
| Benson, George | HR Mgt - Incl Personnel & Ind/Labor Relations | PhD, 2002 | 371 sch | | MT, ADM and RES | 100 | | | | | Sufficient publications |
| Birch, Alison | Management | PhD, 2014 | 260 sch | | UT, RES and SER | 100 | | | | | Sufficient publications |
| Brill, Thomas | Management | PhD, 2018 | | 423 sch | UT | 37.5 | | | | | <5 years since PhD |
| Brittingham, Marvin | International Business | MS, 2001 | 1554 sch | | UT | | | | 100 | | Sufficient qualification points |
| Casper, Wendy | Management | PhD, 2000 | 51 sch | | DT, ADM and SER | 100 | | | | | Sufficient publications |
| Cocchiara, Faye | Management | PhD, 2007 | 1137 sch | | UT and MT | 100 | | | | | Sufficient publications |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| Crawford, Wayne | HR Mgt - incl Personnel & Ind/Labor Relations | PhD, 2015 | 501 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Datta, Deepak | International Business | PhD, 1986 | 354 sch | | UT and RES | 100 | | | | | Sufficient publications |
| El Rayes, Sandy | Management | MBA, 2018 | | 129 sch | UT | | | | 12.5 | | Practitioner job |
| Fisher, Jeffrey | Management | MS, 1992 | | 45 sch | UT | | | | 12.5 | | Practitioner job |
| Froidevaux, Ariane | HR Mgt - incl Personnel & Ind/Labor Relations | PhD, 2016 | 537 sch | | UT, RES and SER | 100 | | | | | Sufficient publications |
| George, Beverly | Management | EdD, 2004 | 1371 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| Gonzalez, Arthur | Health Services/ Hospital Admin | PhD, 1984 | 36 sch | | MT and SER | | 100 | | | | Sufficient qualification points |
| Gray, David | Management | PhD, 1974 | 596 sch | | UT, MT and SER | 100 | | | | | Sufficient qualification points |
| Hirst, Matthew[7] | Management | MS, 2008 | | 417 sch | UT and MT | 37.5 | | | | | ABD |
| Hubbard, Jerry | Leadership | PhD, 2017 | 261 sch | | UT and SER | | 100 | | | | Sufficient qualification points |
| Janson, Reinhard | Management | MBA, 1983 | 741 sch | | UT | | | | 100 | | Sufficient qualification points |
| Jean, Esther | Management | MED, 2011 | | 177 sch | UT | | | | 12.5 | | Sufficient qualification points |
| Lavelle, James | Management | PhD, 1999 | 369 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Lee, Joohan | Management | MS, 2015 | | 543 sch | UT | 37.5 | | | | | ABD |
| Long, Dwight | Management | MBA, 2008 | 1515 sch | | UT | | | | 100 | | Sufficient qualification points |
| Mack, David | Management | PhD, 2000 | 244 sch | | MT and SER | | 100 | | | | Sufficient qualification points |
| McDaniel, Michael | Management | MBA, 2015 | | 93 sch | UT | 12.5 | | | | | ABD |
| McFadyen, Margaret | Management | PhD, 2000 | 303 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| McGee, Jeffrey | Entrepreneurship/ Small Business Admin | PhD, 1992 | 721 sch | | UT, MT, RES and SER | 100 | | | | | Sufficient publications |
| Michalski, Jeanne | HR Mgt - incl Personnel & Ind/Labor Relations | PhD, 1990 | 759 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| Muro, Benjamin | Management | MBA, 1986 | | 117 sch | UT | | | | 25 | | Practitioner job |
| Newson, Charles | Management | PhD, 2013 | | 294 sch | UT and MT | | 25 | | | | Practitioner job |
| Nordtvedt, Liliana | Management | PhD, 2005 | 628 sch | | UT and RES | 100 | | | | | Sufficient publications |
| Ogunyomi, Ifeyimika | Management | MS, 2015 | | 366 sch | UT | 25 | | | | | ABD |
| Parham, Patricia | Management | PhD, 1980 | 720 sch | | UT | | 50 | | | | Sufficient qualification points |
| Rasheed, Abdul | Management | PhD, 1988 | 641 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Risher, Wendelyn | Management | MS, 1999 | | 402 sch | UT | | | | 37.5 | | Practitioner job |
| Shah, Tushar | Management | MS, 2015 | | 423 sch | UT | 50 | | | | | ABD |
| Smith, Suzanne | Management | MBA, 2008 | | 42 sch | UT and MT | | | | 25 | | Practitioner job |
| St John, Cynthia | Health Services/ Hospital Admin | PhD, 2004 | 285 sch | | UT, MT and SER | | 100 | | | | Sufficient qualification points |
| Thurburn, Albert | Entrepreneurship/ Small Business Admin | MBA, 1992 | 492 sch | | UT | | | | 50 | | Practitioner job |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| Vaswani, Manisha[8] | Management | MS, 2015 | | 351 sch | UT | 25 | | | | | <5 years since PhD |
| Venugopal, Ajith | Management | MBA, 2015 | | 270 sch | UT | 25 | | | | | ABD |
| Wilensky, Terrance | Management | PhD, 1992 | 1323 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| Yuan, Feirong | Management | PhD, 2005 | 1230 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| **Total Management** | | | 17360 sch | 4362 sch | | 1875 (60.0%) | 675 (21.6%) | 0 (0.0%) | 575 (18.4%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (79.9%) | | | SA ≥ 40% guideline for AACSB met (60.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| Marketing | | | | | Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐ | | | | | | |
| Brewer, Lauren | Marketing | PhD, 2014 | 1928 sch | | UT and SER | 100 | | | | | Sufficient qualification points |
| Briggs, Ellen | Marketing | PhD, 2006 | 126 sch | | UT, MT, ADM, RES and SER | 100 | | | | | Sufficient publication points |
| Chonko, Lawrence | Marketing | PhD, 1978 | 497 sch | | UT, MT, RES and SER | 100 | | | | | Sufficient publications |
| Freling, Traci | Marketing | PhD, 2001 | 1104 sch | | UT, MT, DT, RES, ED and SER | 100 | | | | | Sufficient publications |
| Gottfried, Anne | Marketing | DBA, 2015 | 987 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| Grisaffe, Douglas | Marketing | PhD, 1989 | 351 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Hanson, Joseph | Marketing | PhD, 2004 | 786 sch | | UT, MT and SER | 100 | | | | | Sufficient qualification points |
| Janakiraman, Narayanan | Marketing | PhD, 2003 | 138 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Khare, Adwait | Marketing | PhD, 2003 | 1173 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Le, Chien | Marketing | PhD, 1999 | 2694 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| Li, Yiyi | Marketing | PhD, 2017 | 432 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Liao, Hsin-Yi | Marketing | MS, 2015 | | 174 sch | UT | 12.5 | | | | | ABD |
| Miao, Fred | Marketing | PhD, 2007 | 573 sch | | UT, MT and RES | 100 | | | | | Sufficient publications |
| Nie, Xiaodong | Marketing | MS, 2016 | | 267 sch | UT | 25 | | | | | ABD |
| Philip, Heather | Marketing | PhD, 2016 | 1728 sch | | UT, RES and SER | 100 | | | | | Sufficient publications |
| Qualls, William | Marketing | DBA, 1983 | 72 sch | | UT | | | | 12.5 | | Practitioner job |
| Richarme, Michael | Marketing | PhD, 2006 | 2154 sch | | UT and RES | 100 | | | | | Sufficient qualification points |
| Saini, Ritesh | Marketing | PhD, 2008 | 687 sch | | UT, MT, DT and RES | 100 | | | | | Sufficient publications |
| Venable, William | Marketing | MBA, 2010 | 867 sch | | UT, MT and RES | | | 100 | | | Sufficient qualification points |
| Wallman, Jeffrey | Marketing | PhD, 2005 | 1227 sch | | UT and MT | | 100 | | | | Sufficient qualification points |
| **Total Marketing** | | | 17524 sch | 441 sch | | 1437.5 (82.1%) | 200 (11.4%) | 100 (5.7%) | 12.5 (0.7%) | 0 (0.0%) | |
| | | | P ≥ 60% guideline for AACSB met (97.5%) | | | SA ≥ 40% guideline for AACSB met (82.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%) | | | | | |
| **Grand Total** | | | 115405 sch | 15510 sch | | 9600 (68.6%) | 1537.5 (11.0%) | 300 (2.1%) | 2550 (18.2%) | 12.5 (0.1%) | |
| | | | P ≥ 75% guideline for AACSB | | | SA ≥ 40% guideline for AACSB met (68.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.9%) | | | | | |

| Faculty Portfolio | | | Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours) | | | Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Faculty Member's Name | Specialty Field | Highest Degree, Year Earned | Participating Faculty Teaching Productivity (P)[2] | Supporting Faculty Teaching Productivity (S)[2] | Normal Professional Responsibilities[3] | Scholarly Academic (SA)[4] | Practice Academic (PA)[4] | Scholarly Practitioner (SP)[4] | Instructional Practitioner (IP)[4] | Additional (A)[4] | Brief Description of Basis for Qualification |
| | | | met (88.2%) | | | | | | | | |
| Faculty Sufficiency Indicators[1]:<br><br>Overall guideline: P/(P+S) ≥ 75%<br>By discipline, location, delivery mode, or program: P/(P+S) ≥ 60% | | | | | | Faculty Qualifications Indicators[1]:<br><br>SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40%<br>SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90% | | | | | |

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

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[1] Ma, Tao
**Note:** In 2019-2020, had a joint appointment.

[2] McGee, Melanie
**Note:** In 2019-2020, had a joint appointment.

[3] Ganji, Vidya
**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

[4] McCluskey, Dara
**Note:** In 2019-2020 had interdisciplinary responsibilities in University Library ().

[5] Yasar, Mahmut
**Note:** In 2019-2020 had interdisciplinary responsibilities in College of Architecture, Planning and Public Affairs ().

[6] Datta, Sajib
**Note:** In 2019-2020, had a joint appointment and had interdisciplinary responsibilities in College of Engineering ().

[7] Hirst, Matthew
**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, even though it is indicated in the system that three years have elapsed since this person completed their most recent graduate comprehensive examination and does not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

[8] Vaswani, Manisha
**Note:** In 2019-2020 had interdisciplinary responsibilities in College of Education ().

**AACSB TABLE 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year[1]**
**Date Range:** September 1, 2019 - May 8, 2020

| | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
|---|---|---|---|---|---|---|
| Degree Program | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| Bachelor's | 50.13% | 12.52% | 2.99% | 34.15% | 0.2% | 100% |
| Doctoral | 100% | 0% | 0% | 0% | 0% | 100% |
| Executive MBA | 88.87% | 11.13% | 0% | 0% | 0% | 100% |
| MA Economics | 80.69% | 17.45% | 0% | 1.87% | 0% | 100% |
| MBA | 88.29% | 9.26% | 0% | 2.46% | 0% | 100% |
| MS Business Analytics | 84.68% | 4.3% | 11.02% | 0% | 0% | 100% |
| MS Economics Data Analytics | 84.59% | 0% | 15.41% | 0% | 0% | 100% |
| MS Healthcare Admin | 34.76% | 25% | 0% | 40.24% | 0% | 100% |
| MS Human Resource Management | 80.45% | 12.35% | 0% | 7.2% | 0% | 100% |
| MS Information Systems | 87.23% | 3.58% | 9.19% | 0% | 0% | 100% |
| MS Marketing Research | 94.76% | 5.24% | 0% | 0% | 0% | 100% |
| MS Quantitative Finance | 99.53% | 0% | 0% | 0.47% | 0% | 100% |
| MS Real Estate | 79.55% | 0% | 0% | 20.45% | 0% | 100% |
| MS Tax | 74.19% | 0% | 0% | 25.81% | 0% | 100% |
| MSA/MPA | 70.09% | 10.46% | 0% | 13.72% | 5.73% | 100% |

**Table 5-1: Assessment Plan and Most Recent Results**

1. MS Business Analytics

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Data Warehousing | 75%/75% | Exam-embedded | INSY 5337 | Year 2 | Year 2-100% | |
| Data Extraction and Analysis | 75%/75% | Assignment | INSY 5339 | Year 2 | Year 2-100% | |
| Predictive Statistical Analysis | 75%/75% | Exam-embedded | INSY 5339 | Year 2 | There were six students in the MSBA program. On the midterm the problem was worth 10 points. 67% of the students answered the question with 100% accuracy. 33% of the students answered the question with 50% accuracy. On the final the problem was worth 15 points. 17% of the students answered the question with 100% accuracy. 83% of the students answered the question with 50% accuracy. | |
| Data Access | 75%/75% | Assignment | INSY 5337 | Year 2 | Year 2-100% | |
| Business Case Development | 75%/75% | Assignment | INSY 5337 | Year 2 | Year 2-100% | |
| Analytics Techniques | 100%/90% | Assignment | INSY 5379 | Year 3 | Year 3-100% | |
| Analytics Problem Solving | 100%/90% | Assignment | INSY 5337 | Year 3 | Year 3-100% | |
| Data Architecture | 80%/75% | Assignment | INSY 5337 | Year 3 | Year 3-100% | |
| Data Solutions | 100%/90% | Assignment | INSY 5379 | Year 3 | Year 3-100% | |
| Python Programming | 80%/88% | Assignment | Unknown | Year 4 | Year 4-92% | |
| Analyze Data Sets | 80%/Good or excellent | Assignment | INSY 5378 | Year 4 | Year 4-100% | |
| Written Communication | 80%/Good or excellent | Assignment | INSY 5378 | Year 4 | Year 4-100% | |
| Business Intelligence | 80%/80% | Assignment | INSY 5377 | Year 4 | Year 4-100% | |
| Program Coding | 80%/80% | Assignment | INSY 5336 | Year 4 | Year 4-58% | |

## 2. MS Human Resource Management

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Human Resource Functions | 75%/80% | Assignment | MANA 5341 | Year 2, Year 3, Year 4 | Year 2-80%, Year 3-76%, Year 4-60% | Additional class time will be given to reliability and validity testing methods-Year 3 and Year 5 |
| Human Resource Training Measures | 75%/75% | Quiz/Exam | MANA 5323 | Year 2, Year 3, Year 4 | Year 2-80%, Year 3-76%, Year 4-71% | Remedial steps taken to review training methodologies in an additional lecture. Students are required to respond to a final exam question that tests their knowledge by comparing the pros and cons of the training techniques used as explained in a case study-Year 3 |
| Pay Based on Performance | 75%/75% | Assignment | MANA 5322 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | |
| Performance Evaluations | 75%/80% | Quiz | MANA 5341 | Year 2, Year 3, Year 4 | Year 2-87%, Year 3-100%, Year 4-80% | |
| Organizational Complexity | 75%/80% | Assignment | MANA 5334 | Year 2, Year 3, Year 4 | Year 2-75%, Year 3-96%, Year 4-100% | |
| Human Resource Metrics | 75%/80% | Assignment | MANA 5329 | Year 3, Year 4 | Year 3-76%, Year 4-90% | Additional class time will be scheduled to discuss the process of linking HR metrics to company strategy. Strategy mapping exercise will be expanded-Year 4 |
| Human Resource Law | 75%/80% | Assignment | MANA 5341 | Year 2 , Year 3, Year 4 | Year 2-80%, Year3-96%, Year 4-80% | |

## 3. MS Quantitative Finance

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Technical Concepts-Communication | 80%/Satisfactory | Oral/Written Exam | FINA 5350 | Year 2, Year 3, Year 4 | Year 2-84%, Year 3-82%, Year 4-85% | To improve upon this process in the future, an ex-ante interview as well as the ex-post interview may be conducted. This would allow us to determine the value added by work done by MSQF students in FINA 5350 |
| Asset/Derivative Valuation | 80%/Satisfactory | Exam-Embedded | FINA 5350 | Year 2, Year 3, Year 4 | Year 2-82%, Year 3-74%, Year 4-69% | Moved from a text with a pure mathematics format to a more descriptive text. Further assessment revealed that students did not perform as well working from the more descriptive text. The decision was made to revert back to the original textbook |
| Computer Modeling | 80%/Satisfactory | Assignment | FINA 5351 | Year 2, Year 3, Year 4 | Year 2-77%, Year 3-90%, Year 4-84% | Some students could not use the technique of "recursion" needed to write the function. To address the issue, more exercises that involve an application of "recursion" will be done in class |
| Written Communication | 80%/80% | Exam-Embedded | FINA 5350 | Year 2 | Year 2-95% | |

## 4. MS Economic Data Analytics

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Model Interpretation | 80%/80% | Exam-Embedded | ECON 5313 | Year 2 | Year2-85% | |
| Regression Analysis | 80%/80% | Exam-Embedded | ECON 5336 | Year 2, Year 3 | Year 2-86%, Year 3-70% | |
| Data Decision Making | 80%/80% | Assignment/Exam-Embedded | ECON 5314/ECON 5336 | Year 2, Year 3, Year 4 | Year 2-86%, Year 3-93%, Year 4-46% | |
| Longitudinal Data | 80%/80% | Exam-Embedded | ECON 5339 | Year 2, Year 4 | Year 2-58%, Year 4-20% | More classroom instruction time will be devoted to longitudinal data-Year 4 and Year 5 |
| Identification Strategies | 80%/80% | Exam-Embedded | ECON 5339 | Year 2 | Year 2-83% | |
| Excel Optimization | 80%/80% | Assignment | ECON 5336 | Year 3 | Year 3-82% | |
| Economic Consulting | 80%/80% | Assignment/Project | ECON 5339 | Year 4 | Year 4-90% | |
| Causality | 70%/100% | Exam-Embedded | Unknown | Year 4 | Year 4-61% | In ECON 5443 Causal Inference for Business Decisions, faculty changed the required text to freely available material, and updated readings with more current examples of the methods used |
| Strategic Pricing | 80%/80% | Exam-Embedded | ECON 5314 | Year 4 | Year 4-85% | |
| Statistical Analysis | 80%/80% | Assignment | ECON 5341 | Year 3 | Year 3-100% | |

5. EMBA ASIA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Core Business Knowledge | 70%/70% | Standardized Test | MARK 5331 | Year 2, Year 3, Year 4 | Year 2-47%/33%. Year 3-1%, Year 4-4% | At the beginning of Marketing 5331, the instructor will present an overview of the major field exam, helping students understand the structure and pace of the exam. Additionally, the exam will be administered at the end of the course, rather than at mid-term-Year 4 and Year 5 |
| Critical Thinking | 80%/80% | Case Assignment | FINA 5340 | Year 2, Year 3, Year 4 | Year 2-90%/82%, Year 3-99%, Year 4-99% | |
| Team Work | 70%/70% | Case Assignment | MANA 5320 | Year 2, Year 3, Year 4 | Year 2-80%, Year 3-86%, Year 4-88% | |
| Financial Decision Making | 80%/80% | Case Assignment | FINA 5340 | Year 3, Year 4 | Year 3-99%, Year 4-99% | Case study improved to measure both critical thinking skills and financial decision making outcomes with two distinct rubrics for each outcome-Year 4 |
| Ethical Reasoning | 70%/70% | Case Assignment | ACCT 5302 | Year 2, Year 3, Year 4 | Year2-78%, Year 3-75%, Year 4-85% | For Accounting 5302 in the summer of 2019, at the Asia locations, more instruction time devoted to modalities surrounding ethical issues in accounting-Year 4 |

## 6. EMBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Core Business Knowledge | 70%/70% | Case Assignment | EMBA 5310 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-84%, Year 4-82% | |
| Critical Thinking | 70%/70% | Case Assignment | EMBA 5304 | Year 2, Year 3, Year 4 | Year 2-80%, Year 3-87%, Year 4-80% | |
| Global Business Awareness | 70%/70% | Case Assignment | EMBA 5341 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | In the next assessment cycle, EMBA 5341 instructors will expect that 80% of students receive a score of at least 90% on the written case report-Year 5 |
| Team Work | 70%/70% | Case Assignment | EMBA 5312. | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-91%, Year 4-100% | Two executive coaching seminars and one business etiquette seminar were introduced in order to give students more practical and hands on experience with issues relating to teamwork, leadership, and ethics-Year 4 |
| Ethical Reasoning | 70%/70% | Case Assignment | EMBA 5305 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | Two executive coaching seminars and one business etiquette seminar were introduced in order to give students more practical and hands on experience with issues relating to teamwork, leadership, and ethics-Year 4 |

7. MS Heath Care Administration

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Healthcare Issues Knowledge | 70%/70% | Exam-Embedded | HCAD 5301 | Year 2, Year 3, Year 4 | Year 2-89%, Year 3-100%, Year 4-100% | |
| Critical Thinking | 70%/70% | Exam-Embedded/Oral Presentation | HCAD 5315/HCAD 5301 | Year 2, Year 3, Year 4 | Year 2-87%, Year 3-95%, Year 4-76% | HCAD 5315 instructor will administer the exam with embedded questions at the end of the semester-allowing for more classroom instruction time before the exam is administered |
| Ethical Reasoning | 70%/70% | Exam-Embedded | HCAD 5337/HCAD 5301 | Year 2, Year 3, Year 4 | Year 2-89%, Year 3-90%, Year 4-70% | Elevated ethics discussion in its current course and placed the topic into a separate legal issues course |
| Strategic Healthcare Management | 70%/80% | Exam-Embedded | HCAD 5390 | Year 3, Year 4 | Year 3-89%, Year 4-89% | |
| Written Communication | 70%/80% | Exam-Embedded | HCAD 5390 | Year 3, Year 4 | Year 3-79%, Year 4-79% | More class time may be devoted to ethical issues in healthcare and writing skills in HCAD 5390 |

8. MS Information Systems

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Problem Formulation and Solving | 75%/80% | Case Study | NSY 5375 | Year 2 | Year 2-100% | |
| Business Problem Analysis | 80%/75% | Case Study | INSY 5375 | Year 2 | Year 2-100% | |
| Strategic Management | 75%/70% | Exam-Embedded | INSY 5375 | Year 2 | Year 2-100% | |
| Leadership | 75%/70% | Exam-Embedded | INSY 5375 | Year 2 | Year 2-100% | |
| Ethics | 80%/70% | Quiz | NSY 5375 | Year 2 | Year 2-100% | |
| Data Warehousing | 80%/80% | Exam-Embedded | INSY 5337 | Year 3, Year 4 | Year 3-78%, Year 4-83% | Additional instruction to emphasize the concepts pertaining to data warehouse platforms and appliances-Year 4 |
| Computing for Analyzing Data | 75%/75% | Assignment | INSY 5339 | Year 3, Year 4 | Year 3-100%, Year 4-100% | Addition of new course content, related materials, and instruction techniques in INSY 5339 (Data Mining), 5376 (Big Data), and 5378 (Data Science)-Year 4 |
| Statistical Techniques for Analyzing Data | 80%/80% | Exam-Embedded | INSY 5339 | Year 3, Year 4 | Year 3-93%, Year 4-98% | |
| Business Case Development | 80%/80% | Assignment | INSY 5337 | Year 3 | Year 3-100% | |
| Computer Programming | 80%/80% | Assignment | INSY 5336 | Year 4 | Year 4-93% | |
| Graphical Interface Coding | 80%/80% | Assignment | INSY 5336 | Year 4 | Year 4-83% | |

## 9. Accounting BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Information Technology | 70%/75% | Assignment | ACCT 3303 | Year 2, Year 3, Year 4 | Year 2-64%, Year 3-93%, Year 4-81% | Expanded the amount of questions to cover more area within Internal Controls-Year 3 |
| Ethics | 70%/80% | Quiz | ACCT 3311 | Year 3, Year 4 | Year 3-100%, Year 4-98% | |
| Oral and Written Communication | 70/%/75% | Presentation/Case Study | ACCT 4302 | Year 2, Year 3, Year 4 | Year 2-88%, Year 3-74%, Year 4-72% | |
| Critical Thinking | 70%/75% | Assignment | ACCT 4302 | Year 2, Year 3, Year 4 | Year2-83%, Year 3-71%, Year 4-64% | Added zero credit labs and more tutoring resources-Year 5 |

## 10. Management BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Multiple Business Functions | 67%/60% | Simulation (CompXM) | MANA 4322 | Year 2, Year 3, Year 4 | Year 2-71%, Year 3-75%, Year 4-48% | Additional class time will allotted to help students take a more interdisciplinary view of management-Year 5 |
| Problem Solving | 67%/60% | Simulation (CompXM) | MANA 4322 | Year 2, Year 3, Year 4 | Year 2-71%, Year 3-73%, Year 4-63% | The faculty teaching the course felt the addition of an Ethics module would be appropriate after assessing student results related to problem solving and decisional ability approaches to problem solving-Year 3 |
| Team Work | 67%/60% | Simulation (CompXM)/Peer Rating | MANA 4322 | Year 2 , Year 3, Year 4 | Year 2-81%, Year 3-82%, Year 4-84% | Added a chapter on Leadership in the custom text book we use for the capstone (MANA 4322) class-Year 2 |
| Written Communication | 67%/60% | Simulation (CompXM) | MANA 4322 | Year 2, Year 3, Year 4 | Year 2-91%, Year 3-79%, Year 4-96% | |
| Articulation of Management Functions | 67%/75% | Exam-Embedded | MANA 3319 | Year 3 | Year 3-84% | |

## 11. Finance BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Capital Structure and Budgeting | 70%/100% | Exam-Embedded | FINA 4315 | Year 2, Year 3, Year 4 | Year 2-75%, Year 3-78%, Year 4-82% | More class instruction time on the concepts of capital structure and budgeting in addition to risk, return and financial asset valuation, was implemented-Year 3 |
| Asset Valuation | 70%/70% | Exam-Embedded | FINA 4315 | Year 2, Year 4 | Year 2-65%, Year 4-74% | Additional assignments and quizzes will be utilized during the semester to establish a better understanding of the math and financial calculator concepts-Year 4 |
| Financial Decision Making | 70%/70% | Case Study | FINA 4315 | Year 2, Year 3, Year 4 | Year 2-75%, Year 3-80%, Year 4-80% | |
| Time Value of Money | 70%/70% | Exam-Embedded | FINA 4315 | Year 4 | Year 4-82% | |
| Excel Financial Analysis | 70%/70% | Case Study | FINA 4315 | Year 2 | Year 2-88% | |
| Written Communication | 70%/70% | Case Study | FINA 4315 | Year 2, Year 3, Year 4 | Year 2-86%, Year 3-100%, Year 4-100% | |

## 12. Marketing BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Marketing Concepts | 70%/70% | Exam | MARK 3321 | Year 2, Year 3, Year 4 | Year 2-73%, Year 3-68%, Year 4-73% | Allocate additional class time to discuss the marketing concept-Year 4 |
| Market Analysis | 70%/70% | Exam | MARK 4322 | Year 2, Year 3, Year 4 | Year 2-83%, Year 3-88%, Year 4-73% | Engage with a client as part of a team for the purpose of evaluating a marketing plan and developing actionable recommendations-Year 3 |
| Marketing Plan Development | 70%/70% | Exam | MARK 4322 | Year 2, Year 3, Year 4 | Year 2-39%, Year 3-71%, Year 4-100% | In an effort to encourage students to enhance their knowledge of sales and social media marketing, resources were used to involve students in national and regional competitions-Year 4 |
| Strategic Problem Solving | 70%/70% | Exam | MARK 4322 | Year 2, Year 3, Year 4 | Year 2-94%, Year 3-60%, Year 4-100% | Challenge students about the possibility of multiple causality of events, ask questions to induce students to respond to as many combinations as they can to get beyond the obvious, and remind students that the concern is not whether behavior is good or but why it occurred-year 4 |
| Written Communication | 90%/70% | Presentation | MARK 3222 | Year 4 | Year 4-98% | |

## 13. Operations Management BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Organizational Strategy | 80%/80% | Exam-Embedded | OPMA 3306 | Year 2, Year 4 | Year 2-95%, Year 4-81% | |
| Management Techniques | 80%/80% | Exam-Embedded | OPMA 3306 | Year 2, Year 4 | Year 2-79%, Year 4-86% | More examples of commonly used operations management techniques will be covered in class. In addition, students will work more examples of these techniques-Year 4 |
| Problem Solving | 80%/80% | Exam-Embedded | OPMA 3306 | Year 2 | Year 2-48% | |
| Supply Chain Logistics | 80%/Good or excellent | Presentation | OPMA 4303 | Year 3, Year 4 | Year 3-100%, Year 4-100% | Provide additional lecture materials and examples in class to reinforce the related content-Year 4 |
| Team Work | 75%/75% | Assignment | OPMA 3310 | Year 2 | Year 2-83% | |
| Supply Chain Firm Performance | 85%/85% | Assignment/Exam-Embedded | OPMA 4303 | Year 3, Year 4 | Year 3-100%, Year 4-85% | |
| Organizational Operations | 80%/Better than computer model average | Simulation | OPMA 4309 | Year 3, Year 4 | Year 3-88%, Year 4-100% | The sequence of courses in the Operations Management program was re-structured to ensure that students received the appropriate statistical and operations background before attempting OPMA 4309-Year 4 |

## 14. Core BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Communication Skills | 60%/60% | Assignment/Simulation | BCOM 3360 MANA 4322 | Year 2, Year 3, Year 4 | Year 2-46%/82%, Year 3-91%/95%, Year 4-71%/67% | Going forward, an AI software tool, Vmock, will be used to assess student resume writing-Year 5 |
| Critical Thinking Skills | 66%/60% | Simulation | MANA 4322 | Year 2, Year 3, Year 4 | Year 2-70%, Year 3-80%, Year 4-65% | Increase the benchmark to 70%/70%-Year 5 |
| Team Work | 67%/60% | Simulation/Peer Rating | MANA 4322 | Year 2 , Year 3, Year 4 | Year 2-81%, Year 3-82%, Year 4-84% | Added a chapter on Leadership in the custom text book we use for the capstone (MANA 4322) class-Year 2 |
| Core Business Knowledge | 60%/60% | Simulation | MANA 4322 | Year 2, Year 3, Year 4 | Year 2-68%, Year 3-78%, Year 4-71% | Increase the benchmark to 70%/70%-Year 5 |

## 15. MBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Communication Skills | 60%/60% | Assignment/Simulation | BCOMM 3360 MANA 5336 | Year 2, Year 3, Year 4 | Year 2-46%/82%, Year 3-91%/95%, Year 4-71%/67% | Going forward, an AI resume software program, Vmock, will be used to measure and improve students' practical writing skills-Year 5 |
| Analytical Reasoning | 70%/60% | Simulation | MANA 5336 | Year 3, Year 4 | Year 3-77%, Year 4-79% | |
| Teamwork | 70%/60% | Simulation | MANA 5336 | Year 4 | Year 4-89% | A new course was introduced in to the curriculum. MANA 5360 Leadership and Teams, is a required course intended to give students more skills and exposure to teamwork and effective collaboration-Year 4 |
| Ethical Reasoning | 70%/60% | Simulation | MANA 5336 | Year 2, Year 3 | Year 2-61%, Year 3-65% | Going forward, the ETS Major Field Exam will be administered to MBA students as a way to supplement critical thinking and ethical reasoning skills and benchmark against other MBA students across the country at different institutions-Year 5 |
| Critical Thinking Skills | 70%/60% | Simulation | MANA 5336 | Year 2, Year 3, Year 4 | Year 2-82%, Year 3-72%, Year 4-80% | |
| Core Business Knowledge | 70%/60% | Simulation | MANA 5336 | Year 2, Year 3, Year 4 | Year 2-82%, Year 3-74%, Year 4-Satisfactory, but unknown | Added teamwork and ethics "plug-in' as part of CompXM foundation business simulation-Year 3 |

## 16. PhD

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| **Direct Measures** | | | | | | |
| In-Depth Knowledge in Field of Specialization | 100%/75% | Comprehensive Exam | Comprehensive Exam | Year 2, Year 3, Year 4 | Year 2-84%, Year 3-89%, Year 4-94% | Going forward, we expect 100% of our students to obtain either a high pass, pass, low pass, or conditional pass-Year 5 |
| Original Research | 90%/100% | Dissertation | Dissertation Committee | Year 2 , Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | To ensure that dissertation rubrics are submitted, we will automate the rubrics in e-survey. This will allow us to send them electronically to the dissertation chair for them to fill out and return to the PhD office-Year 4 |
| Research Design | 90%/80% | Research Proposal | BSAD 6311 | Year 3, Year 4 | Year 3-83%, Year 4-75% | BSAD 6311 instructor will provide samples of outstanding proposals that received "A's" in previous semesters-Year 4 |
| Statistical Techniques | 90%/80% | Exam-Embedded | BSAD 6314 | Year 3, Year 4 | Year 3-90%, Year 4-90% | |
| Econometric Techniques | 90%/80% | Exam-Embedded | BSAD 6314 | Year 3, Year 4 | Year 3-92%, Year 4-80% | |
| Effective Classroom Instructors | 90%/80% | Student Feedback Survey | Various Undergraduate Courses | Year 2 | Year 2-100% | |
| Research Competence | 85%/90% | Assignment | OPMA 6392 | Year 2 | Year 2-100% | |
| Information Technology | 90%/85% | Assignment | INSY 6306 | Year 2 | Year 2-75% | |

## 17. MS Marketing Research

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Marketing Decision Making | 75%/70% | Exam-Embedded | MARK 5327 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-88%, Year 4-71% | Revised the course content and exams for MARK 5327 to reflect additional concepts and considerations in marketing decisions-did not change the question set used for this metric. These changes initially led to a slight decline-Year 4 |
| Data Analysis | 70%/70% | Assignment | MARK 5327 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | The report guidelines for MARK 5327 were updated to include a new rubric-Year 4 |
| Marketing Research Methods | 70%/70% | Exam | MARK 5327 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-94%, Year 4-36% | Bolster the review sessions prior to exams to allow students to better prepare for the content-Year 5 |
| Analytics Techniques | 70%/70% | Assignment | MARK 5343 | Year 2, Year 3 | Year 2-86%, Year 3-93% | |
| Communication | 70%/70% | Assignment | MARK 5327 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-100% | |

## 18. Real Estate BBA

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Time Value of Money | 100%/75% | Tutorial/Exam-Embedded | REAE 3325 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-80%, Year 4-96% | In one section of REAE 3325 and one section of FINA 2330, additional class time was set aside to instruct the students on proper use of the TI BA II Plus, the most commonly used financial calculator-Year 4 |
| Mortgage Problem Proficiency | 80%/70% | Exam-Embedded | REAE 4319 | Year 2, Year 3, Year 4 | Year 2-55%, Year 3-80%, Year 4-84% | The course will have a case study and additional discussions dedicated to the basics of mortgages using additional specific examples-Year 3 |
| Communication | 80%/70% | Exam-Embedded | REAE 4319 | Year 2, Year 3, Year 4 | Year 2-55%, Year 3-80%, Year 4-39% | The instructor incorporates a review of both basic finance terms as well as mortgage mechanics-Year 3 |
| Property Tax Calculation | 80%/70% | Quiz | REAE 3325 | Year 4 | Year 4-85% | |
| Capitalization Rate | 70%/80% | Quiz | REAE 3325 | Year 4 | Year 4-65% | |

## 19. MS Real Estate

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Technical Communication | 80%/80% | Assignment | FINA 5319 | Year 2 | Year 2-93% | |
| Asset Valuation | 80%/80% | Assignment | FINA 5321 | Year 2 | Year 2-86% | |
| Computer Modeling | 80%/90% | Assignment | Unknown | Year 2 | Year 2-100% | |
| Mortgage Problem Proficiency | 80%/90% | Assignment | REAE 5319 | Year 2 | Year 2-64% | A section on the basics of mortgage loans was added in Spring 2019 |
| Capital Budgeting | 80%/80% | Assignment | REAE 5321 | Year 2 | Year 2-71% | A section on the basics of general accounting was added to help emphasize accounting fundamentals |

## 20. MS Accounting/MPA--Professional Accounting

| Competency | Performance | How Assessed | Where Assessed | When Assessed | Results | Improvements Identify whether process (P) or curriculum (C) (Date changes were made) |
|---|---|---|---|---|---|---|
| Technical Software | 100%/100% | Assignment | ACCT 5321 | Year 2, Year 3, Year 3 | Year 2-86%, Year 3-97%, Year 4-67% | New assessment going forward is a database project where students are required to query databases to retrieve information and generate reports from the database-Year 5 |
| Critical Thinking | 70%/70% | Case Study | ACCT 5319/5321 | Year 2, Year 3, Year 4 | Year 2-100%, Year 3-100%, Year 4-90% | |
| Information Technology | 70%/90% | Assignment | ACCT 5315 | Year 2, Year 3, Year 4 | Year 2-85%, Year 3-76%, Year 4-100% | Provide practice exercises to help with understanding applying internal controls in accounting systems -Year 5 |
| Ethical Reasoning | 70%/Meets or exceeds expectations | Case Study | ACCT 5380 | Year 2, Year 3, Year 4 | Year 2-88%, Year 3-100%, Year 4-97% | |
| Communication | 70%/Meets or exceeds expectations | Assignment | ACCT 5380 | Year 2, Year 3, Year 4 | Year 2-75%, Year 3-75%, Year 4-72% | Provide feedback to each student or group to review their oral and written presentations and make suggestions for improvement-Year 3 |

## Table 8-1 Intellectual Contributions
## Date Range: September 1, 2015 - August 31, 2020

### Part A: Five-Year Summary of Intellectual Contributions

| Aggregate and summarize data by discipline. | Portfolio of Intellectual Contributions | | | | Types of Intellectual Contributions | | | | Percentages of Faculty Producing ICs | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Basic or Discovery Scholarship | Applied or Integration/Application Scholarship | Teaching and Learning Scholarship | Total | Peer-reviewed journal articles | Additional peer- or editorial-reviewed intellectual contributions | All other intellectual contributions | Total | Percent of Participating Faculty Producing ICs | Percent of total Full Time Equivalent (FTE) faculty producing ICs |
| **Accounting** | 51 | 6 | 3 | 60 | 21 | 33 | 6 | 60 | 71.4% | 68.2% |
| **Business Communication** | 5 | 9 | 3 | 17 | 0 | 7 | 10 | 17 | 75.0% | 75.0% |
| **Business Law** | 5 | 4 | 7 | 16 | 0 | 1 | 15 | 16 | 80.0% | 78.0% |
| **Decision Sciences** | 48.83 | 2 | 11 | 61.83 | 10 | 42.5 | 9.33 | 61.83 | 100.0% | 78.5% |
| **Economics** | 89 | 32 | 7 | 128 | 26 | 53 | 49 | 128 | 65.0% | 71.7% |
| **Finance** | 126 | 7 | 3 | 136 | 48 | 74 | 14 | 136 | 78.6% | 76.3% |
| **Information Systems** | 114.33 | 49 | 1 | 164.33 | 35 | 91 | 38.33 | 164.33 | 68.8% | 63.3% |
| **Management** | 223.33 | 43 | 11 | 277.33 | 61 | 149 | 67.33 | 277.33 | 66.7% | 60.6% |
| **Marketing** | 109.5 | 29 | 5 | 143.5 | 52 | 55.5 | 36 | 143.5 | 84.2% | 83.8% |
| **Uncategorized Discipline** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% | 0.0% |
| **Total** | 774 | 181 | 51 | 1006 | 253 | 508 | 245 | 1006 | **73.6%** | **65.6%** |

### Part B: Alignment with Mission, Expected Outcomes, and Strategy

*Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.*

Since the College of Business contributes to UTA being a top research university (Carnegie R1 and Texas Tier 1), COB faculty does this by primarily producing 'Basic or Discovery Scholarship.' For the five-year summary, faculty produced 76.8% basic or discovery scholarship, 18.3% applied or integration/application scholarship, and 5.0% teaching and learning scholarship. This mix is consistent with other top research universities.

One of the College's three general goals is to enhance faculty scholarship. Many initiatives described in Section 1.d (Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support) facilitate the enhancement of faculty scholarship. Examples include offering a course release for Elite journal articles, research funds for Elite and Near-Elite articles, grants for research expenses, travel support to disseminate research, providing graduate teaching assistant support, lower teaching loads for research-active faculty, research colloquia, and access to a variety of business research databases. These initiatives provide faculty with the time and resources needed to conduct the high quality research that is expected at a top research university. Faculty who are not research-active directly contribute to the College's mission by increased teaching loads and service on university committees.

One direct benefit of COB faculty conducting cutting edge business research by focusing on basic or discovery scholarship, is that faculty bring this expertise into the classroom. Student learning is enhanced and enriched by faculty sharing their research results and innovative ideas with students. The enthusiasm that faculty exhibit when discussing their own research enhances learning and creates excitement in the classroom. It also helps students learn more about business research and the benefits it can provide. When faculty discuss their consulting experiences in the classroom, students have a better understanding of the application that research can bring into the business community and this leads to a richer learning experience.

## Part C: Quality of Five-Year Portfolio of Intellectual Contributions

*Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.*

The most valuable type of intellectual contribution for business school faculty in research universities is publishing research in accepted journals. An important measure of quality of journal publications is the standing of the journal in COB's list of journal rankings adopted by the College, which was reviewed by faculty and updated in the past year. Appendix IV.a (COB Journal Rankings) shows these rankings for each department. The quality of a journal publication contribution can also be influenced by qualitative factors, such as the number of coauthors, being listed as first author, being the lead article in the journal issue, the length of the article, and whether the article was an editorial contribution. The College's portfolio of quality of journal publications is appropriate for a top research university, with the large majority being basic or discovery scholarship.

Other intellectual contributions such as research grant awards, textbooks, book chapters, conference presentations, and research and professional presentations are also valued. Quality measures for research grants include the funding level of the grant and the prestige of the granting agency. Having multiple editions and having a more prestigious publisher are quality measures for textbooks. A quality measure for conference presentations is whether the conference was at the regional or national level. For research and professional presentations, quality measures include the size of audience, the prestige of the hosting organization, and the length of the presentation. Most of these are qualitative measures that reflect the perceived quality of the intellectual contribution. The most common type of intellectual contributions in the College are journal publications and conference presentations.

## Part D: Impact of Intellectual Contributions

*(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.*
*(ii) Provide exemplars of the societal impact of the school's intellectual contributions.*

The total intellectual contributions of COB faculty have significant impacts on the theory, practice, and teaching of business. Appendix VI.a (Google Scholar Citation Summary Table) provides a journal citation counts for COB faculty, indicating the impact faculty research has had for other researchers around the world (impact on theory). Dr. Wendy Casper's appointment as a Fellow of two professional societies, American Psychological Association and Society for Industrial and Organizational Psychology, is an example of a COB scholar having a strong impact on theory in their field. Faculty publishing in Elite journals in their fields (Appendix IV.d—Elite and Near-Elite Publications since 2015) is another example of the impact of intellectual contributions on theory.

One example of the impact of intellectual contributions on teaching is demonstrated by the textbooks five COB faculty have published. These include Dr. Roger Meiner's The Legal Environment of Business, 13th edition; Dr. Myrtle Bell's Diversity in Organizations, 3rd edition; Dr. Michael Ward's Managerial Economics, 5th

| |
|---|
| edition; Ronnie Liggett's The Economics of Criminal Behavior, 2nd edition; and Dr. Jim Quick's Organizational Behavior, 6th edition. Other COB faculty have published teaching-focused articles in teaching-related journals.<br><br>Section 3.a (Thought Leadership) describes several exemplars of societal impact of the College's intellectual contributions, which also have a potential impact on business practice. Several exemplars include a collaboration to investigate the use of telemedicine technology to enable delivery of health care to remote locations in India (Dr. Radha Mahapatra). Another impactful intellectual contribution is the collaboration of three COB faculty with Texas Health Resources to analyze 55,000 open heart surgeries to gain useful insights into mortality risks and propose improved practices to save lives (Dr. Kay-Yut Chen, Dr. Sridhar Nerur, Dr. Edmund Prater). Another contribution developed a methodology to quantify the impact of curb appeal on home values, providing insights on how to get the best return on investment for home owners (Dr. Sriram Villupuram). Yet another proposed how parties on opposite sides of environmental issues can communicate more effectively with each other, potentially allowing policy makers to make better decisions (Dr. Roger Meiners). |

Note: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 8-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to the information provided here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

## 2019 Strategic Plan

**Process**

The leadership team of the College of Business began a strategic planning process in March 2019 (2019-2020 Strategic Plan) to address the future of the College. Prior to March 2019, the College had been operating under the 2013 Strategic Plan which had been adopted under the leadership of then Dean Rachel Crosen.

The initial enthusiasm and momentum generated by the 2013 Strategic Plan began to erode after Dean Crosen announced her departure in March 2016 and the goals of the 2013 plan were never fully realized. While the need for a new strategic plan was fully recognized by the faculty and staff, enthusiasm for another strategic planning process was extremely low in the summer of 2018. The leadership team recognized that for a new strategic planning process to be recognized as legitimate a new strategic plan would need to be viewed as more actionable, adaptable and executable and, importantly, not suffer from the typical stigma of strategic plans that are long on vision and short on results, to gain acceptance with stakeholders.

For these and other reasons, the leadership team chose a non-traditional path to develop the 2019 strategic plan, electing to employ a modified blend of the robust **Baldridge Criteria for Performance Excellence** (Category 2, Strategic Planning) with the practical approach of Traction/EOS by Gino Wickman (an agile, entrepreneurial process to develop strategy). This customized approach prioritizes the execution of a series of goals that flow from the identification of an organization's view of where it wants to be in 10 Years, based on the organization's common understanding of its mission and vision. Critical to this process is the requirement of timely updates and reviews.

The adopted process was facilitated by an external consultant experienced in the Baldridge methodology and consisted of four sequential sessions to achieve an executable strategic plan. The first two sessions concentrated on strategy development, consisting of answering several key strategic questions including identifying the COB's Core Focus (mission and vision), core values, unique talents (core competencies), the needs and expectations of the COB's customers/stakeholders (key requirements), and the COB's 10-Year Target. This was then further refined to define a 3-Year picture, and a 1-Year execution plan, with specific goals and measurables to track progress toward meeting the 8 most important goals for 2019-2020. The output was captured on a single page, with strategy on the front and execution on the back, to promote focus and provide an easy-reference document rather than an impressive but impractical big binder of content.

Below is a summary of the Strategic Planning schedule followed in 2019:

**February 2019** – Initial solicitation of input from stakeholders (faculty, staff, students, alumni, supporters), to identify key requirements.

**March 2019 – Strategic Planning Session I** (Offsite Meeting) Attendees - COB Leadership Team (Deans, Chairs, Directors) and Advisory Council members. Meeting goals – establish mission, vision, core values and ten-year target, and identification of key customer/stakeholders requirements.

**April 2019 – Strategic Planning Session II.** Attendees (1st half) COB Leadership Team and Advisory Board representatives. (2nd Half) COB Senior Leadership Team (Deans and Chairs) and Advisory Board representatives. Meeting goals – finalize core values, define our niche, develop our 1-year plan, define metrics, identify quarterly "Rocks" (the College's strategic action items for the semester) and identify issues to be resolved.

**July 2019 – Strategic Planning Session III** – Attendees – COB Senior Leadership, Goal Leaders and Champions. Purpose - Develop a systematic process for reviewing and refining SMART goals, identify key milestones.

**July 2019 – October 2019 –** Drafting, review, and finalization of SMART goals by Goal Leaders and Goal Champions.

**November 2019** – Faculty and Staff meeting designed to share the identified goals and solicit input from all faculty and staff on the proposed focus areas and specific goal content. (The one-page Strategy/Execution Organizer, SEO, and all SMART goal documents were sent to faculty and staff approximately a week in advance to ensure adequate time to review).

**December 2019 – Strategic Planning Session IV –** Attendees – COB Senior Leadership Team, Chairs and Goal Champions, representatives from the University's Strategic Planning Team. The group reviewed and discussed all SMART goals (inclusive of input received from faculty/staff), and finalized the 2019 Strategic Plan.

As referenced above, the COB's Strategic Planning Process consisted of four strategic planning sessions with the ultimate goal of establishing a strategic plan and executing a path forward for the COB. To ensure the strategic plan would have broad agreement and acceptance, the four strategic planning sessions were augmented during multiple college-wide faculty and staff meetings. Faculty input was also obtained via department chairs soliciting input from their faculty related to strategic planning issues. The feedback garnered during the various interactions was extremely valuable and many of the views expressed during these meetings were incorporated into the plan.

## Supporting the University's Strategic Plan

One important aspects of the COB's strategic planning process is to ensure that our plan is aligned with and supports the University's Strategic Plan. To that end, the COB's strategic planning process included in person participation from representatives from the President and Provost office responsible for the University's Strategic Plan. The foundation of the University's Strategic Plan is four over-arching themes in the areas of *Health and the Human Condition, Sustainable Urban Communities, Global Environmental Impact and Data-Driven Discovery.*

Specifically, the following goals and activities of the COB support the University Strategic Plan in the following areas:

*Health and the Human Condition:* The COB's strategic goal of upgrading our Masters in Health Care Administration program and obtaining accreditation of Master in Health Care Administration supports the University's Health and Human condition theme.

*Sustainable Urban Communities*: As stated in the CIR report, the COB's student demographics include locally based, highly diverse with a significant number of first generation in college. As stated in our Mission Statement the College "provides a transformation educational experience accessible to a diverse student population at a top research university." The COB supports its student population through various programs and scholarships which enables these students to achieve their educational goals and provide the sustainable workforce that the Dallas-Ft. Worth Metroplex will require in the future.

*Global Environmental Impact*: CY Choi, in collaboration with civil engineers, has conducted research on the short-run and long impacts of natural disaster-induced flooding on local economies in the Southeast Texas.

*Data-Driven Discovery*: The College currently offers the following degrees that support data analytics; Masters in Business Analytics, Masters in Economic Data Analytics, and Masters in Quantitative Finance and will soon be offering a Bachelor's of Science in Business Analytics (Fall 2021) and a graduate Certificate in Business Analytics (Fall 2021). In addition, during 2019, the College launched its Executive Certificate in Business Analytics in partnership with Ericsson (Customized Program Development Goal).

**Results**

Overall, the major thematic areas needing to be addressed for the COB to be on target to achieve its 10 Year Target of becoming the 1st Choice for Students and Employers were: (1) Student Success – including raising scholarship monies to become competitive for quality students and assist our current students; (2) Academic Program Review – revising our curriculum to ensure it meets the needs of the marketplace, and (3) Stakeholder Engagement – significantly increase our engagement with our alumni, the business community (including increasing student placement and the number of internships available to COB students), and faculty engagement.

The three key themes resulted in a total of eight goals. Each goal was assigned a goal leader, and each goal leader was assisted with completing a SMART goal worksheet to ensure an actionable plan was in place for Year 1 (December 2019 through September 1, 2020). A summary of the goals follows.

STUDENT SUCCESS

Goal 1.1 ADMISSION SCHOLARSHIPS - To compete for the best students and to assist our current student population, the COB needs significantly more scholarship dollars. Our "competitors" in the DFW marketplace have many more scholarships available to attract and support their students.

Goal 1.2 CAREER DEVELOPMENT AND PLACEMENT - The COB must enhance our reputation as an institution whose students are valued and sought after by employers. Once established, this will also assist us in attracting future students.

ACADEMIC PROGRAM REVIEW

Goal 2.1 CURRICULUM REVIEW –To best serve our students, it is essential for the curriculum to reflect the needs of the marketplace. Each department would undertake a review of current curriculum to ensure that it best meets the needs of our students.

Goal 2.2 HCAD PROGRAM - Given the strength of the health care industry in North Texas, UTA's strong ties to the health care industry and our existing Masters in Heath Care Administration. The COB established a goal of obtaining accreditation of Master in Health Care Administration.

STAKEHOLDER ENGAGEMENT

Goal 3.1 CUSTOMIZED PROGRAM DEVELOPMENT (for Industry) - To promote COB expertise to the broader business community, the COB established a goal developing additional customized educational programs for businesses.

Goal 3.2 EMPLOYER ENGAGEMENT & Goal 3.3 ALUMNI ENGAGEMENT - The COB must engage both alumni and employers in a much more intensive manner in the future, including more involvement and commitment from various advisory boards, including the Business Advisory Council.

Goal 3.4 FACULTY ENGAGEMENT – Recognizing the importance of engaging faculty to further support student success as well as key college and university objectives, this initiative focused on identifying key engagement factors and actions.

The SMART goal relating to Employer Engagement was not finalized before year-end 2019 and the emergence of COVID-19 further delayed its completion by the proposed completion date of September 1, 2020.

As was true for all other institution of higher learning, COVID-19 caused the COB to shift focus from strategic planning to safely providing our students quality online instruction. However, numerous strategic goals were implemented and completed during the 2019/2020 academic year. Of the eight goals, four were substantially completed and two were on track to be completed before the emergence of COVID-19.

Despite the pandemic, which virtually eliminated face to face interaction, goals related to recruitment and scholarships, curriculum review, HCAD program, customized industry program development were substantially completed. The Dean's Leadership Circle (DLC) successfully raised over $220,000 in current use scholarships before the pandemic and these scholarship dollars were distributed to students. While the pandemic limited the ultimate amount raised, the successful establishment of the DLC was an important milestone. The DLC's Board also voted to earmark some of these scholarship dollars to students in need as a result of the pandemic.

The College completed its curriculum review and, as outlined in the Continuous Improvement Review (CIR) report, received faculty approval for a substantially revised and more flexible MBA program. The College's HCAD program goals are on track. Additionally, ISOM executed its Executive Certificate in Data Analytics with Ericsson. The execution of Executive Certificate in Data Analytics was an extremely important achievement, not only from accomplishing one of the 2019/2020 goals, but it also demonstrated the college's substantial data analytics capabilities, its ability to innovate (the class utilizes Ericsson's proprietary data) and the college was chosen over several competitors.

Although we were unable to fully complete our goals for alumni engagement, programs like the DLC, the MAVS100, the Maverick Macroeconomic Series and the publishing of *The Business Maverick* met many of the objectives we had established for the goal of increased alumni engagement.

Goals related to career development and placement, as well as employer engagement were not fully achieved and are currently being reevaluated to identify key continuing and/or new objectives for 2020/2021.

**Next Steps**

In early Fall 2020, the College was able to resume its strategic planning process. As part of our ongoing focus on strategy execution, the status of our "Rocks" (key actions to achieve progress toward the annual goals) and the Strategy/Execution Organizer (SEO) are reviewed semesterly and next semester's Rocks are established. Additionally, the Issues list is prioritized and addressed to ensure barriers to success are identified and systematically resolved. During the semester, all aspects of the scorecard, Rocks and Issue list are reviewed. This year, due to the focus on pandemic related issues, these processes were deferred until recently reconstituted.

On October 2, 2020 the COB Leadership Team met virtually to kick-off the second year of the Strategic Planning process (Session 1). During this meeting, the prior semester's Rocks and Issues List were reviewed and updated. Additionally, all aspects of the SEO were review and, if appropriate, revised.

On November 13, 2020 a follow-up Strategy Meeting (Session 2) was convened virtually with COB Senior Leadership Team to finalize changes to the SEO, adopt changes to the Threats, Opportunities, Weaknesses, and Strengths (TOWS) worksheet, access and adjust the 3-year and 1-year plans. Goals for 2020-2021 were identified and defined and responsibilities assigned. Currently, SMART goal worksheets are being prepared. (Drafts of the 2020-2021 documents are included on pages Appendix of this section)

Understandably, as a result of COVID-19 and the impact of the murder of George Floyd, the world is in a different place in 2020 and the draft 2020-2021 Strategic Plan is reflective of these shifting priorities. Under the Traction/EOS guidelines, it is recommended that the number of semesterly goals be limited to no more than seven or eight. However, as the result of the disruption caused by COVID-19, a few 2019/2020 goals were not completed in 2020 and therefore need to be readdressed in context of the 2020/2021 Strategic Plan. To limit the number of 2020/2021 goals and stay within the proposed guidelines, those 2019/2020 goals not completed in 2020 were readdressed using the following guidelines:

- 2019-2020 goals that are directly related to the current year's goals were integrated into the 2020-2021 goals where relevant.
- If the 2019-2020 goal is *not* directly related to the 2020-2021 goals, but the goal leader believes the 2019-2020 goal remains a higher priority, these goals will be discussed and addressed with COB Leadership Team. The Leadership Team will determine if these goals should be retained and which other goal should be either discarded or designated as a functional goal (see below)
- If the 2019-2020 goal is *not* directly related to the 2020-2021 goals and the goal leader believes the 2020-2021 goals are appropriate (while recognizing the importance of the 2019-2020 goal), the goal lead is responsible for identifying the specific elements of the 2019-2020 goal that have not been completed and designate them as functional goals for the area.

# Definition of Participating and Supporting Faculty

## Participating Faculty

AACSB describes Participating Faculty as follows:

*A **participating** faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies.*

The College of Business defines **Participating Faculty** as those members who engage in classroom teaching and at least *two* of the following activities on an annual basis:

- Attend Department/College/University Faculty Assembly Meetings
- Serve on Faculty Committees, Task Forces, or Advisory Groups
- Supervise independent studies
- Student development, advising and guidance
- Serve as Faculty Advisor to student organizations
- Curriculum review and development
- Course development
- Assessment and assurance of learning
- Strategic Planning
- Intellectual contributions
- Research activities related to externally funded research projects
- Assist the College in reaching out to the business community

***Supporting Faculty***

Any faculty member who does not qualify as *participating faculty* is classified as *supporting faculty*. Typically, faculty who teach one or two classes and do not engage in two or more of the activities above are classified as supporting faculty.

# Standards for Faculty Qualifications and Engagement

**College of Business**
**University of Texas at Arlington**

April 11, 2018

## Introduction

In accordance with AACSB Business Accreditation Standard 15 - *Faculty Qualifications and Engagement*, adopted April 8, 2013 and revised July 1, 2017, the College of Business of the University of Texas at Arlington provides documentation supporting the classification and deployment of qualified faculty. This document contains official language governing how the college defines and designates faculty according to the four AACSB categories:

- Scholarly Academics (**SA**),
- Practice Academics (**PA**),
- Scholarly Practitioners (**SP**), and
- Instructional Practitioners (**IP**).

This policy does not specify a fixed set of development activities that are required to maintain status as a qualified member of the faculty. Rather, it is expected the activities undertaken by faculty members will vary by department and be tailored to the individual's role and assigned duties within his/her department. However, all members of the college faculty are required to demonstrate significant levels of sustained, substantive ***academic*** and/or ***professional*** engagement to support currency and relevance to their field of teaching.

This policy incorporates modified criteria for faculty members serving in the Department of Accounting. These modifications give recognition to the fact that the mission of the Department of Accounting includes a higher level of professional engagement than other departments and the department is separately accredited by the AACSB. Separate accreditation requires documentation of the classification and deployment of qualified accounting faculty in accordance with AACSB Accounting Accreditation Standard A9 - *Accounting Faculty Qualifications and Engagement/Professional Interactions*, adopted April 8, 2013 and revised January 31, 2016. This standard includes a requirement for professional interaction that is not present in AACSB Business Accreditation Standard 15.

The criteria specified herein are consistent with and supportive of the college's mission, vision, and values. This policy statement is effective September 1, 2018, and applies to all members of the college faculty.

## Scholarly Academics

In most cases, tenured and tenure-earning faculty members are expected to qualify as Scholarly Academics. This includes faculty members holding the rank of *Assistant Professor*, *Associate Professor*, and *Professor*. To qualify as **SA**, these faculty members must demonstrate appropriate qualifications at the time of hiring and maintain their qualifications by engaging in a variety of mission-linked development activities. **SA** faculty members sustain currency and relevance through scholarship and related activities.

### *Initial Preparation*

Generally, an **SA** faculty member should hold a research-oriented doctoral degree in the field of his/her teaching responsibility (or a closely related field). In circumstances where the faculty member's degree is outside the field of his/her teaching responsibility, he/she must demonstrate significant levels of sustained, substantive ***academic*** engagement to support currency and relevance in their field of teaching.

Individuals with a graduate degree in law or taxation will be considered **SA** to teach business law and taxation subjects, respectively, so long as they demonstrate sustained, substantive ***academic*** engagement in their area of teaching.

In limited cases, individuals other than those specified above may qualify as **SA**. These individuals must demonstrate higher levels of sustained, substantive ***academic*** engagement activities to support currency and relevance in their fields of teaching and their contributions to other mission components. It is expected these cases will be rare.

### *Expectations of New Doctorates*

A new doctorate shall be considered to have **SA** status for five years from the date his/her research-oriented doctoral degree was awarded. Subsequent to this five-year period, **SA** status must be maintained as outlined in the following paragraphs of this document.

A newly hired faculty member who has not completed a research-oriented doctoral degree but has completed all degree requirements except the dissertation (ABD) shall be considered to have **SA** status for three years from the date he/she achieved ABD status. To maintain **SA** status subsequent to this three-year period, the individual must complete the doctoral degree and meet the maintenance requirements as outlined in the following paragraphs of this document.

### *Maintenance of SA Status*

It is expected that most **SA** faculty members will maintain their **SA** status by engaging in scholarly activity. Scholarly activity includes: (1) the creation of new knowledge and understanding, (2) the development of new methods, (3) the dissemination of knowledge, (4) continuous learning activities, and (5) other ***academic*** engagement activities. Accounting faculty members are also expected to include ***professional*** engagement in their maintenance activities. To maintain **SA** status, college policy requires faculty members present a portfolio of engagement activities for the current five-year AACSB review cycle which are substantive, impactful, and supportive of college and departmental objectives. Common engagement activities used to maintain **SA** status include:

- Scholarly outputs associated with the creation and dissemination of knowledge,
- Presentations to academic and professional meetings,
- Editorial activities in support of academic and professional publications,
- Development and presentation of educational courses,
- Continuous learning activities, and
- Leadership/service activities in support of the university or academic associations.

Faculty members with a high level of focus on *Research & Scholarship* relative to *Teaching* and *Service* are expected to demonstrate higher engagement in basic/discovery scholarship activities than faculty members with a lower level of focus on *Research & Scholarship*. Teaching and service assignments also affect expectations regarding mix of engagement activities. Faculty members who teach doctoral courses and/or lead doctoral committees are expected to demonstrate higher engagement in basic/discovery scholarship activities than other faculty members. **SA** faculty members assigned higher teaching and/or service duties may maintain their status via engagement activities that reflect a lesser focus on *Research & Scholarship* outputs. Academic administrators may present a portfolio of engagement activities similar to those of faculty members, or they may present a portfolio of engagement activities focused on administrative activities related to their leadership roles and responsibilities.

To operationalize the preceding policy, the Appendix provides a non-exhaustive list of common engagement activities with related point values. These point values indicate the college's assignment of priority to common maintenance activities. For evaluation purposes, engagement activities are segregated into three categories as follows:

- Category A: *Intellectual Contributions*,
- Category B: *Academic-Focused* maintenance activities, and
- Category C: *Practice-Focused* maintenance activities.

Table 1 sets forth expectations of the minimum point total a faculty member should accumulate over the five-year AACSB review period to maintain **SA** status. In most cases, maintenance of **SA** status requires that a majority of points accumulated by a faculty member result from *Intellectual Contributions*.

**Table 1**
**Evaluation Guidelines for Maintenance of SA Status**

| Role and Assigned Duties of the Faculty Member | Evaluation Guideline | Comment |
|---|---|---|
| High focus on *Research & Scholarship* and active engagement in the Ph.D. program[1] | 5 points minimum, with at least 3 points from maintenance activities listed in the Appendix, *Subcategory A-1* | Three peer-reviewed academic journal articles also satisfy maintenance requirements |
| Balanced focus on *Teaching*, *Research & Scholarship*, and *Service* | 5 points minimum, with at least 3 points from maintenance activities listed in the Appendix, *Category A* | Members of the accounting faculty should have at least 1 point from maintenance activities listed in the Appendix, *Category C* |
| Faculty assigned higher teaching and/or service duties | 5 points minimum, with at least 3 points from maintenance activities listed in the Appendix, *Category A* and/or *Category B* | Members of the accounting faculty should have at least 1 point from maintenance activities listed in the Appendix, *Category C* |
| Full-time service as an academic administrator | 5 points minimum, with at least 3 points from maintenance activities listed in the Appendix, *Category A* and/or *Category B* | Service as dean, associate dean, departmental chair, or graduate program administrator for the five-year AACSB review period |

[1] - Faculty members in this category receive significant release time and support for research purposes.

## Practice Academics

Individuals holding a doctoral degree who join the faculty at the rank of *Clinical Assistant Professor*, *Clinical Associate Professor*, or *Clinical Professor* may qualify as Practice Academics. To qualify, these faculty members must demonstrate appropriate qualifications at the time of hiring and maintain these qualifications by engaging in a variety of mission-linked development activities. **PA** faculty members sustain currency and relevance through ***professional*** engagement, interaction, and relevant activities.

### *Initial Preparation*

**PA** faculty members will usually hold an earned a doctoral degree in the field of their teaching responsibilities (or a closely related field). In the event that the faculty member's degree is outside the field of his/her teaching responsibility, they must demonstrate significant levels of sustained, substantive ***professional*** engagement to support currency and relevance in their field of teaching. **PA** faculty in the Department of Accounting are expected to hold a current accounting-related certification (CPA, CMA, CIA, CFA, etc.) or a law license.

Individuals with a graduate degree in law or taxation will be considered **PA** to teach business law and taxation subjects, respectively, so long as they demonstrate sustained, substantive ***professional*** engagement in their area of teaching.

A faculty member initially hired with **SA** status may alter his/her status to **PA** if the relevant maintenance conditions are met.

### *Expectations of New Doctorates*

A new doctorate shall be considered to have **PA** status for five years from the date his/her doctoral degree was awarded. Subsequent to this five-year period, **PA** status must be maintained as outlined in the following paragraphs of this document.

A newly hired faculty member who has not completed a doctoral degree but has completed all degree requirements except the dissertation (ABD) shall be considered to have **PA** status for three years from the date he/she achieved ABD status. To maintain **PA** status subsequent to this three-year period, the individual must complete the doctoral degree and meet the maintenance requirements as outlined in the following paragraphs of this document.

### *Maintenance of PA Status*

A faculty member initially hired with **PA** status is expected to maintain that status. Maintenance of **PA** status requires the faculty member sustain currency and relevance through development and engagement activities that involve substantive linkages to practice. These activities should demonstrate the maintenance of intellectual capital (currency in the teaching field) consistent with the individual's teaching responsibilities. Some of the major engagement activities commonly used to maintain **PA** status include:

- Significant participation in business professional associations and societies,
- Relevant, active service on boards of directors,
- Documented continuing professional education experiences,
- Documented professional certifications in the field of teaching responsibility,
- Participation in professional events that focus on the practice of business, management, and related issues, and
- Development/leadership of student clubs/organizations with significant links to practice.

College policy does not require a specific set of activities to maintain **PA** status. However, maintenance of **PA** status requires that a majority of engagement activities undertaken by the faculty member be *Practice-Focused.* Table 2 sets forth expectations of the minimum point total a faculty member should accumulate over the five-year AACSB review period to maintain **PA** status.

**Table 2**
**Evaluation Guidelines for Maintenance of PA Status**

| Role and Assigned Duties of the Faculty Member | Evaluation Guideline | Comment |
|---|---|---|
| | | |
| Primary focus on teaching and service duties | 5 points minimum, with at least 2 points from maintenance activities listed in the Appendix, *Category C* | **PA** faculty in the Department of Accounting are expected to maintain a current accounting-related certification (CPA, CMA, CIA, CFA, etc.) or a law license |
| | | |
| Full-time service as an academic administrator | 5 points minimum, with at least 2 points from maintenance activities listed in the Appendix, *Category C* | Service as dean, associate dean, departmental chair, or graduate program administrator for the five-year AACSB review period |

## Scholarly Practitioners

Normally, **SP** status applies to practitioner faculty members who augment their field experience with development and engagement activities involving substantive scholarly activities in their fields of teaching responsibility. It is expected that **SP** faculty will generally hold the rank of *Adjunct*, *Instructor*, *Lecturer*, *Professor-in-Practice*, or *Senior Lecturer*. To qualify as a Scholarly Practitioner, individuals are expected to demonstrate appropriate qualifications at the time of hiring and to maintain these qualifications through continued professional experience, engagement, or interaction and scholarship.

### *Initial Preparation*

All **SP** faculty should have professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with their areas of teaching responsibility. Normally, an **SP** faculty member will have a master's degree in a field related to his/her area of teaching responsibility. However, in limited cases, **SP** status may be appropriate for an individual without a master's degree, if the depth, duration, sophistication, and complexity of professional experience compensates for the lack of formal graduate training. **SP** faculty members in the Department of Accounting are expected to hold a current accounting-related certification (CPA, CMA, CIA, CFA, etc.) or a law license.

### *Maintenance of SP Status*

A faculty member initially hired with **SP** status is expected to maintain that status. Maintenance of **SP** status requires the faculty member to sustain currency and relevance through a variety of ***professional*** development and engagement activities. Common maintenance activities for **SP** faculty members include:

- Relevant scholarship outcomes,
- Relevant, active editorships with academic, professional, or other business/management publications,
- Service on editorial boards or committees,
- Validation of **SP** status through leadership positions in recognized academic societies, research awards, academic fellow status, and invited presentations,
- Development and presentation of continuing professional education activities or executive education programs, and
- Substantive roles and participation in academic associations.

College policy does not require a specific set of activities to maintain **SP** status. However, maintenance of **SP** status requires that a substantive portion of engagement activities undertaken by the faculty member involve scholarly work. Table 3 sets forth expectations of the minimum point total a faculty member should accumulate over the five-year AACSB review period to maintain **SP** status.

| Table 3<br>Evaluation Guidelines for Maintenance of SP Status | | |
|---|---|---|
| **Role and Assigned Duties of the Faculty Member** | **Evaluation Guideline** | **Comment** |
| | | |
| | | |
| | | |
| Faculty whose primary focus is teaching and service | 5 points minimum, with at least 2 points from maintenance activities listed in the Appendix, *Category A* and/or *Category B* | Members of the accounting faculty should have at least 1 point from maintenance activities listed in the Appendix, *Category C* |
| | | |
| Full-time service as an academic administrator | 5 points minimum, with at least 2 points from maintenance activities listed in the Appendix, *Category A* and/or *Category B* | Service as dean, associate dean, departmental chair, or graduate program administrator for the five-year AACSB review period |

## Instructional Practitioners

Normally, **IP** status is appropriate for individual who join the faculty as an *Adjunct*, *Instructor*, *Lecturer*, *Professor-in-Practice*, or *Senior Lecturer* with significant and substantive professional experience that is consistent with their fields of teaching responsibility. To qualify as an Instructional Practitioner, individuals are expected to demonstrate appropriate qualifications at the time of hiring and to maintain these qualifications by engaging in a variety of ***professional*** development activities.

### *Initial Preparation*

All **IP** faculty members should have professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with their fields of teaching responsibility. Normally, an **IP** faculty member will have a master's degree in a field related to his/her area of teaching responsibility. However, in limited cases, **IP** status may be appropriate for an individual without a master's degree, if the depth, duration, sophistication, and complexity of professional experience compensates for the lack of formal graduate training. **IP** faculty in the Department of Accounting are expected to hold a current accounting-related certification (CPA, CMA, CIA, CFA, etc.) or a law license.

### *Maintenance of IP Status*

A faculty member initially hired with **IP** status is expected to maintain that status. Maintenance of **IP** status requires the faculty member to sustain currency and relevance through continued ***professional*** experience and engagement activities related to his/her field of teaching responsibility. Common maintenance activities for **IP** faculty include:

- Sustained professional work related to the individual's teaching field,
- Significant participation in business professional associations and societies,
- Development and presentation of executive education programs,
- Documented continuing professional education experiences,
- Documented professional certifications related to the individual's teaching field, and
- Participation in professional events that focus on the practice of business, management, and related issues.

College policy does not require a specific set of activities to maintain **IP** status. However, maintenance of **IP** status requires that a majority of engagement activities undertaken by the faculty member be *Practice-Focused.* Table 4 sets forth expectations of the minimum point total a faculty member should accumulate over the five-year AACSB review period to maintain **IP** status.

| Table 4<br>**Evaluation Guidelines for Maintenance of IP Status** | | |
|---|---|---|
| **Role and Assigned Duties of the Faculty Member** | **Evaluation Guideline** | **Comment** |
| | | |
| Primary focus on teaching and service duties | 5 points minimum, with at least 3 points from *Category C* | **IP** faculty in the Department of Accounting are expected to maintain a current accounting-related certification (CPA, CMA, CIA, CFA, etc.) or a law license |
| | | |
| Full-time service as an academic administrator | 5 points minimum, with at least 3 points from *Category C* | Service as dean, associate dean, departmental chair, or graduate program administrator for the five-year AACSB review period |

## Appendix
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category A: Intellectual Contributions** | | | | |
| | | | | |
| **Subcategory A-1: Basic or Discovery Scholarship** | | | | |
| | | | | |
| Research Journal Articles | 1 | Elite journal | # articles | 4 |
| | 2 | High Quality or Near-Elite journal | # articles | 3 |
| | 3 | Quality journal | # articles | 2 |
| | 4 | Other peer reviewed journal (PRJ) | # articles | 1 |
| | 5 | Non-peer reviewed journal | # articles | 0.5 |
| | | | | |
| Research Publications (other than journal articles) | 6 | Research monograph | # monographs | 3 |
| | | | | |
| **Subcategory A-2: Applied or Integration/Application Scholarship** | | | | |
| | | | | |
| Professional Journal Articles | 7 | Tier-One Professional Journal Article | # articles | 3 |
| | 8 | Tier-Two Professional Journal Article | # articles | 2 |
| | 9 | Tier-Three Professional Journal Article | # articles | 1 |
| | | | | |
| Other Professional Publications | 10 | Monograph (non-research) | # books | 2 |
| | 11 | Other scholarly book | # books | 2 |
| | 12 | Book chapter (edited edition) | # articles | 1 |
| | 13 | Industry report | # reports | 1 |
| | 14 | Book review | # reviews | 1 |
| | 15 | Popular press article | # articles | 1 |
| | 16 | Acknowledged contributions to book | # books | 0.5 |
| | | | | |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category A: Intellectual Contributions (continued)** | | | | |
| | | | | |
| **Subcategory A-3: Teaching and Learning Scholarship** | | | | |
| | | | | |
| | 17 | New textbook (1st edition) | # books | 3 |
| | 18 | Textbook revision | # books | 2 |
| | 19 | Instructional case | # cases | 1 |
| | 20 | Textbook supplement | # supplements | 1 |
| | 21 | Writing a continuing professional education course related to the area of teaching responsibility | # courses | 1 |
| | 22 | Textbook review | # reviews | 0.5 |
| | | | | |
| **Subcategory A-4: External Research Grant Awards** | | | | |
| | 23 | Grant Amount: $100,000 or more | # grants | 3 |
| | 24 | Grant Amount: $30,000 to $99,999 | # grants | 2 |
| | 25 | Grant Amount: $8,000 to $29,999 | # grants | 1 |
| | | | | |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category B: Academic-Focused** | | | | |
| | | | | |
| Research Proceedings | 26 | Refereed proceeding of an international, national, or regional meeting research conference (cannot double count along with the presentation, if any). | # proceedings | 1 |
| | | | | |
| Research Presentations | 27 | Research presented at refereed international, national, or regional meetings. Points are awarded per research manuscript (cannot count multiple presentations of the same manuscript, and cannot double count the presentation along with publication in conference proceedings, if any). | # presentations | 1 |
| | 28 | All other research presentations. Points are awarded per research manuscript (cannot count multiple presentations of the same manuscript, and cannot double count the presentation along with publication in conference proceedings). | # presentations | 0.5 |
| | | | | |
| Other Scholarship | 29 | Publicly available academic or professional working paper (cannot duplicate any other items). Points awarded per working paper in the review period (cannot count revisions as a new working paper). | # working papers | 1 |
| | 30 | Revise and resubmit of a manuscript submitted to an academic or professional journal which is still on-going (cannot duplicate any other items). Points awarded per manuscript regardless of number of resubmissions in the review period. | # manuscripts | 1 |
| | 31 | Presentation of applied/integrative content to a professional audience | # presentations | 0.5 |
| | | | | |
| Other Presentations | 32 | Conference presentation (non-research) | # presentations | 0.5 |
| | 33 | Invited lecture or keynote speaker | # presentations | 0.5 |
| | | | | |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category B: Academic-Focused** | | | | |
| | | | | |
| Editorial Service | 34 | Editor or Associate Editor of a peer-reviewed journal (PRJ) | # journals | 1 |
| | 35 | PRJ Special Issue Editor | # special issues | 0.5 |
| | 36 | PRJ Editorial Review Board | # journals | 0.5 |
| | 37 | Ad hoc reviewer for Elite or HQ PRJ | # times | 0.5 |
| | 38 | Ad hoc reviewer for Q or other PRJ | # times | 0.25 |
| | 39 | Ad hoc reviewer for conference | # times | 0.2 |
| | | | | |
| | 40 | Editor or Associate Editor of a professional journal | # journals | 1.0 |
| | 41 | Service on the Editorial Review Board of a professional journal | # journals | 0.5 |
| | 42 | Ad hoc reviewer for a professional journal | # times | 0.25 |
| | | | | |
| Pedagogy | 43 | Developing new course preparation | # courses | 1 |
| | 44 | PhD Dissertation chair (completed dissertation) | # dissertations | 1 |
| | 45 | PhD Dissertation committee member (completed dissertation) | # diss. | 0.5 |
| | 46 | Master's thesis committee chair (completed thesis) | # theses | 0.5 |
| | | | | |
| Research Grant Proposal | 47 | External grant proposal | # proposals | 0.5 |
| | | | | |
| Internal Research Grant Awards | 48 | Internal/UTA grant award | # proposals | 1 |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category B: Academic-Focused (continued)** | | | | |
| | | | | |
| Academic Service | 49 | Academic program review | # reviews | 0.5 |
| | 50 | Officer in national academic association | # associations | 0.5 |
| | 51 | Officer in regional or local academic association | # associations | 0.5 |
| | 52 | Conference leadership position (academic) | # conferences | 0.5 |
| | 53 | Service as officer in a university-level body (Faculty Senate, Graduate Assembly, Undergraduate Assembly) | # years | 0.5 |
| | 54 | Service as chair of an active university, college, or departmental committee | # years | 0.5 |
| | | | | |
| Academic Administration | 55 | Dean or Associate Dean or Assistant Dean | # years | 1.0 |
| | 56 | Department Chair | # years | 1.0 |
| | 57 | Assistant Department Chair | # years | 0.5 |
| | 58 | Program Director/Advisor | # years | 0.5 |
| | 59 | PhD Area Coordinator | # years | 0.25 |
| | 60 | Area Internship Coordinator | # years | 0.25 |
| | | | | |
| Professional Development Activities to Improve Academic Skill Set | 61 | Taking a course to improve a skill used in teaching or research | # courses | 1.5 |
| | 62 | Attending a conference | # conferences | 0.5 |
| | | | | |
| Other | 63 | UTA Advisory Council liaison | # boards | 0.5 |
| | 64 | Conducting or participating in an education conference. | # conferences | 0.5 |
| | | | | |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category C: Practice-Focused** | | | | |
| | | | | |
| Professional Service | 65 | Board member, officer, committee chair, or other leadership position in a national, regional, or local professional association -- all departments except accounting | # positions | 0.5 |
| | 66 | Board member, officer, committee chair, or other leadership position in a national, regional, or local professional association – Accounting Department | # positions | 1.0 |
| | 67 | Expert witness | # times | 0.5 |
| | 68 | Invited speaker at company or org. | # presentations | 0.5 |
| | 69 | Conference leadership position - professional | # conferences | 0.5 |
| | 70 | Advisor for a student professional society | # years | 0.25 |
| | 71 | Media contributor or expert | # times | 0.25 |
| | 72 | Conducting a professional workshop or training session related to the area of teaching responsibility | # times | 1.0 |
| | | | | |
| Consulting | 73 | 1,000 hours or more, over 5 years | 0,1 | 3 |
| | 74 | 100-999 hours, over 5 years | 0,1 | 2 |
| | 75 | 30-99 hours, over 5 years | 0,1 | 1 |
| | | | | |
| Outside Work/Employment | 76 | Full-time practitioner job | # years | 1.0 |
| | 77 | Active business ownership | # years | 0.4 |
| | 78 | Part-time practitioner job (minimum of 10 hours per week) | # years | 0.4 |
| | | | | |

## Appendix (continued)
## Values Assigned to Common Maintenance Activities

| Category | Item # | Activities during reporting period | Units | Points |
|---|---|---|---|---|
| | | | | |
| **Category C: Practice-Focused (continued)** | | | | |
| | | | | |
| Professional Development to Improve Practice-Related Skills | 79 | Earning a new professional certification | # certifications | 2 |
| | 80 | Maintaining a professional certification or license requiring academic coursework or continuing professional education of 20 or more hours per year. | # years | 0.6 |
| | 81 | Taking a relevant graduate course | # courses | 1.5 |
| | 82 | Attending a conference | # conferences | 0.5 |
| | 83 | Completion of continuing education course with 1 to 9 contact hours (Cannot double count hours used to maintain a professional certification or license) | # courses | 0.2 |
| | 84 | Completion of continuing education course with 10 to 19 contact hours (Cannot double count hours used to maintain a professional certification or license) | # courses | 0.4 |
| | 85 | Completion of continuing education course with 20 or more contact hours (Cannot double count hours used to maintain a professional certification or license) | # courses | 0.6 |
| | 86 | Other professional development Activity (major) | # activities | 1 |
| | 87 | Other professional development Activity (minor) | # activities | 0.5 |

**Appendix I: Covid-19 Addendum**

**Addendix I – Covid-19 Impacts and Responses**

Like many U.S. universities, UTA extended Spring Break by one week to give all stakeholders time to adjust to the Covid-19 situation and to prepare for online instruction. The main focus from late March through the end of the semester in early May was to continue to provide quality instruction to our students through online instruction. Through the hard work of both faculty and support staff, all classes continued online until the semester ended. Accommodations were made for students affected by the pandemic, and course drop dates were extended to provide flexibility to students. UTA and COB also allowed students to choose a Pass/Fail grading option for most Spring 2020 courses instead of letter grades if that was better for their circumstances.

While faculty were finishing their spring classes, UTA and COB each developed plans for training faculty in online teaching methods. Additional resources to help faculty were developed at the university level and at the COB. UTA's Center for Research on Teaching and Learning Excellence (CRTLE) led the way on developing and offering faculty training at the university level. Two COB faculty, Dr. Tatia Jordan (MARK) and Dr. Christy Spivey (ECON), developed additional training and shared best practices for COB faculty. They also assisted faculty in evaluating their approaches.

In March, Dr. Spivey developed a series of videos for faculty that covered a variety of issues related to using Canvas, Instructure, and Canvas Studio to help faculty prepare for going fully online after spring break. In May, Dr. Jordan and Dr. Spivey developed the COB Teaching Hub for faculty. The purpose was to provide training for faculty on virtual teaching plus tools and approaches for being effective. By June 2$^{nd}$, 168 COB faculty and instructors had signed up to access the COB Teaching Hub.

A considerable amount of time was spent ensuring all staff and faculty could operate efficiently and effectively from home. Since some staff are using their home computers, protocols had to be established to ensure that FERPA rules were not violated. Once these measures were in place, connectivity was the biggest concern. Staff have proven they are adaptable and resilient during this process. COB's technical support team (OIIR) has done a tremendous job assisting staff and faculty working successfully from home. A majority of their work is being done virtually. This has provided an opportunity to reevaluate at all processes and how faculty and staff interact. Going forward there is likely to be more flexibility in how and where staff and faculty work. It has also given leadership a different view on equipping staff and faculty going forward. This will provide the ability to reevaluate how we allocate space in the building.

UTA created several task forces in late spring to investigate the best responses to operating under Covid-19 restrictions. Faculty, staff, and students were surveyed, and plans were developed at the UTA level for how to proceed and offer classes in Fall semester. Various modalities were developed to give faculty and departments choices in structuring each course. Modalities ranged from face-to-face to four versions of a hybrid modality to completely online. Required social distancing made it necessary to measure each room to determine maximum capacities under COVID restrictions. Together with new room capacities and the new modality approaches, the university was able to develop the Fall schedule and communicate this to students.

COB faculty have done an outstanding job adapting to virtual teaching. Faculty feel more confident with online modalities after their experiences in spring and summer and with training on teaching virtually. Spring 2021 is expected to be even better as faculty continue to gain more experience.

Due to Covid-19, the vast majority of faculty have worked from home since March. However, some faculty have come to campus to teach a face-to-face in a classroom or record classes using university resources. Department offices were closed after Spring Break, but opened again in early August. When face-to-face classes are held, students and faculty are required to wear a mask and sit in designated seats that are 6 feet apart. Disinfectant wipes are provided in each classroom for students to wipe their seat and table top before they sit down. Cleaning staff thoroughly clean and disinfect the classrooms each day. Nearly all COB faculty were allowed to choose whether they wanted to teach online, in-person, or hybrid modalities for Fall 2020.

Before the pandemic UTA had been in the process of converting the older university telephone system to Microsoft Teams. This system allows staff and faculty to answer their office phones from home, so students are able to get help even if offices are not physically open.

UTA had also been in the process of upgrading the campus wifi system before the pandemic. The Business Building was upgraded in August. The new wifi is more powerful and has campus wide coverage. This has allowed students with limited Internet service to come to campus and access the Internet from any location including the parking lots.

To facilitate all faculty and staff working from home, some additional equipment and software were purchased. UTA provided a pool of funds to help pay for this effort. With the new equipment, all faculty and staff were able to conduct their work from home. The university placed and provided signage to remind students, staff and faculty on COVID protocols. To decrease the number of people in the building, COB departments have one to two people staffing department offices on a rotational basis. All COB departments have been able to meet their mission and provide good customer service.

In late spring the COB sent surveys to students, faculty and staff to ascertain how they were adjusting to the pandemic. Based on the results, a number of actions were taken to address various issues raised. Faculty were reminded of the difficulties many students were going through and to be accommodating to reasonable requests. The College tried to find some additional scholarships for students. Staff and faculty were provided additional computers or equipment so they could work at home. The COB formed a faculty committee representing all departments to identify best-practices in online teaching and to develop a rubric a faculty member could use to evaluate their course. More recently another committee was created to develop quality guidelines for online courses, similar to a scaled-down version of the popular Quality Matters guidelines. The survey results also showed that many faculty were concerned about academic integrity with online courses, so a faculty committee was created to focus on this issue.

In early summer UTA sent different surveys to student, faculty, and staff to gauge the impact of COVID-19. Based on the feedback of different groups, various actions were implemented to help alleviate challenges and make improvements. In response to the survey results, UTA developed guidance steps on how to handle students who do not wear a mask to class. Fortunately, students have been very compliant with health and safety rules and faculty have not had problems with this issue. UTA decided to extend the tenure clock by one year for all assistant professors that wanted the extra time due to the pandemic. Also based on the survey results, additional online teaching training was developed for faculty. A follow-up survey is planned in Fall 2020.

Twice-a-semester, college-wide faculty/staff meetings have continued to take place, although virtually. Attendance has been greater than when the meetings were face-to-face. All other meetings continue to be held virtually as well, thanks to Microsoft Teams. Faculty-student meetings are encouraged to take place virtually.

The pandemic affected some of the AOL data collection that traditionally took place in late spring, due to the sudden switch to online delivery. Since some faculty and departments were so focused on converting to online class delivery at that time, AOL data collection efforts became a secondary priority, and in some cases it just wasn't feasible to collect the traditional type of data that had been planned. Now that faculty are becoming used to the new normal during the pandemic, departments are refocusing on collecting AOL data and deciding what needs to be adjusted due to the new normal way of teaching.

One presumed impact from Covid-19 has been a 4.6% drop in COB enrollment for Fall 2020 as compared with Fall 2019. However, overall UTA enrollment was essentially flat. One positive result is that COB and UTA saw record high numbers of first-time-in-college freshmen enrollment in Fall 2020. The largest enrollment drop for COB was a decrease in international students.

Fortunately, the continuing existence of the Covid-19 pandemic has had little impact on COB's ability to meet its mission. Most classes are virtual or hybrid with 10-20% small face-to-face classes. Student organizations are mostly virtual but very active. Faculty research continues with little affect from the pandemic. All COB offices are open for operation, but with minimal in-person staffing. Students, faculty, and the business community understand that UTA cannot get back to normal student interactions until the pandemic mostly subsides. Students have been able to connect with advisors during this time with no significant degradation to customer service. The business community is continuing to interact with the COB through virtual job fairs and other interactions. In fact, we are seeing a slight increase from companies that do not usually interact with us because of travel time and time away from the office which are no longer a factor with virtual engagements.

UTA has instituted numerous operational restrictions for the health of faculty, staff, students, and visitors. Face masks are required in all buildings and anytime outdoors you cannot be at least 6 feet from others. Classroom capacity was reduced to only 25-30% of original capacity, to keep students at least 6 feet apart. Signs are posted all over campus to remind people of social distancing and mask requirements. Compliance with the face mask requirement appears to be very high. Course modalities in Spring 2021 will be very similar to Fall 2020. In COB, the department doors remain locked, although the offices are staffed. Students either knock on the door or call a phone number to explain what they need or to make an appointment to talk with someone in person. No complaints have been received about this approach.

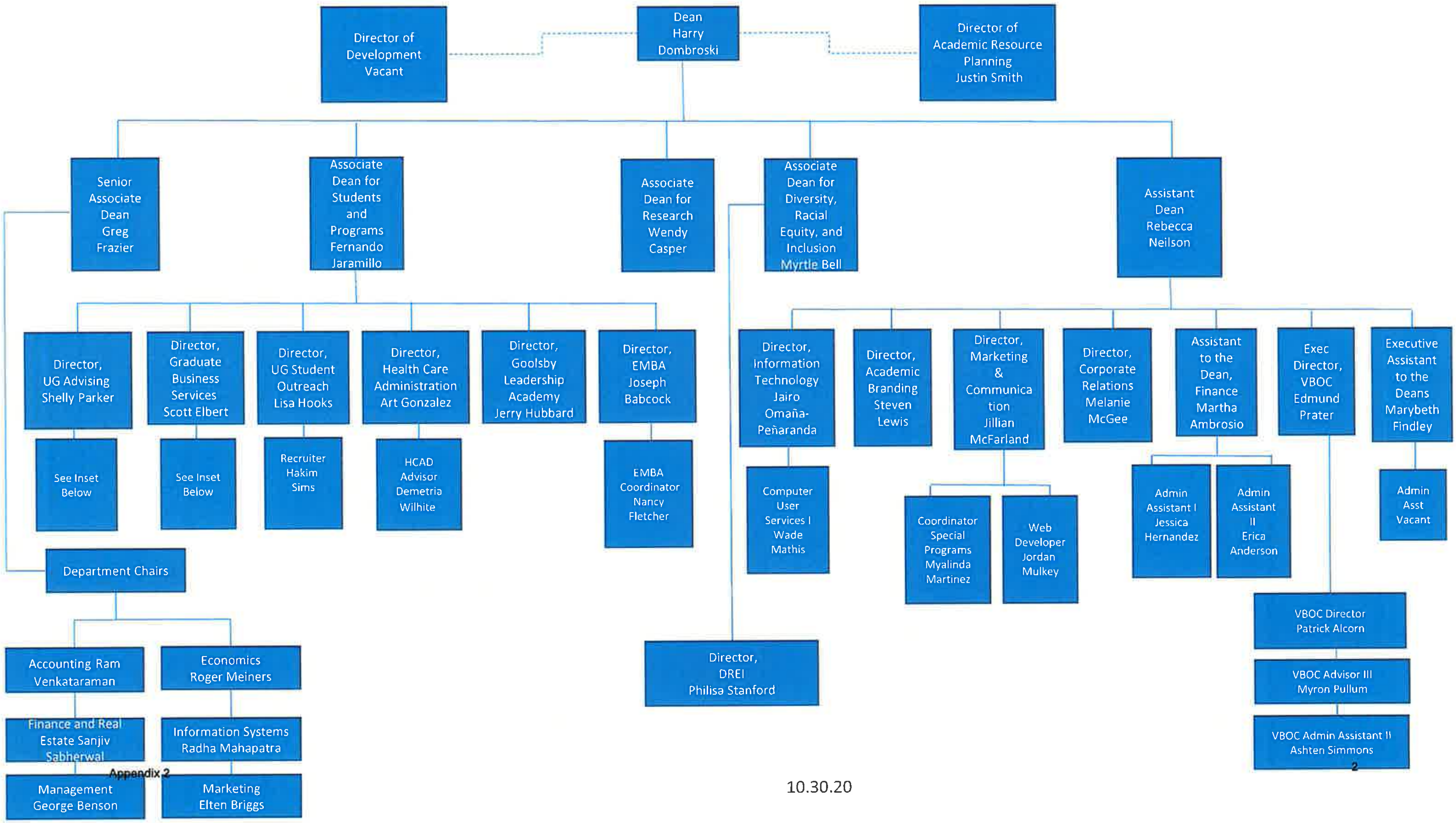
Employees are required to take a Covid-19 Self Assessment test by mobile phone app each day before they come to campus. The test consists of a series of questions to identify any symptoms an employee might be experiencing, and a clear test allows you to come to campus. Strict protocols for exposure or possible exposure are being adhered to by all stakeholders. UTA's North Texas Genome Center was converted into a Covid-19 rapid testing lab. The purchase of two ThermoFisher 7500Fast rtPCR Instruments gave UTA the capacity to analyze at least 500 samples per day.

One significant challenge caused by the pandemic is reduced interactions between students, between faculty, and between faculty and students. Numerous approaches are being used to facilitate interactions, but until the pandemic subsides and allows for face-to-face meetings, interactions between people will continue to be less than desirable. As examples of approaches that have tried to facilitate virtual interactions, the Management department has had virtual happy hours for faculty and PhD students to interact in an informal setting. The Accounting department has held virtual department lunches for faculty to discuss whatever is on their minds. The Advising Center allows students to have virtual meetings with advisors on Microsoft Teams so they can have better interactions with advisors (this was not an option for students before the pandemic). Student organizations are having virtual meetings with high participation rates. Students can have virtual meetings with faculty during office hours or by making an appointment for another time.

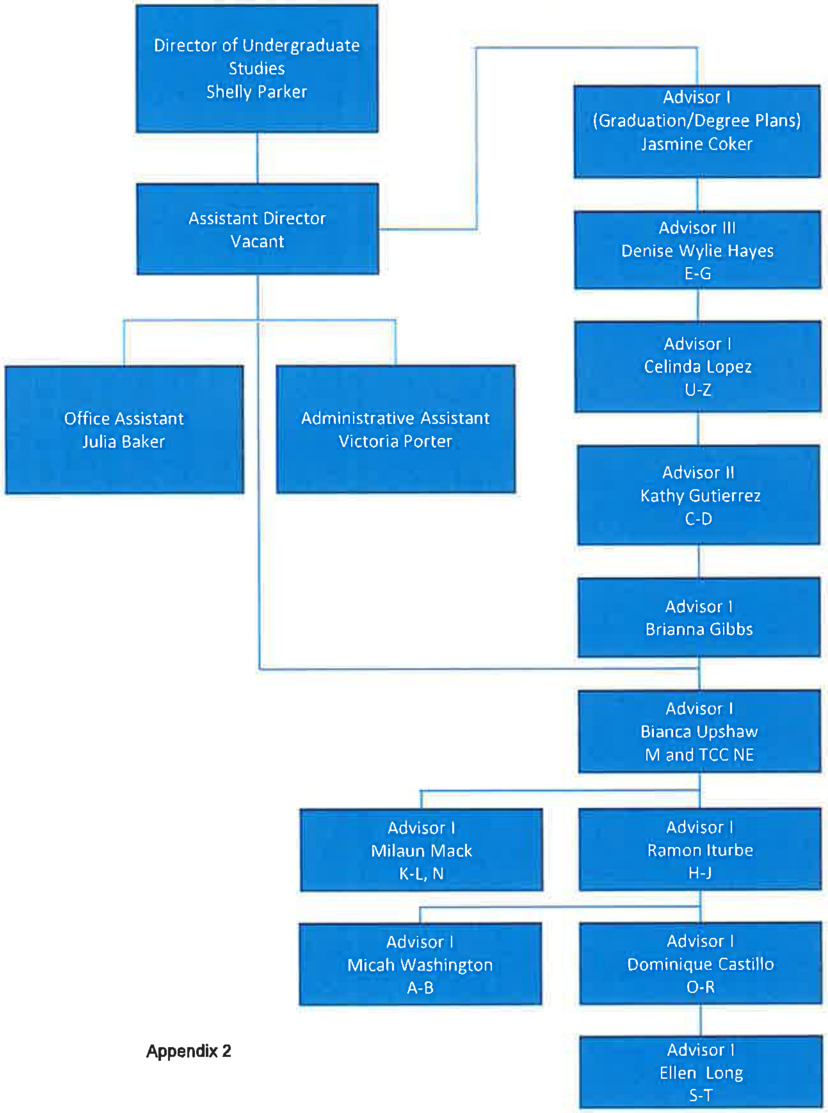
Another significant challenge is keeping up the engagement with the initiatives that were started this past year. The Dean's Leadership Circle is a prime example. Significant progress was made on strengthening alumni ties while we could meet face-to-face. We are examining ways to continue this virtual contact. The MAVS 100 is slated for its second annual event for late February 2021. Social distancing is being incorporated into the planning of the event.

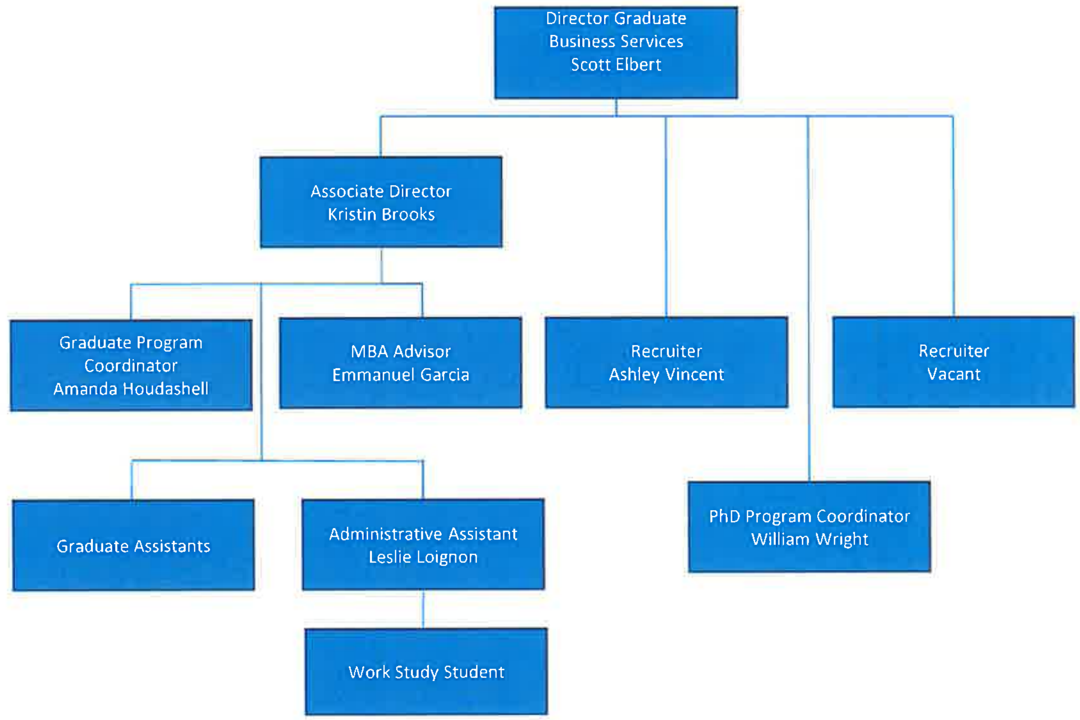
**Appendix II: University and College**

a. College of Business Organization Chart
b. COB Income Statement for 2019-20
c. UTA map
d. Business Building Floorplan—1st Floor
e. Department M&O Allocations
f. College of Business Faculty Bylaws


Director of Development Vacant
Dean Harry Dombroski
Director of Academic Resource Planning Justin Smith
Senior Associate Dean Greg Frazier
Associate Dean for Students and Programs Fernando Jaramillo
Associate Dean for Research Wendy Casper
Associate Dean for Diversity, Racial Equity, and Inclusion Myrtle Bell
Assistant Dean Rebecca Neilson
Director, UG Advising Shelly Parker
Director, Graduate Business Services Scott Elbert
Director, UG Student Outreach Lisa Hooks
Director, Health Care Administration Art Gonzalez
Director, Goolsby Leadership Academy Jerry Hubbard
Director, EMBA Joseph Babcock
Director, Information Technology Jairo Omaña-Peñaranda
Director, Academic Branding Steven Lewis
Director, Marketing & Communica tion Jillian McFarland
Director, Corporate Relations Melanie McGee
Assistant to the Dean, Finance Martha Ambrosio
Exec Director, VBOC Edmund Prater
Executive Assistant to the Deans Marybeth Findley
See Inset Below
See Inset Below
Recruiter Hakim Sims
HCAD Advisor Demetria Wilhite
EMBA Coordinator Nancy Fletcher
Computer User Services I Wade Mathis
Coordinator Special Programs Myalinda Martinez
Web Developer Jordan Mulkey
Admin Assistant I Jessica Hernandez
Admin Assistant II Erica Anderson
Admin Asst Vacant
Department Chairs
Accounting Ram Venkataraman
Economics Roger Meiners
Finance and Real Estate Sanjiv Sabherwal
Information Systems Radha Mahapatra
Management George Benson
Marketing Elten Briggs
Director, DREI Philisa Stanford
VBOC Director Patrick Alcorn
VBOC Advisor III Myron Pullum
VBOC Admin Assistant II Ashten Simmons
Appendix 2
2

10.30.20




**Appendix 2**

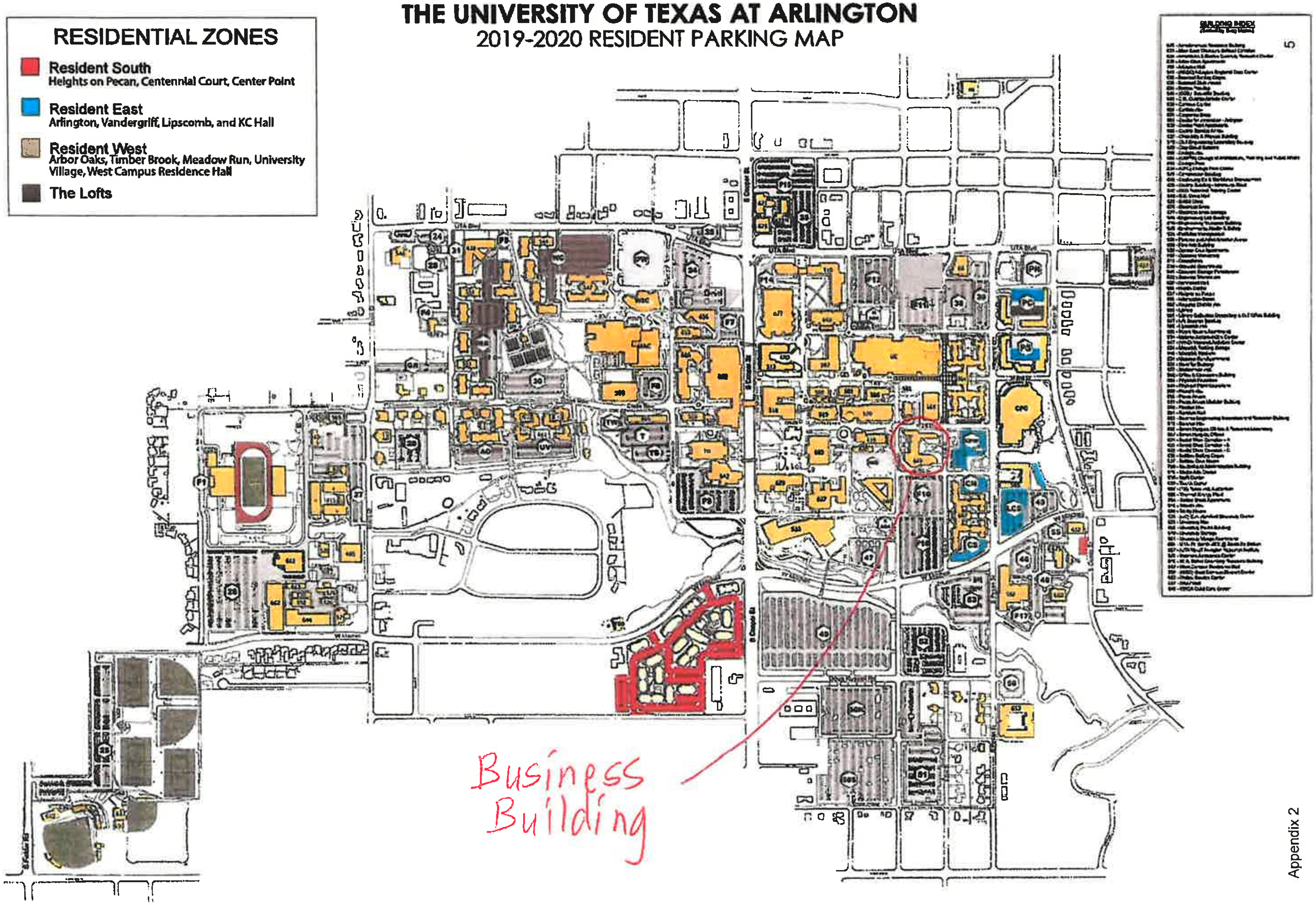
10.30.20

**The University of Texas at Arlington**
**College of Business**
**Year Ending 8/31/2020**

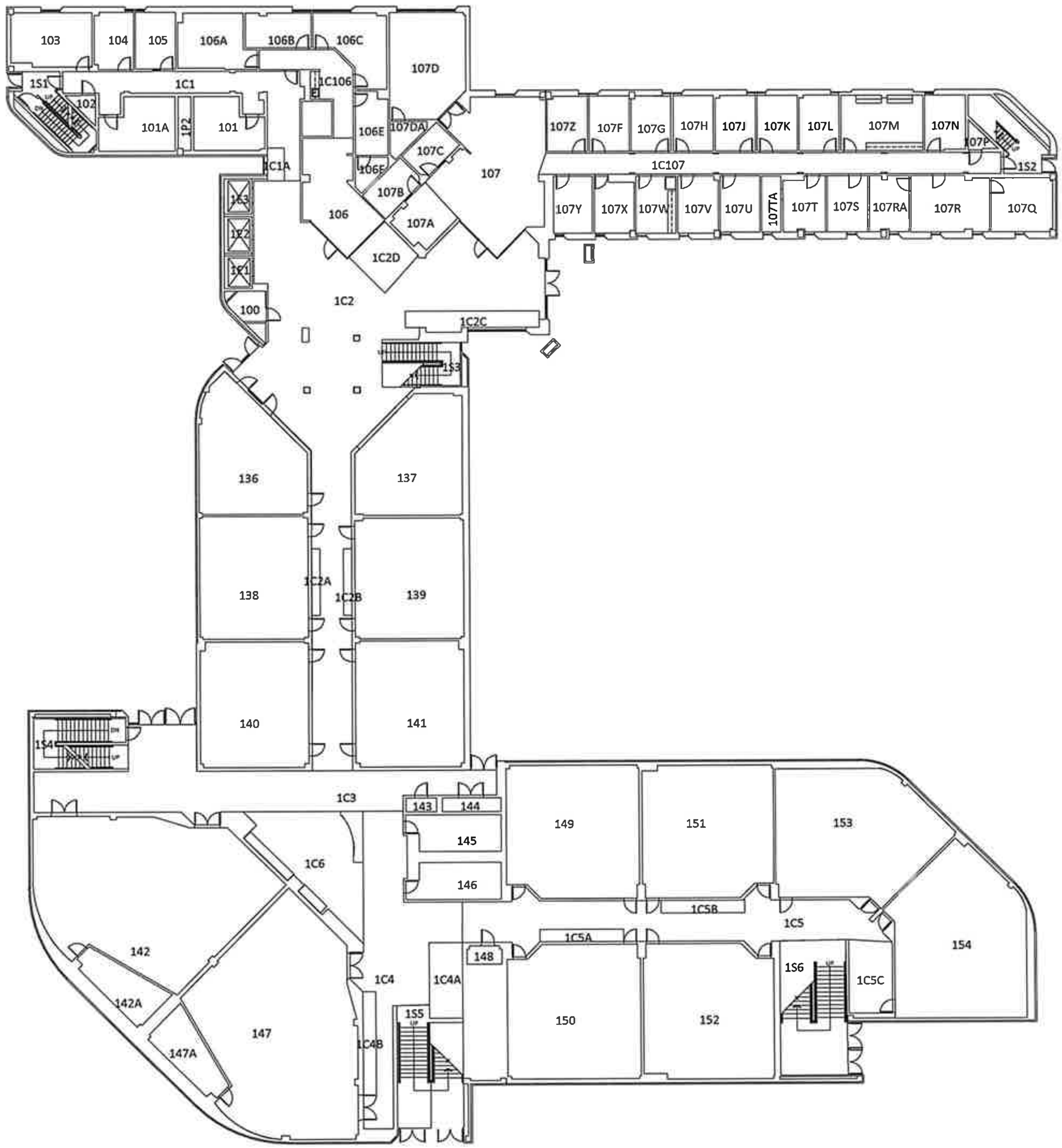
| | | |
|---|---|---|
| **Revenues** | | |
| Designated | $ | 999,297.88 |
| Designated Organized | | 2,813,721.31 |
| E&G | | 20,601,891.89 |
| EDT | | 2,218,918.97 |
| Growth Funds | | 951,012.00 |
| | | **27,584,842.05** |
| **Other Revenues** | | |
| Dean's Faculty Excellence Endowment Distributions | | 494,359.72 |
| China Transfer | | 1,771,128.02 |
| **Total Other Revenues** | | **2,265,487.74** |
| **Total Revenues** | | **29,850,329.79** |
| **Expenses** | | |
| Faculty Salaries | | 16,398,634.72 |
| Admin. and Prof. Salaries | | 4,957,721.75 |
| Teaching Assistant Salaries | | 1,338,934.30 |
| Hourly Wages | | 282,651.73 |
| Benefits | | 4,910,257.75 |
| Operating Expenses | | 2,653,700.10 |
| Other Expenses | | 633.35 |
| **Total Expenses** | | **30,542,533.70** |
| **Net Income** | **$** | **(692,203.91)** |
| **End of Year Available Reserves** | **$** | **4,187,636.54** |

# THE UNIVERSITY OF TEXAS AT ARLINGTON

## 2019-2020 RESIDENT PARKING MAP




Appendix 2




Appendix 2

BUSINESS BLDG
FIRST FLOOR

Exterior Gross Area
36407

**Department M&O Budget Calculations for 2020-2021**

| SCHs by Dept. | | | | | Fall 2020 | | | | | | | | | | | 500,000 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2019 | Spr 2020 | 2019-20 | | # Faculty | | | | | | Equal | | | Budgeted | | Budgeted |
| | SCH's | SCH's | SCH's | % | | | Fall '20 | 3:1:1 | | | Weight | | Cost | M&O | % Alloc. | M&O |
| COB | 2,280 | 1,250 | X | | T/TT | NTT | PhD stu | Weighted | % | | 50/50 | | Center | 2019-20 | 2020-21 | 2020-21 |
| ACCT | 10,871 | 10,080 | 20,951 | 17.3% | 14 | 7 | 13 | 62 | 18.2% | ACCT/BLAW | 17.7% | ACCT | 310463 | 92,000 | 17.7% | 88,671 |
| ECON | 8,892 | 8,325 | 17,217 | 14.2% | 6 | 11 | 0 | 29 | 8.5% | ECON | 11.4% | ECON | 310472 | 57,312 | 11.4% | 56,775 |
| FINA | 7,260 | 6,096 | 13,356 | 11.0% | 9 | 5 | 13 | 45 | 13.2% | FINA | 12.1% | FINA | 310468 | 65,087 | 12.1% | 60,541 |
| ISOM | 14,121 | 12,522 | 26,643 | 22.0% | 18 | 9 | 22 | 85 | 24.9% | ISOM | 23.5% | ISOM | 310470 | 118,192 | 23.5% | 117,274 |
| MANA | 12,105 | 11,817 | 23,922 | 19.7% | 15 | 10 | 18 | 73 | 21.4% | MANA | 20.6% | MANA | 310474 | 94,232 | 20.6% | 102,864 |
| MARK | 9,588 | 9,522 | 19,110 | 15.8% | 9 | 10 | 10 | 47 | 13.8% | MARK/BCOM | 14.8% | MARK | 310466 | 73,177 | 14.8% | 73,876 |
| | | | | | 71 | 52 | 76 | 341 | 100.0% | | 100.0% | | | 500,000 | | 500,000 |
| Total: | 62,837 | 58,362 | 121,199 | | | | | | | | | | | | | |

# THE UNIVERSITY OF TEXAS AT ARLINGTON

# COLLEGE OF BUSINESS

# FACULTY BYLAWS

SECTION I – Composition of the Faculty

The faculty of the College of Business (hereinafter College) shall consist of *Members* (with vote) and *Associates* (without vote). *Members* include: the Dean of the College (hereinafter Dean), Associate Dean and individuals with faculty appointments to tenure-track positions in the College (professor, associate professor, assistant professor). Those who hold joint appointments in other components of The University of Texas at Arlington are included, but visiting faculty and faculty on leave are not. *Associates* include all individuals holding non-tenure track faculty appointments in the College.

SECTION II – Functions of the Faculty

A. The Dean, Associate Dean, and Department Chairs shall consult the faculty in general, or their representatives on the appropriate standing committees, on all matters dealing with the formulation of general educational policy of the College, including policy on curriculum and degree programs. It shall be the function of the faculty to recommend the introduction of, modification in, or discontinuance of such programs, as well as the introduction of, modification in, or discontinuance of courses offered, or to be offered in support of such programs.

B. It shall be the function of the faculty to adopt such rules and regulations, and to establish such committees as are necessary to discharge the functions set forth in Part A of this section, and other functions which may be referred to the faculty of the College by the Dean, or as a result of institutional policy, reorganization, or action.

SECTION III - Meeting of the Faculty

A meeting of the faculty shall be held at least once each Fall and Spring semester. Additional meetings may be called by the Dean at his/her discretion or whenever one-third of the voting faculty requests such a meeting. The faculty shall be notified at least two weeks in advance of all meetings unless an emergency session is deemed necessary. A proposed agenda shall be furnished one week prior to any meeting.

SECTION IV - Conduct of Meetings

The Dean or an appointed representative shall preside over faculty meetings. A faculty member must be in attendance at the meeting in order to exercise the right to vote. A quorum shall be a simple majority of the voting faculty *Members*. The minutes of the meetings shall be kept by the Dean or an appointed representative and approved by a majority vote at the next meeting of the faculty. In the absence of specific rules adopted by the faculty, the proceedings shall be conducted according to Roberts' *REVISED RULES OR ORDER.*

## SECTION V - Standing Committees

A. The standing committee structure of the College is designed to provide a governance structure for the faculty that will enable continuous improvement of all programs, monitoring of all important policies, processes and controls in each activity area and to assure that the College programs are consistent with the mission of the College and provide overall high quality in research, teaching and service activities.

The standing Committees of the College of Business faculty are:

1. Mission and Strategic Management Committee
2. Faculty Composition and Qualifications Committee
3. Curriculum Content and Evaluation Committee
4. Assurance of Learning Committee
5. Intellectual Contributions Committee
6. Promotion and Tenure Committee

The elected members of these committees shall be chosen from and by the voting faculty of each department. Faculty serving in administrative positions outside of the departments may not serve as voting members of standing committees. The composition of each of these committees is discussed below.

B. All elected standing committee members will be elected for two-year terms, except in the case where a new committee member is elected to serve out an unexpired term.

C. No elected member of any standing committee may serve more than two successive two-year terms.

D. Elections will be held in each department during the Spring semester of each year. The term of office will commence on September 1. In the event that a standing committee representative is unable to serve, a representative may be appointed by the department chair subject to election at the next scheduled departmental faculty meeting.

E. Standing committee chairs will be elected by members of the committee.

F. Standing committees, voting faculty in a general meeting, or the Dean may appoint or create subcommittees or special committees for designated purposes. However, such a committee is of a temporary nature and shall be automatically dissolved upon completion of its related assignment or at the end of the academic year, whichever precedes the other.

G. All standing committees created by this document or subsequently thereto by the faculty shall communicate their action directly to the faculty.

H. A faculty member may appear before a standing committee by notifying the relevant committee chair of the desire to do so.

I. Modification of the standing committee structure may be effected through the ordinary procedures established for amending this document.

## SECTION VI - Faculty Committee Composition and Functions

A. The Dean or his/her or her appointed representatives shall be non-voting, ex-officio members of all College committees (standing or temporary).

### B. Mission and Strategic Management Committee

The Mission and Strategic Management Committee shall be composed of one faculty *Member* elected from each department. The Committee shall be responsible for the development and monitoring of the mission and objectives and the strategic plan of the College in consultation with the Dean. It shall communicate its recommendations to the faculty at large.

### C. Faculty Composition and Qualifications Committee

The Faculty Composition and Qualifications Committee shall be composed of one faculty *Member* elected from each department. The committee shall be responsible for the development and monitoring of policies, processes and controls in the areas of faculty planning, faculty recruitment, retention and renewal, faculty size, composition and deployment and faculty qualifications.

### D. Curriculum Content and Evaluation Committee

The Curriculum Content and Evaluation Committee shall be composed of one faculty *Member* from each department who is also a member of the Graduate Faculty. Graduate faculty are those so designated by the UTA Graduate School.

The Committee shall consider and act upon all matters relating to:

1. Appropriate action on all proposals for additions, deletions, or substantive content changes of any course or program of study at the undergraduate or graduate level except the specialized masters degree programs.

2. Undergraduate or graduate admission requirements of the College of Business except the specialized masters degree programs.

3. Undergraduate and graduate core requirements (business and non-business subjects) and the minimum and maximum hour requirements in areas of concentration for undergraduate degrees conferred by the College.

4. Policies regarding the selection of students for College programs, achievement of demographic diversity among the student body, admissions policies at the graduate level, retention policies and career planning and placement for both interns and permanent placement programs.

The Curriculum Content and Evaluation Committee is empowered to receive petitions relating to the preceding matters from the faculty at large (upon a majority vote of the faculty *Members*), the respective department faculties, or the Dean. The Committee may act on these matters within its scope only after receipt of a petition for action from one of these sources.

The Curriculum Content and Evaluation Committee will submit its recommendations and conclusions to the faculty at large at least two weeks before the faculty meeting. Upon a 60 percent favorable vote by the faculty *Members* present at an appropriately called meeting where a quorum is in attendance, these matters will be reviewed by the appropriate Department Chair(s) and the Dean and then sent to the appropriate University committee, the Dean of the Graduate School, Provost, and the President for approval as appropriate. Graduate curriculum matters will only be voted upon by members of the graduate faculty.

### E. Assurance of Learning Commitee

The Assurance of Learning Committee shall be composed of one elected faculty *Member* from each department. The Committee shall develop and recommend appropriate policies, processes and control to assess and improve learning outcomes across the College.

### F. Intellectual Contributions Committee

The Intellectual Contributions Committee shall be composed of one elected faculty *Member* from each department. The Committee shall develop and recommend appropriate policies, processes and control to assure continuous improvement and high quality in the intellectual contributions of the faculty and graduate students. Further, the committee shall receive and study research proposals, and shall report its recommendations for approval or denial of funding and awards to the Dean for his/her consideration. Such requests shall be received by the committee from the submitting faculty member, with a copy routed through the appropriate Department Chair, who shall make whatever comments he/she desires to make. In circumstances where a committee member submits material for consideration, the Dean shall appoint a temporary substitute to serve in place of the committee member.

### G. Promotion and Tenure Committee

The Promotion and Tenure Committee shall be composed of one faculty *Member* from each department. Members of the committee shall hold the rank of full professor. Faculty serving in administrative positions including the department chairs may not serve as voting members. If a department has no eligible full professors the voting members of the department shall elect a full professor from within the College to serve as the department's representative. The Committee shall be responsible for reviewing all recommendations for promotion and/or tenure submitted by Department Chairs to the Dean, including faculty being hired with tenure. The Committee shall report its recommendations to the Dean.

## SECTION VII - New Faculty Members

Invitations to prospective faculty to visit the campus shall be extended upon approval by the Department Chair and by the Dean. Faculty *Members* of the appropriate department shall be given the opportunity to participate in the interviewing process involving appointments to tenure-track positions (Assistant

Professor, Associate Professor, and Full Professor).

## SECTION VIII - Departmental Organization

A. The faculty of each department shall consist of Members (with vote) and *Associates* (without vote). *Members* include individuals with faculty appointments to tenure-track positions in the department (professor, associate professor, assistant professor). Those who hold joint appointments in other components of The University of Texas at Arlington are included as members, but visiting faculty and faculty on leave are not. *Associates* include all individuals holding nontenure-track faculty appointments in the department. In addition, a department may extend voting privileges to *Associates* within the department.

B. The faculty of each department shall be responsible for:

1. Content of courses
2. The selection and approval of all textbooks to be used in the department
3. The final examination policy, which shall be consistent with the University and College policies, if any.

If course content changes at the undergraduate and graduate levels (except for specialized masters degree programs) are such that they necessitate catalog changes, then they shall be handled in accordance with the procedure of paragraph C below. If course content changes for the specialized masters degree programs are such that they necessitate catalog changed, then they shall be handled in accordance with paragraph D below.

C. All departmental voting faculty shall be allowed to vote in proposing additions, changes and deletions in its undergraduate program. After consideration and approval of a proposal by the departmental faculty, the Department Chair will forward such a proposal to the College of Business Curriculum Content and Evaluation Committee along with relevant comments.

D. Departmental Committees on Graduate Studies shall be responsible for any specialized masters degree program offered by that department. The Committee shall make recommendations for new graduate courses, changes in graduate courses, admission requirements, and changes in other requirements for the specialized masters degree program. These recommendations shall be reviewed by the Department Chair and the Dean and then sent to the Dean of the Graduate School, Provost, and President for approval as appropriate.

E. The faculty of each department shall hold at least one regular meeting during each semester. Roberts' *REVISED RULES OF ORDER* shall apply to departmental meetings unless the department adopts its own rules which, however, cannot be inconsistent with the rules and regulations of the College or University.

F. Promotion and Tenure Committee: A committee consisting of all tenured members of the departmental faculty, excluding the Department Chair, shall advise the Department Chair concerning the tenure and third-year review of non-tenured members of the faculty. A committee consisting of all tenured faculty members of a higher rank than that of the person who is being considered shall advise the Department Chair concerning promotion. In instances for either tenure or promotion where there are fewer than three qualified faculty members, the voting members of the department shall elect qualified faculty from other departments in the College with no more than one chosen from any one department.

Members of this committee shall have responsibility for developing departmental guidelines for promotion and tenure.

## SECTION IX - Amendments

These bylaws may be amended at any meeting of the faculty by a 60 percent favorable vote of the voting faculty present at an appropriately called meeting where a quorum is in attendance. A copy of the proposed amendment(s) shall be distributed to the faculty at least one week in advance of the meeting in which it is voted on. Amendments may be proposed by a standing committee, a temporary committee, the Dean, or 10 percent of the faculty.

Questions of interpretation of these bylaws and questions of jurisdiction of the faculty, the Dean, or Department Chair, shall be referred jointly to the Dean and a committee selected by the faculty.

These bylaws shall be in full force and effective upon adoption by a 60 percent vote of the total voting faculty present at an appropriately called meeting.

These by-laws were approved in the College of Business Administration Faculty Meeting of October 27, 1995 and superseded the by-laws in effect before that time.

Subsequent Amendments:

- Approved revisions to Section V., Part A. and Section VI, Part H. to reflect the addition of the Promotion and Tenure Committee as a standing committee -College of Business Faculty Meeting on September 26, 1997.
- Approved revisions – College of Business Faculty Meeting on May 7, 2010.

**Appendix III: Strategic Planning**

a. COB Strategy/Execution Organizer—January 2020
b. Strategy 1 Worksheet (Goal 1.1)—Scholarships
c. Strategy 2 Worksheet (Goal 1.2)—Career and Placement
d. Strategy 3 Worksheets (Goal 2.1)—Curriculum Reviews (see Appendix VII.a)
e. Strategy 4 Worksheet (Goal 2.2)—HCAD and CAHME
f. Strategy 5 Worksheet (Goal 3.1)—Company Programs
g. Strategy 6a Worksheet (Goal 3.2)—Employer Engagement
h. Strategy 6b Worksheet (Goal 3.3)—Alumni Engagement
i. Strategy 7 Worksheet (Goal 3.4)—Faculty Engagement
j. COB Strategy/Execution Organizer—Draft November 2020

# THE STRATEGY/EXECUTION ORGANIZER January 2020

An approach based on the EOS Model and Baldrige Framework

## ORGANIZATION: UT-Arlington College of Business

## STRATEGY

| | | |
|---|---|---|
| **CORE VALUES** | We are Student-Focused and Scholarly. We live these values through a set of *expected behaviors*:<br>• Integrity – We do the right thing (we are honest, transparent, and accountable).<br>• Respect – We treat people the right way (affirming their uniqueness, worth, and dignity).<br>• Diversity – We pursue an inclusive environment (where individual differences create value).<br>• Excellence – We continually strive to achieve the highest levels of performance in all we do.<br>• Collaboration – We team with internal and external partners to accomplish shared goals. | **3-YEAR PICTURE™**<br><br>**Future Date:** September 1, 2022<br><br>**What does it look like?**<br><br>• CRM connected to MyMav<br>• Real website (oriented toward student recruiting)<br>• More scholarships (including on-the-spot)<br>• Revised/updated curriculum (inc. online & industry-targeted content; flexibility in curriculum, pathways)<br>• Industry partnerships (customize programs for industry)<br>• Increased number and pay of faculty and staff (and ability to recruit and retain)<br>• Updated/upgraded facility (with additional collaboration space)<br>• Enhanced COB placement services/resources<br>• Increased enrollment by 4%<br>• Increased alumni engagement |
| **CORE FOCUS™** | Tagline: Transforming lives through knowledge<br>Vision: To be a top choice for students and employers<br>Mission: We provide a transformative educational experience accessible to a diverse student population at a top research university. Offering a variety of programs, we prepare students to succeed in their career of choice and become business leaders, impacting lives forever. | |
| **10-YEAR TARGET™** (By September 1, 2029) | Demonstrate UTA COB is a Top Choice for Students and Employers.<br>As measured by: Area high school students (prospective students, by tier); Incoming COB undergraduate students (currently 64%); Transfer students (currently 82%); MBA prospects (currently 16%).<br>[Review & confirm %'s; Set *prospective*, *incoming*, *transfer* & *MBA* targets. Determine employer measures.] | |
| **CUSTOMERS & STAKEHOLDERS** | Key Customer/Stakeholder Groups & Requirements<br><br>STUDENTS want:<br>• Maintain/advance reputation of the college<br>• Tuition-accessible<br>• Hands-on marketable competencies<br>• Program flexibility to accommodate our diverse needs (inc. ability to adapt to working students)<br>• Networking/career opportunities within our own industry<br><br>FACULTY/STAFF want:<br>• Quality students<br>• Appreciation / Acknowledgement<br>• Support for research (Time and funding)<br>• Money/Resources<br>• Meaningful work<br>• Career growth<br><br>BUSINESS LEADERS, ALUMNI, & DONORS want:<br>• Good 2-way Comm. (Meaningful, routine outreach; Networking events; Access to thought leaders; Impact of giving)<br>• A variety of ways to engage/help/give ($T^3$)<br>• Top talent pipeline (BLs)<br>• Improved access to students (BLs)<br>• Maintain/advance reputation of the college | |

# THE STRATEGY/EXECUTION ORGANIZER

An approach based on the EOS Model and Baldrige Framework

## ORGANIZATION: UT-Arlington College of Business

## EXECUTION

### 1-YEAR PLAN (SMART Goals)

**Completion Date:** September 1, 2020

**Measurables:**

Executive Champions (initials in blue below) – ID the most important Year-1 Performance Indicator (KPI) with your respective goal lead, and review regularly with them to ensure goal is on track.

**Goals for the Year:**

| | |
|---|---|
| **1- STUDENT SUCCESS** | |
| 1.1 B.N. | **Recruitment & Support/Scholarships** – Kristen<br>Dec. 2019 status: On target |
| 1.2 F.J. | **Career Development & Placement** – Tatia<br>Dec. 2019 status: On target |
| **2- ACADEMIC PROGRAM REVIEW** | |
| 2.1 F.J. | **Curriculum Review** – Fernando (w/ Dept Chairs)<br>Dec. 2019 status: On target |
| 2.2 G.B. | **HCAD Program** – Art<br>Dec. 2019 status: On target |
| **3- STAKEHOLDER ENGAGEMENT** | |
| 3.1 R.M. | **Customized Program Development** (for Industry) – Radha (w/ Dept Chairs)<br>Dec. 2019 status: On target |
| 3.2 B.N. | **Employer Engagement** – Melanie<br>Dec. 2019 status: Needs adjustment |
| 3.3 B.N. | **Alumni Engagement** – Kristen<br>Dec. 2019 status: Needs adjustment |
| 3.4 G.F. | **Faculty Engagement** – Greg<br>Dec. 2019 status: On target |

### ROCKS (Semester Priorities)

**Completion Date:** May 15, 2020

**Key Measurables:**
(To be added here as relevant.)

**Rocks for the Semester:**

| | | Who |
|---|---|---|
| 1. | Develop faculty buy-in for curriculum decisions | Fernando (w/ Dpt. Chairs) |
| 2. | Prepare for AACSB Review (write self-study report) | Greg |
| 3. | New direction for alumni engagement & corporate relations | Harry (w/ Becky) |
| 4. | Student recruitment (inc. strategic decisions) | Becky |
| 5. | Journal list revisions | George (w/ Dpt. Chairs) |
| 6. | Faculty engagement | Greg (w/ Wendy) |
| 7. | UTA Web page (more professional) | Becky |

Additional action: Mission statement (review & refine/agree on the changes discussed at the Dec. strategy session)

### ISSUES LIST

***Barriers to address** to ensure your 1-Year Plan stays on track.*

Use your regularly scheduled leadership meetings throughout the semester to spend significant time addressing and eliminating these issues. *Prioritize the list at each meeting,* then work on the most important issue(s) first, in priority order. Once addressed, eliminate it from the list. Add other issues as they surface.

| | |
|---|---|
| 1. | Corporate relations/engagement progress;<br>Alumni engagement, inc. contact list/CRM;<br>Need a different approach to alumni engagement (resource-related) *[See Notes from Dec. Retreat]* |
| 2. | Graduate recruitment *[See Notes from Dec. Retreat]* |
| 3. | Consistency in the classroom: faculty issues/knowledge, classroom expectations *[See Notes from Dec. Retreat]* |
| 4. | Faculty service expectations & engaging with students |
| 5. | Workload allocation |
| 6. | EMBA admin. structure (need to review?) |
| 7. | |

# S.M.A.R.T. GOAL WORKSHEET    Owner: UG Admission

# Scholarships

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

## INITIAL GOAL

Write the goal or initiative as currently stated.

- Increase the number of current-use, merit-based scholarships awarded to **entering business freshmen** who demonstrate a high level of academic achievement as demonstrated by: high school class rank, SAT (or ACT) scores and campus/community involvement.
- Increase the number of current-use, merit-based scholarships awarded to **entering business transfer students** who demonstrate a high level of academic achievement as demonstrated by: transfer GPA and math completion.
- Increase the number of current-use, merit-based scholarships awarded to **entering part-time business transfer students** who demonstrate a high level of academic achievement as demonstrated by: transfer GPA and math completion.

Increasing the enrollment levels of high-achieving students will result in improved, student quality, persistence, and 4-5-6 year graduation rates. To support this initiative, we must raise $500,000 minimum in the first year and up to-$1,000,000 in each subsequent year for current-use admissions scholarships.

## S — SPECIFIC

What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)
Who needs to be included?

Increase the enrollment rate of high-achieving incoming freshmen and transfer students by offering admission scholarships (incoming freshmen, renewable for three years; transfer full-time/part-time students, one time awards) to incentivize enrollment.

- Increase enrollment of high-achieving freshmen students by 10% by offering 71 new admit freshmen scholarships. (Renewable levels: $2,000; $3,000; $5,000)
- Increase enrollment of high-achieving transfer students by 10%, both full-time and part-time students, by offering 142 transfer scholarships. ($2,000 one-time award to full time transfers and $1,000 one-time award to part time transfers)

Transfer award standards will be incorporated into the existing CoB Transfer Direct Admit program which will be renamed and reformatted with a higher gpa requirement to match the scholarship minimums of a 3.5 gpa and math complete.

## M — MEASURABLE

How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)

IN-PROCESS MEASURES

- Monitor monthly application #s to identify if follow up communication with prospects is needed

OUTCOME MEASURES

- Increase the HS top 10% business freshmen enrollment of 66 in Fall 2018 to 73 in Fall 2020 (up to 30% conversion rate of those applied).
- Increase the HS next 15% business freshmen enrollment of 91 in Fall 2018 to 109 in Fall 2020 (up to a 29.4% conversion rate of those applied).
- This results in an increased enrollment of top quarter of HS class business freshman by a headcount of 25 and the enrolled/applied conversion rate from 25.7% to 29.8%.
- Increase the 3.5 gpa and math completion transfer business student enrollment by a headcount of 21 and the enrolled conversion rate from 30.4% to 33.4%.

## A — ACHIEVABLE

Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?

**Knowledge/Skill:** Skills and knowledge are available for creating, maintaining, and managing processes for soliciting applicants, screening applications, and awarding of scholarships. This is primarily to be managed by Shelly and Lisa

**Materials:**

- Create contact pieces to inform potential applicants and request action
- Format freshmen and transfer scholarship applications

- Get applications loaded into MavScholar Shop
- Verify we can get needed reports and data access to qualify potential scholarship applicants

**Time:** time needed to achieve various tasks can be worked into staff schedules

- October 2019: scholarship app preparation (Shelly and Lisa)
- December 2019-January 2020: qualify applicants (Lisa)
- February 2020-June 2020: monthly monitoring of new admits to contact for application (Lisa)
- February 2020-March 2020: monthly monitoring of applications to assess need to email remind (Shelly)
- April 2020-July 2020: weekly monitoring of applications for scholarship committee to consider for award (Shelly)
- April 2020-July 2020: notifications of award (Lisa)
- August 2020: funding documentation to Student Accounts/Scholarship Office (Shelly)

**People:**
Scholarship Committee (Director of Undergraduate Studies, Director of UG Outreach, and Asst/Assoc Dean or their delegates) to regularly (weekly) review applications from March 15 – July 31. If needed, we may ask the assistance of support staff in the Dean's Office for prepping mailings and award letters.

## R

## RELEVANT

Why are we setting this goal? Is it meaningfully aligned with our overall objectives?

Offering current-use, merit based scholarships to high-achieving entering freshmen and transfer students directly relates to improving the quality of the undergraduate student population and should positively impact UTA CoB as the 1st choice for undergraduate students

## T

## TIME-BOUND

What's the established deadline and is it realistic?

In order to implement for September 2020 (after census date), we need approval by September 1, 2019.

**FUNDRAISING:**
The funding cycle for the 2020-2021 Academic Year will need to occur between August 1, 2019 and July 31, 2020 (i.e. funding for the immediate academic year). The large portion of the $500,000 should be in place by March 1.

**SCHOLARSHIPS:**
April 15 is the initial scholarship application deadline. No award notifications will be made until after March 15 or once the UTA Scholarships New Admit recipient list has be made available. Offers may continue through the end of July each calendar year if monies are available.

## SMART GOAL

Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible. [Who] **will** [do What and Measured how] **by** [When].

By offering current-use, merit based scholarships to new admits, the College of Business will

- increase the conversion rate (enrollment/applied) of HS top 25% freshman Fall 2020 applicants by 25 students (conversion rate improvement of Fall 2018 of 25.7% to 29.8%); and
- increase the conversion rate of high quality transfer students by 21 students (conversion rate improvement of Fall 2018 of 30.4% to 33.4%) by September 1, 2020,

which will improve the overall quality of the undergraduate business population.

| | |
|---|---|
| **2019-2020 ACTION PLAN** | Measures & Targets:<br>Award 71 renewable new admit business freshmen scholarships to HS top 25% applicants; award 142 non-renewable scholarships to HQ transfer students with a 3.5 gpa or better and math completed for Fall 2020, requiring $500,000 in year one of an annual giving campaign and $1,000,000 in subsequent years. |
| | Funding source:<br>• The Dean's Leadership Circle launched to generate $500,000 in year one for current use, merit based new admit undergraduate scholarships. $1,000,000 per year each subsequent year.<br>SCHOLARSHIP PROGRAM:<br>• Create scholarship application – Q1<br>• Generate contact pieces for admitted students who are scholarship prospects – Q1<br>• Contact all qualified scholarship prospects – Q2 and Q3<br>• Monitor applications – Q2 and Q3<br>• Review applications and determine awards – Q3 and Q4<br>• Notify scholarship recipients – Q3 and Q4<br>• Complete all funding documentation – Q4 |

| | |
|---|---|
| **Q1**<br>**Sept.-Nov. 2019** | Measure(s) & Target(s):<br>• Formulate scholarship application<br>• Determine how to secure HS class rank data for freshmen |
| | Milestones:<br>• November 1 finalize scholarship application and coordinate with Scholarship Office for posting in MAVScholarShop<br>• November 1 secure access to business undergraduate admit list which include HS rank data and SAT/ACT scores for freshmen; and transfer gpa for transfers. |

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| **Q2**<br>**Dec.-Feb.** | Measure(s) & Target(s):<br>• Qualify candidates and begin outreach to prospects requesting their application |
| | Milestones:<br>• January 15 contact all freshmen applicants who have been admitted and qualify<br>• February 15 contact any additional freshmen who qualify and any transfer students who qualify |

| | |
|---|---|
| **Q3**<br>**Mar.-May 2020** | Measure(s) & Target(s):<br>• Review of freshmen candidates and make freshmen decisions and notifications by April 15<br>• Review of transfer candidates and make initial decisions and notifications by May 31 |
| | Milestones:<br>• April 15 deadline for freshmen decisions and notifications<br>• May 31 deadline for initial transfer decisions and notifications |

| | |
|---|---|
| **Q4**<br>**June-Aug.** | Measure(s) & Target(s):<br>• Determine final scholarship awards<br>• Submit funding documents to |
| | Milestones:<br>• July 31 deadline for last freshmen and transfer decisions and notifications<br>• August 15 submit funding documentation to Student Accounts/Scholarship Office |

# S.M.A.R.T. GOAL WORKSHEET

**Owner: Tatia Jordan**

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

## INITIAL GOAL

Write the goal or initiative as currently stated.

Establish a college-wide career development/placement & employer engagement strategy that will include increased student participation in specific career development initiatives and increased student-employer engagement activities/events, facilitating increased employment opportunities by 9/1/2020.

## S — SPECIFIC

What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)
Who needs to be included?

1) Increase student engagement in existing career development resources/activities, 3) Increase # of career development resources/activities and 4) Increase # of student-employer engagement opportunities

## M — MEASURABLE

How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)

In-process measures – Activity/completion-based
Outcome measures – Utilization/engagement rates (Event #, Participation #, VMock/Handshake/etc.)

## A — ACHIEVABLE

Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?

Talent (Knowledge/Skills): Possess career development & employer engagement expertise; need to leverage others' expertise in college-wide coordination, tool/technology evaluation & benchmarking. Key Partners: Univ Adv & Alumni Rltns, LMCDC, Student Orgs, ICs, Chairs, MarComm, Faculty, Deans
Time: Will require total CoB team effort. To effectively compete with peers, need for additional (or reallocation of existing) human resources probable.
Treasure (Budget): Initial estimate is $0 using resources we have already purchased
Tools/Technology: CRM, Career Development & Alumni Engagement Tools/Platforms,

## R — RELEVANT

Why are we setting this goal? Is it meaningfully aligned with our overall objectives?

To support Strategic Plan Goals:
Career Development/Placement & Employer Engagement

## T — TIME-BOUND

What's the established deadline and is it realistic?

September 1 2020, is realistic for in-process measures, enhanced student-employer engagement, and increased utilization of existing platforms (VMock, Handshake).

## SMART GOAL

Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible. [Who] **will** [do What and Measured how] **by** [When].

The College of Business will establish a college-wide strategy that enhances student career development and employer engagement by 1) increasing VMOCK usage 2) increasing the level of student participation in career development activities by 10-25% and 3) increasing student-employer engagement activities/events by 10-25% by 9/1/2020.

| 2019-2020<br><br>ACTION PLAN<br><br>Completed by 9/1/20 | Measures & Targets: |
| --- | --- |
| | **1. Increase student participation in specific career development initiatives via -**<br>***Resume / LinkedIn Preparation:***<br>- Institute VMOCK tool for academic year 2019-2020<br>- Assign 2000 students VMOCK goals in classes and Invite 6500 (Minimum active engagement of 25% in Year 1)<br>***Career Preparedness:***<br>- 12 LinkedIn Workshops per semester (currently 1000 students/academic year) – Increase participation by 10%<br>- 2 Mock Interview Weeks (currently 700 students/academic year) – Increase by 10% through MI appointments<br>- Hold BB&T Leadership Institute Session (50 students cap in inaugural year) – Successfully renew this partnership<br>- Require Interview Stream Interviews (currently 1000 students/academic year) – Increase participation by 10%<br>- Career Development Events (Increase participation from 0 to 100 students) – Invite 100 students to PD sessions<br>- Required Graded Resume, Cover Letter, and Oral Presentations in all BCOM courses (1000 students/AY)<br>- Required Topics in all BCOM labs: Professional Dress, Dining Etiquette, Interviewing & Networking Skills<br>- Require creation of online resume/work sample portfolio (currently Foliotek)<br>***Handshake:***<br>- Handshake goals: Increase student enrollment in Handshake by 25% (1790 as of 5/1/19) and/or use new COB website to do a better job of advertising local jobs with our corporate partners<br>***Mentoring Program:***<br>- Work with COB Board and Dean's office to match students (Increase from current 0 to minimum of 10)<br>- Partner with LMCDC on Xinspire Platform – establish minimum 20 mentorships (10 Fall + 10 Spring)<br>**2. Increase student-employer engagement activities/events via -**<br>***Student Organizations:***<br>- Work w/Student Orgs (i.e., ALPFA, Finance Society) to increase employer engagement events by 4 in Year 1<br>***Enhanced Internship Coordination:***<br>- Work with Internship Coordinators/Chairs to ensure 100% participation/alignment across all departments<br>- Feed Handshake Internship Postings on web page and post in Canvas<br>***Increase Networking Opportunities:***<br>- Partner with LMCDC on 3 Networking Events per semester & drive increase in CoB student participation<br>- Partner with Marketing and Communications Director to increase awareness of networking and alumni events<br>- Partner with Alumni Office on 3 alumni events per semester & drive CoB student participation<br>***Employer Foyer:***<br>- Increase traffic through employers by 10% in tandem with the LMCDC<br>***PhD Students:***<br>- Create 2 events per semester for career development, Partnering with Dean of PhD programs<br>- Create BSAD 6392 for students to learn how to write job materials (CV, Cover letter, teaching/research statements<br>- Create Independent Study for PhD students to learn how to edit their dissertations to be more competitive on jm |

| Fall<br>Aug.-Dec<br>2019 | Measure(s) & Target(s): |
| --- | --- |
| | Milestones: VMOCK (50% complete); 10-25% increase in student utilization/engagement |

| Spring<br>Jan.-May<br>2020 | Measure(s) & Target(s): |
| --- | --- |
| | Milestones: VMOCK (75% complete); 75% of Student-employer engagement events created; 10-25% increase in student utilization/engagement |

| Sum.<br>June-Aug.<br>2020 | Measure(s) & Target(s): |
| --- | --- |
| | Milestones: VMOCK (100% complete); 10-25% increase in student utilization/engagement |

**Appendix 3.f – Curriculum Reviews**

See Appendix VII.a for curriculum review worksheets.

# S.M.A.R.T. GOAL WORKSHEET Owner: Art Gonzalez

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated.<br><br>Add resources and modify the HCAD program to prepare for the CAHME accreditation self-study year, which begins 2020. |
| **S**<br>**SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included?<br><br>The HCAD program needs to be updated, enhanced and redesigned to meet the needs of the students, the field a<br>accrediting agency.<br>Art will serve as the lead and incorporate the HCAD Advisory Board, Faculty, Graduate Studies Committee, Departm<br>Students and COB Sr. Leadership to accomplish all that needs to be done. |
| **M**<br>**MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)<br><br>Some of the goals are systems that need to be put in place (i.e. competency assessment, program improvement, outreach). They will be measured by milestone accomplishments.<br>Some of the goals are metric based (i.e. # of faculty, board members, and diversity). They will be measured by speci<br>targets. |
| **A**<br>**ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtai<br>amount of effort required on par with what the goal will achieve?<br><br>The HCAD Graduate Studies Committee, HCAD Advisory Board and COB Department Chairs have all agreed to lend<br>toward the achievement of the HCAD Goals. Achievement of the goals will depend upon the active participation ar<br>the faculty who teach in the HCAD program. Currently this is dependent on Informal influence of the program direct<br>authority of the Department chairs. Champion of the program is the Associate Dean for Students and Programs. |
| **R**<br>**RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives?<br><br>Achieving CAHME accreditation will enhance the reputation of the HCAD program and enable increased student admissions. |
| **T**<br>**TIME-BOUND** | What's the established deadline and is it realistic?<br><br>(9/1/20) The date is realistic. |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concis***<br>[Who] **will** [do What and Measured how] **by** [When].<br><br>HCAD Graduate Studies Committee and HCAD Advisory Board will add additional resources and modify the curriculum by September 1, 2020 as essential steps toward CAHME accreditation.<br>(Note: This is the Year-1 goal for a 3-Year process.) |

**2019-2020**

**ACTION PLAN**

**Completed by 9/1/20**

In-process measures – **A2-6**: **Adoption** of the competency model, assessment system, curriculum, admissions standards, and faculty engagement model (target = agreement among all relevant groups); **A7: Submission** of CAHME application (target = submitted); **C&D: Development** of program improvement and outreach plans (target = complete); **E1-3: Implementation** of a marketing plan, social media function, and alumni database (target = executed)

Outcome measures – **A1:** # of HCAD faculty (target = +1); **B1-3:** # new alumni board members (target = 12); # of industry professional members (target = 8); % women on board (target = 50%)Measures & Targets:

**A. Complete all steps for CAHME self-study year**
1. Add one *HCAD faculty member*
2. Gain acceptance of *NCHL Competency Model*
3. Develop and implement a *Competency Assessment System*
4. Obtain input, revise, and adopt *New Curriculum*
5. Review and adopt *Admissions Standards*
6. Develop and adopt a *Faculty Engagement Model*
7. Rework and submit entire *CAHME Application*

**B. Reconstitute the HCAD Advisory Board**
1. Add new *alumni board members*
2. Refill *industry professional members*
3. Ensure membership *diversity*

**C. Develop a Program Improvement Plan** that responds to the needs of students, faculty and professional field

**D. Develop and implement a systematic outreach plan** to health professionals and organizations

**E. Increase two-way alumni involvement**
1. Create a marketing plan
2. Develop a social media marketing function
3. Create an alumni database

**Fall Sem.**

**Aug.-Dec 2019**

Measure(s) & Target(s):

| Lagging Indicator or Milestone | Leading Indicator or Milestone | KPI | Number |
|---|---|---|---|
| One HCAD faculty added | 1 | KPI 1 | 1 |
| 20 new members | 12 New Members | KPI 2 | 1 |
| | 8 New Members | KPI 2 | 2 |
| Professional continuing education created | milestone | KPI 3 | 2 |
| Webpage updated | milestone | KPI 4 | 1 |
| Alumni data base created | milestone | KPI 5 | 1 |

**Spring Sem.**

**Jan.-May 2020**

Measure(s) & Target(s):

| Lagging Indicator or Milestone | Leading Indicator or Milestone | KPI | Number |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Model acceptance | milestone | KPI 1 | 2 |
| System acceptance | milestone | KPI 1 | 3 |
| Curriculum adopted | milestone | KPI 1 | 4 |
| Program Improvement Plan created | milestone | KPI 3 | 1 |
| Program designed and implemented | milestone | KPI 4 | 2 |
| Alumni marketing plan created | milestone | KPI 5 | 2 |

## Sum. Sem.

June-Aug. 2020

Measure(s) & Target(s):

| Lagging Indicator or Milestone | Leading Indicator or Milestone | KPI | Number |
|---|---|---|---|
| Standards adopted | milestone | KPI 1 | 5 |
| Faculty Engagement model adopted | milestone | KPI 1 | 6 |
| Application submitted | milestone | KPI 1 | 7 |
| | 50 % female | KPI 2 | 3 |
| Social media marketing function created | milestone | KPI 5 | 3 |

# S.M.A.R.T. GOAL WORKSHEET     Coordinator: Radha Mahapatra

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

## INITIAL GOAL

Write the goal or initiative as currently stated.

Develop industry focused custom education/ training/ consulting programs

## S — SPECIFIC

What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)
Who needs to be included?

Each department in the college of business will develop revenue generating programs to engage local businesses

## M — MEASURABLE

How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)

<u>In-process measures</u>
identify faculty skills/ resources
measure faculty interest in developing value adding programs
establish industry advisory board
<u>Outcome measures</u>
Faculty skill/ expertise inventory
Inventory of value adding programs
Create a digital platform to disseminate/ publicize program information

## A — ACHIEVABLE

Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?

<u>Talent (Knowledge/Skills)</u>: Need skilled resource to develop and maintain the digital platform
<u>Time</u>: Yes
<u>Treasure (Budget)</u>: Need dedicated faculty and graduate assistant resource
<u>Tools/Technology:</u> Need website development and maintenance tools. Can be acquired, if we don't already have it.

## R — RELEVANT

Why are we setting this goal? Is it meaningfully aligned with our overall objectives?

This goal is directly aligned with the College's mission to enhance industry engagement to generate revenue and promote student success

## T — TIME-BOUND

What's the established deadline and is it realistic?

The deadline of Sep 1, 2020 is realistic.

## SMART

Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible.

| | |
|---|---|
| **GOAL** | Each Department Chair will lead the initiative to develop industry focused custom education/ training/ consulting programs with potential for revenue generation and industry engagement. |

| | |
|---|---|
| **2019-2020**<br><br>**ACTION PLAN**<br><br>*Completed by 9/1/20* | Measures & Targets:<br><br>**Task 1**: Create an inventory of faculty skills in the department that may add value to businesses<br>**Task 2**: Identify faculty interest in developing value adding programs<br>**Task 3**: Brief descriptions of ideas/ programs<br>**Task 4**: Create/ engage industry advisory board |

| | |
|---|---|
| **Fall Sem.**<br><br>**Aug.-Dec 2019** | Measure(s) & Target(s):<br><br>Milestones:<br>Inventory of faculty skills and expertise<br>Assessment of faculty interest |
| **Spring Sem.**<br><br>**Jan.-May 2020** | Measure(s) & Target(s):<br><br>Milestones:<br>Recruit advisory board members<br>Inventory of ideas/ programs/ projects to be deployed |
| **Sum. Sem.**<br><br>**June-Aug. 2020** | Measure(s) & Target(s):<br><br>Milestones:<br>Develop website to promote custom programs |

# S.M.A.R.T. GOAL WORKSHEET     Owner: Melanie McGee

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

## INITIAL GOAL

Write the goal or initiative as currently stated.

Establish a fully integrated college-wide corporate (a.k.a. employer) engagement strategy that includes 1) increased corporate-student/alumni engagement activities and 2) increased corporate-faculty engagement activities (e.g., research, etc.), thereby facilitating increased corporate participation/support and increased student/alumni employment opportunities by 9/1/2020.

## S — SPECIFIC

What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)
Who needs to be included?

1) Establish student/alumni inventory identification & communication system, 2) Increase #/$ of corporate engagement resources/support, 3) Increase # of participating companies (employers), 4) Increase #/$ of corporate-student/alumni engagement, and 5) Increase #/$ of corporate-faculty engagement activities.

## M — MEASURABLE

How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)

In-process measures – initially activity/completion-based (i.e., benchmarking peer/aspirant business schools, investigate/select/develop tools/technologies/platforms to allow scaling of reach/engagement and enhanced identification, & partner w/DAR on Corporate Engagement Scorecard), then move to numeric Outcome measures – Increase 1) Event/Activity #, 2) Participation #, 3) Corporate engagement #, and 4) Corporate support $ through activity/program sponsorships, naming rights, faculty research, etc.

## A — ACHIEVABLE

Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?

Talent (Knowledge/Skills): Possess corporate (employer) engagement expertise; need to leverage others' expertise in college-wide coordination, tool/technology evaluation & benchmarking. Key Partners: DAR, LMCDC, Student Orgs, ICs, Deans, Chairs, Advisors, Program Directors, MarComm, and Faculty
Time: Will require total CoB team effort. To effectively compete with peers, need for additional (or reallocation of existing) human resources probable.
Treasure (Budget): Initial estimate is minimum $50K-$100K annually. Benchmarking will refine this estimate.
Tools/Technology: CRM, Corporate (Employer)-Student/Alumni Engagement Tools/Platforms,

## R — RELEVANT

Why are we setting this goal? Is it meaningfully aligned with our overall objectives?

To support Strategic Plan Goals:
Corporate (Employer) Engagement & Support

## T — TIME-BOUND

What's the established deadline and is it realistic?

September 1 2020, is realistic for in-process measures and enhanced employer-student engagement. Timing of development/procurement of 1) administrative (data collection) support, 2) student/alumni inventory & communication systems will determine extent of **stretch** in securing meaningful quantitative metrics and the level of increased corporate (employer) engagement/support.

## SMART GOAL

Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible.     *[Who]* **will** *[do What and Measured how]* **by** *[When]*.

**The College of Business** will establish a college-wide strategy that enhances coordinated corporate engagement/support by 1) developing/procuring a student/alumni inventory identification system & communication system, and 2) increasing corporate-student/alumni engagement activity/events/support by 10-25% by 9/1/2020.

| 2019-2020 ACTION PLAN Completed by 9/1/20 | Measures & Targets: |
|---|---|
| | **1. Benchmark Peer/Aspirant Business School Career Development & Employer Engagement Operations**<br>**2. Investigate/select/develop tools/technologies/platforms**<br>**3. Complete Corporate Engagement Scorecard and establish engagement priorities**<br>**4. Increase Corporate/Employer engagement/support and student awareness/participation via -**<br>***Student Organizations:***<br>- Work w/Academic Departments and Student Organizations (e.g., ALPFA, Finance Society, Real Estate Society, etc.) to increase employer engagement events by 4 in Year 1<br>***Enhanced Internship Coordination:***<br>- Work with Internship Coordinators/Chairs to ensure 100% participation/alignment across all departments to facilitate and enhance corporate (employer) engagement<br>***Partnering with LMCDC:***<br>- Establish at least 1 new employer engagement/networking event per semester that is CoB specific<br>***Partnering with Marketing & Communications:***<br>- Increase awareness of internship/career opportunities and employer engagement/networking opportunities<br>***Employer Foyer:***<br>- Increase corporate (employer) traffic by 10% and increase student engagement with participating employers<br>***Professionalism Labs:***<br>- Work with Business Communications Team for students to receive a CR update (what employers are saying/doing/looking for/etc.) and increasing employer engagement in all Labs.<br>***Event/Program/Research Support:***<br>- Establish ##/$$ corporate sponsored event/program/research opportunities |

| Fall Sem. Aug.-Dec 2019 | Measure(s) & Target(s): |
|---|---|
| | Milestones: Inventory & communication platforms development (25% complete); Minimum 1 Peer/Aspirant Benchmark completed; Tools/platforms investigated; 50% of corporate (employer)-student engagement events created; 10-25% increase in student participation; Corporate Engagement Scorecard completed |

| Spring Sem. Jan.-May 2020 | Measure(s) & Target(s): |
|---|---|
| | Milestones: Inventory & communication platforms development (75% complete); Minimum 1 Peer/Aspirant Benchmark completed; 1 tool/platform adopted; 50% of student-employer engagement events created; 10-25% increase in student participation; Development of corporate (employer) engagement priorities completed; corporate engagement/resources support secured; $$ corporate support secured |

| Sum. Sem. June-Aug. 2020 | Measure(s) & Target(s): |
|---|---|
| | Milestones: Inventory & communication platforms development (100% complete); Benchmark analysis & resource proposals complete; 1 tool/platform adopted; 10-25% increase in student participation; Data collection upon which to establish meaningful quantitative metrics complete; $$ corporate support secured |

Additional thoughts to discuss with Dean:
Corporate Internal Champion Initiative with Dean for Top Ten (minimum) Employers
Corporate class speaker strategy and organization
Goolsby student association corporate-student/alumni mixers
Financial support from Schwab and TD Ameritrade for SIE prep/exam (other similar opportunities)
Corporate engagement/support strategy for DLC

# S.M.A.R.T. GOAL WORKSHEET Owner: Kristen Ames Box

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated. |
| | Increase alumni engagement and support to strengthen the College of Business rankings, financial position and provide additional resources to support CoB programs and activities, student scholarships, faculty research, building enhancements and other key initiatives. |
| **S** **SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.) Who needs to be included? |
| | Increase # of Alumni actively engaged with the CoB through increased participation and engagement in CoB events and initiatives and increased financial support of individual alumni, friends and parents. |
| **M** **MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.) |
| | In-process measures – The CoB faculty and staff and Development team (Major Gifts, Corporate and Foundation Relations, Planned Giving, and Annual Giving) will support reaching FY 19-20 fundraising goal for CoB.<br>Outcome measures – Increase corporate and alumni engagement by launching the Dean's Leadership Circle 2) promote DLC via annual giving calling of DFW area alumni 3) Raise $3.5M and that by engaging with alumni, friends, donors, corporations, and foundations to raise support for CoB initiatives. |
| **A** **ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve? |
| | Talent (Knowledge/Skills): Possess fundraising and corporate engagement expertise. Key Partners: Development Team (Major Gifts, Corporate and Foundation Relations, Annual Giving, Planned Giving)<br>Time: Will require total CoB faculty and staff team effort as well as UTA Development Team support.<br>Tools/Technology: CRM; Alumni Engagement Tools/Platforms; New Web Support Platform |
| **R** **RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives? |
| | To support CoB's Strategic Plan Goal: Increase Alumni Engagement. |
| **T** **TIME-BOUND** | What's the established deadline and is it realistic? |
| | September 1, 2020 |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible. [Who] **will** [do What and Measured how] **by** [When]. |
| | **The College of Business** will increase individual alumni engagement by launching the Dean's Leadership Circle and increase engagement of major gift donors. This will be accomplished through participation of CoB Faculty, Staff and the UTA Advancement team. The CoB will raise all-inclusive, $3.5M by September 1, 2020. |

| 2019-2020 ACTION PLAN<br>*Completed by 9/1/20* | Measures & Targets:<br>- Increase individual major gift engagement with UTA alumni, friends and parents<br>- Launch Dean's Leadership Circle<br>- Grow the Dean's Leadership Circle to giving level of $1,000,000 via annual giving team efforts including calling, social media venues and geographic specific events in Houston, Austin and San Antonio<br>- Hold inaugural MAVS100 event<br>- Host Legacy Night fundraising event |
|---|---|

| | |
|---|---|
| **Fall Sem.**<br>**Aug.-Dec 2019** | Measure(s) & Target(s):<br>Milestones: Transition website to new platform; Launch public phase of Dean's Leadership Circle |
| **Spring Sem.**<br>**Jan.-May 2020** | Measure(s) & Target(s):<br>Milestones: Hold Inaugural MAVS100 event and host alumni engagement events in Houston, Austin and San Antonio |
| **Sum. Sem.**<br>**June-Aug. 2020** | Measure(s) & Target(s):<br>Milestones: Secure CRM or alumni engagement tool/platform |

# S.M.A.R.T. GOAL WORKSHEET Owner: Greg Frazier

Goals should be maps to where you want to go. If you have vague, ambiguous goals, you're not going to end up where you want. However, setting 'SMART' goals will allow you to accomplish more because you're addressing the five key elements of effective goals: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. SMART goals provide a sense of direction, motivation, clear focus, and relative importance.

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated. |
| | Faculty Engagement: Strive to have all faculty fully engaged in their department, college, university, and/or profession. |
| **S SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included? |
| | Strive to have all faculty more engaged with students, more engaged with UTA colleagues, more engaged with the business community, and more engaged with their academic profession. |
| **M MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.) |
| | In-process measures – more faculty going out for lunch together<br>Outcome measures – number of faculty attending events; number of faculty-business interactions; number of editorial review boards; |
| **A ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve? |
| | Talent (Knowledge/Skills): Need to brainstorm to decide positive approaches to motivate faculty<br>Time: One year to implement several initiatives<br>Treasure (Budget): Small amounts for events from Dean's funds<br>Tools/Technology: Email faculty |
| **R RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives? |
| | To enhance the student experience, intellectual environment, and business community connections, and to strengthen our research culture. |
| **T TIME-BOUND** | What's the established deadline and is it realistic? |
| | (9/1/20) Yes, for making progress; This will be an ongoing goal. |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible. [Who] **will** [*do What and Measured how*] **by** [When]. |
| | **Faculty increase their engagement with students, the business community, their profession, and UTA colleagues over the coming year.** |

| | |
|---|---|
| **2019-2020 ACTION PLAN** | Measures & Targets: |
| **Completed by 9/1/20** | 2 faculty-focused social events during year (UTA basketball game; happy hour)<br>Solicit faculty input on faculty engagement |

| | |
|---|---|
| **Fall Sem.** | Measure(s) & Target(s): Solicit faculty input on faculty engagement |
| **Aug.-Dec 2019** | Milestones: Had session at faculty meeting to discuss faculty engagement |

| | |
|---|---|
| **Spring Sem.** | Measure(s) & Target(s): Host 2 faculty social events |
| **Jan.-May 2020** | Milestones: UTA basketball game in February; Happy hour later in semester;<br>Create faculty task force to generate additional faculty engagement ideas |

| | |
|---|---|
| **Sum. Sem.** | Measure(s) & Target(s): |
| **June-Aug. 2020** | Milestones: |

# THE STRATEGY/EXECUTION ORGANIZER

November 2020

**DRAFT**

An approach based on the Traction/EOS Model and Baldrige Framework

**ORGANIZATION: UT-Arlington College of Business**

## STRATEGY

### CORE VALUES

We are Student-Focused and Scholarly. We live these values through a set of *expected behaviors*:

- Diversity – We pursue an inclusive environment (where individual differences are valued and create value).
- Integrity – We do the right thing (we are honest, transparent, and accountable).
- Respect – We treat people the right way (affirming their uniqueness, worth, and dignity).
- Excellence – We continually strive to achieve the highest levels of performance in all we do.
- Collaboration – We team with internal and external partners to accomplish shared goals.

### CORE FOCUS™

Tagline: Transforming lives through knowledge

Vision: To be a top choice for students and employers

Mission: We provide a transformative educational experience accessible to a diverse student population at a top research university. Offering an array of programs, we equip students to succeed in their chosen field and become business leaders, impacting lives forever.

### 10-YEAR TARGET™
(By September 1, 2029)

A named COB widely recognized as a *Top Choice for Students and Employers*.

As measured by: Area high school students (prospective students, by tier); Incoming COB undergraduate students (currently 64%); Transfer students (currently 82%); MBA prospects (currently 16%).

[Review & confirm %'s; Set *prospective, incoming, transfer* & *MBA* targets. Determine employer measures.]

### CUSTOMERS & STAKEHOLDERS

Key Customer/Stakeholder Groups & Requirements

| STUDENTS want: | FACULTY/STAFF want: | BUSINESS LEADERS, ALUMNI, & DONORS want: |
|---|---|---|
| • **Value** (= Quality/Cost)<br>• Program **flexibility** to accommodate diverse needs<br>• **Marketable competencies**<br>• **Brand perception to be proud of**<br>• **Impactful employer/alumni relationships** (inc. networking/ career ops.) | • **Clear, transparent and honest 2-way communication** between all levels (department, college and university)<br>• **Organizational trust**<br>• **Appreciation/** Acknowledgement<br>• **Resources** to succeed in current role<br>• **Career Opportunities** | • Effective 2-way **communication**<br>• **Variety of ways to directly engage** (Time, Talent, Treasure)<br>• **Top 100 public business ranking**<br>• **Access to CoB Resources** (students, networking events faculty research) |

### 3-YEAR PICTURE™

**Future Date:** September 1, 2022

**What does it look like?**

STUDENT SUCCESS

- **Integrated student recruitment and engagement strategy** (integration of CRM, website, scholarships, retention, graduation and career preparation, and communication strategy; *student life cycle*) understand what affects the choices of incoming student decision making

PROGRAM EXCELLENCE

- **Established continuous program review strategy** to ensure programs/degree plans meet the needs of students and employers (inc. DREI content)
- **Established graduate programs** that are **aligned with the needs** of students and the community

STAKEHOLDER ENGAGEMENT

- **An effective development/fundraising program** in place and functioning
- Established and effective corporate engagement strategy

DIVERSITY & INCLUSION

- **Integrated diversity, racial equity and inclusion strategy** that promotes diversity, racial equity and inclusion for all CoB stakeholders

FACULTY ENGAGEMENT

- **Fully engaged faculty** delivering exceptional teaching, research, and service

FISCAL MANAGEMENT

- Ensure that the COB is operating from a solid financial base

# THE STRATEGY/EXECUTION ORGANIZER

DRAFT

An approach
based on the
EOS Model
and
Baldrige Framework

## ORGANIZATION: UT-Arlington College of Business

## EXECUTION

### 1-YEAR PLAN (SMART Goals)

**Completion Date:** September 1, 2020

**Measurables:**

Executive Champions (initials in blue below) – ID the most important Year-1 Performance Indicator (KPI) with your respective goal lead, and review regularly with them to ensure goal is on track.

**Goals for the Year:**

| | |
|---|---|
| **1- STUDENT SUCCESS** | |
| G.B. | 1.1 Develop and implement a student engagement protocol to **increase graduation and placement rates** |
| B.N. | 1.2 **Transform website** to a student recruitment site with a student-facing focus |
| B.N. | 1.3 Identify and secure **funding for first-floor renovation** |
| **2- PROGRAM EXCELLENCE** | |
| F.J. | 2.1 |
| **3- STAKEHOLDER ENGAGEMENT** | |
| ? | 3.1 |
| **4- DIVERSITY & INCLUSION** | |
| M.B. | 4.1 **Integrate DREI** into Student Success, Program Excellence, and Stakeholder Engagement |
| **5- FACULTY ENGAGEMENT** | |
| G.F. | 5.1 Create a plan to **publicize faculty research**; Develop faculty **engagement opportunities** and a **service award** |
| **6- FISCAL MANAGEMENT** | |
| H.D. | 6.1 Establish a set of policies and practices to **strengthen financial position** |

### ROCKS (Semester Priorities)

**Completion Date:**

*Rocks TBD based on final SMART Goal Worksheets*

**Key Measurables:**

(To be added here as relevant.)

| Rocks for the Semester: | | Who |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |

### ISSUES LIST

**Barriers to address** ***to ensure your 1-Year Plan stays on track***:

Use your regularly scheduled leadership meetings throughout the semester to spend significant time addressing and eliminating these issues. *Prioritize the list at each meeting*, then work on the most important issue(s) first, in priority order. Once addressed, eliminate it from the list. Add other issues as they surface.

| | |
|---|---|
| 1. | Measurement system (and then baking into culture) |
| 2. | Continue nudging Davis Hall to streamline processes |
| 3. | Faculty buy-in (affects multiple goals) |
| 4. | Additional resources (training, TAs, etc.) |
| 5. | |
| 6. | |
| 7. | |

## Appendix IV: Faculty and Research Support

a. COB Journal Rankings
b. Guidelines for Journals not in Rankings
c. COB New Faculty Orientation Agenda
d. Elite and Near-Elite Publications since 2015
e. Research Expense Grant Guidelines
f. Research Databases Available
g. UTA Teaching Award Winners
h. COB Teaching Award Winners

**COB Journal Rankings for All Departments** Fall 2020
Number of Journals 11/23/2020

| | Elite | Near Elite | HQ | Q | |
|---|---|---|---|---|---|
| ACCT | 5 | 8 | 6 | 38 | |
| ECON | 4 | 28 | 10 | 43 | |
| FINA | 4 | 5 | 14 | 26 | |
| MANA | 6 | 7 | 13 | 32 | |
| MARK | 5 | 4 | 12 | 18 | |
| INSY | 4 | 6 | 11 | 25 | |
| OPMA | 4 | 3 | 6 | 21 | |
| STAT* | 2 | 4 | 8 | 14 | |
| Total: | 34 | 65 | 80 | 217 | 396 |

* Not updated for 2020

| **ACCT** | Fall 2020 |
|---|---|
| * Promoted in 2020 | 11/16/2020 |
| **Journal** | |
| Contemporary Accounting Research | Elite |
| Journal of Accounting & Economics | Elite |
| Journal of Accounting Research | Elite |
| Review of Accounting Studies | Elite |
| The Accounting Review | Elite |
| | |
| Accounting Horizons | Near-E |
| Accounting, Organizations and Society | Near-E |
| Auditing: A Journal of Practice & Theory | Near-E |
| Journal of Accounting and Public Policy | Near-E |
| Journal of Accounting, Auditing and Finance* | Near-E |
| Journal of Business Finance and Accounting | Near-E |
| Journal of Management Accounting Research* | Near-E |
| Journal of the American Taxation Association* | Near-E |
| | |
| Behavioral Research In Accounting | HQ |
| International Journal of Accounting | HQ |
| Journal of Contemporary Accounting and Economics | HQ |
| Journal of Information Systems | HQ |
| Journal of International Financial Management and Accounting | HQ |
| National Tax Journal | HQ |
| | |
| Abacus | Q |
| Academy of Accounting and Financial Studies Journal | Q |
| Accounting and Business Research | Q |
| Accounting and Finance | Q |
| Accounting and the Public Interest | Q |
| Accounting, Auditing and Accountability Journal | Q |
| Accounting Forum | Q |
| Accounting Historians Journal | Q |
| Accounting Systems Journal | Q |
| Advances in Accounting | Q |
| Advances in Accounting Behavioral Research | Q |
| Advances in Accounting, Economics, and Finance | Q |
| Advances in Management Accounting | Q |
| Advances in Public Interest Accounting | Q |
| Advances in Taxation | Q |
| Asia Pacific Journal of Accounting and Economics | Q |
| ATA Journal of Legal Tax Research | Q |
| British Accounting Review | Q |
| Critical Perspectives on Accounting | Q |
| Current Issues in Auditing | Q |
| European Accounting Review | Q |
| International Journal of Accounting Information Systems | Q |
| International Journal of Auditing | Q |
| Issues in Accounting Education | Q |

| | |
|---|---|
| Journal of Accounting Education | Q |
| Journal of Accounting Literature | Q |
| Journal of Accounting, Auditing, and Taxation | Q |
| Journal of Accounting, Economics, and Finance | Q |
| Journal of Accounting, Ethics, and Public Policy | Q |
| Journal of Emerging Technologies in Accounting | Q |
| Journal of Financial Reporting | Q |
| Journal of Forensic Accounting Research | Q |
| Journal of International Accounting Research | Q |
| Journal of International Accounting, Auditing and Taxation | Q |
| Management Accounting Research | Q |
| Pacific Accounting Review | Q |
| Research in Governmental and Nonprofit Accounting | Q |
| Review of Accounting and Finance | Q |

| **ECON** | Fall 2020 |
|---|---|
| ** Qualifies for Course Release | 11/23/2020 |
| **Journal** | |
| American Economic Review** | Elite |
| Econometrica** | Elite |
| Journal of Political Economy** | Elite |
| Quarterly Journal of Economics** | Elite |
| | |
| American Economic Journal: Applied Economics | NE |
| American Economic Journal: Economic Policy | NE |
| American Economic Journal: Macroeconomics | NE |
| Econometric Theory | NE |
| Econometrics Journal | NE |
| Economic Journal** | NE |
| European Economic Review** | NE |
| Games and Economic Behavior | NE |
| International Economic Review | NE |
| Journal of Applied Econometrics | NE |
| Journal of Business and Economic Statistics | NE |
| Journal of Econometrics | NE |
| Journal of Economic Growth | NE |
| Journal of Health Economics | NE |
| Journal of Human Resources | NE |
| Journal of International Economics | NE |
| Journal of International Money and Finance | NE |
| Journal of Labor Economics | NE |
| Journal of Law and Economics | NE |
| Journal of Monetary Economics | NE |
| Journal of Money, Credit, and Banking | NE |
| Journal of Public Economics | NE |
| Journal of Urban Economics | NE |
| Oxford Bulletin of Economics and Statistics | NE |
| RAND Journal of Economics** | NE |
| Review of Economic Studies** | NE |
| Review of Economics and Statistics** | NE |
| World Development | NE |
| | |
| Applied Economics | HQ |
| Canadian Journal of Economics | HQ |
| Econometric Reviews | HQ |
| Economic Inquiry | HQ |
| Journal of Economic Dynamics and Control | HQ |
| Journal of Environmental Economics and Management | HQ |
| Journal of Industrial Economics | HQ |
| Journal of Law, Economics and Organization | HQ |
| Journal of Productivity Analysis | HQ |
| Southern Economic Journal | HQ |

| | |
|---|---|
| Contemporary Economic Policy | Q |
| Economic Development and Cultural Change | Q |
| Economic History Review | Q |
| Economic Theory | Q |
| Economica | Q |
| Economics Letters | Q |
| Economics of Education Review | Q |
| Explorations in Economic History | Q |
| Health Economics | Q |
| Information Economics & Policy | Q |
| International Journal of Forecasting | Q |
| International Journal of Game Theory | Q |
| International Journal of Industrial Organization | Q |
| International Review of Applied Economics | Q |
| Journal of Comparative Economics | Q |
| Journal of Cultural Economics | Q |
| Journal of Economic History | Q |
| Journal of Economics and Management Strategy | Q |
| Journal of Environmental Economics Management | Q |
| Journal of Forecasting | Q |
| Journal of Human Capital | Q |
| Journal of Labor Research | Q |
| Journal of Macroeconomics | Q |
| Journal of Mathematical Economics | Q |
| Journal of Population Economics | Q |
| Journal of Regional Science | Q |
| Journal of Regulatory Economics | Q |
| Journal of Risk and Insurance | Q |
| Journal of Sports Economics | Q |
| Journal of Time Series Analysis | Q |
| Labour Economics | Q |
| Land Economics | Q |
| Macroeconomic Dynamics | Q |
| Managerial and Decision Economics | Q |
| Oxford Economic Papers | Q |
| Pacific Economic Review | Q |
| Public Choice | Q |
| Regional Science and Urban Economics | Q |
| Review of Development Economics | Q |
| Review of Economic Dynamics | Q |
| Review of Industrial Organization | Q |
| Review of International Economics | Q |
| Scandinavian Journal of Economics | Q |

| **FINA** | Fall 2020 |
|---|---|
| * Promoted in 2020 | 11/23/2020 |
| **Journal** | |
| Journal of Finance | Elite |
| Journal of Financial and Quantitative Analysis | Elite |
| Journal of Financial Economics | Elite |
| Review of Financial Studies | Elite |
| | |
| Financial Management | Near-E |
| Journal of Banking and Finance | Near-E |
| Journal of Corporate Finance* | Near-E |
| Real Estate Economics | Near-E |
| Review of Finance* | Near-E |
| | |
| Critical Finance Review | HQ |
| Financial Review | HQ |
| International Review of Financial Analysis | HQ |
| Journal of Empirical Finance | HQ |
| Journal of Financial Intermediation | HQ |
| Journal of Financial Markets | HQ |
| Journal of Financial Research | HQ |
| Journal of Housing Economics | HQ |
| Journal of International Financial Markets, Institutions and Mone | HQ |
| Journal of Property Research | HQ |
| Journal of Real Estate Finance and Economics | HQ |
| Journal of Real Estate Research | HQ |
| Review of Asset Pricing Studies | HQ |
| Review of Corporate Finance Studies | HQ |
| | |
| Advances in Financial Economics | Q |
| Corporate Governance: An International Review | Q |
| European Financial Management | Q |
| European Journal of Finance | Q |
| Financial Markets Institutions and Instruments | Q |
| Global Finance Journal | Q |
| International Journal of Finance | Q |
| International Journal of Finance and Economics | Q |
| International Journal of Strategic Property Management | Q |
| Journal of Behavioral Finance | Q |
| Journal of Economics and Business | Q |
| Journal of Economics and Finance | Q |
| Journal of Emerging Financial Markets | Q |
| Journal of Financial Services Research | Q |
| Journal of Futures Markets | Q |
| Journal of Housing Research | Q |
| Journal of Multinational Financial Management | Q |
| Journal of Real Estate Literature | Q |
| Journal of Sustainable Research | Q |
| Managerial Finance | Q |
| Pacific Basin Finance Journal | Q |
| Quarterly Journal of Finance | Q |
| Quarterly Journal of Finance and Accounting (formerly Quarterly | Q |
| Quarterly Review of Economics and Finance | Q |
| Review of Financial Economics | Q |
| Review of Quantitative Finance and Accounting | Q |

| **MANA** | Fall 2020 |
|---|---|
| * Promoted in 2020 | 11/16/2020 |
| **Journal** | |
| Academy of Management Journal | Elite |
| Academy of Management Review | Elite |
| Administrative Science Quarterly | Elite |
| Journal of Applied Psychology | Elite |
| Journal of Management* | Elite |
| Strategic Management Journal | Elite |
| | |
| Journal of Business Venturing | Near-E |
| Journal of International Business Studies | Near-E |
| Journal of Management Studies* | Near-E |
| Journal of Organizational Behavior* | Near-E |
| Organization Behavior and Human Decision Processes | Near-E |
| Organization Science | Near-E |
| Personnel Psychology | Near-E |
| | |
| Entrepreneurship: Theory & Practice | HQ |
| Human Relations | HQ |
| Human Resource Management (U.S.) | HQ |
| Journal of Occupational and Organizational Psychology | HQ |
| Journal of Occupational Health Psychology | HQ |
| Journal of Vocational Behavior | HQ |
| Journal of World Business | HQ |
| Leadership Quarterly | HQ |
| Organizational Research Methods | HQ |
| Organization Studies | HQ |
| Research Policy | HQ |
| Strategic Entrepreneurship Journal | HQ |
| Strategic Organization | HQ |
| | |
| Academy of Management Discoveries | Q |
| Academy of Management: Learning & Education | Q |
| Academy of Management Perspectives | Q |
| Applied Psychology: An International Review | Q |
| British Journal of Management | Q |
| Business & Society | Q |
| Equality, Diversity and Inclusion | Q |
| Family Business Review | Q |
| Global Strategy Journal | Q |
| Group and Organizational Management | Q |
| Group Decision and Negotiation | Q |
| Human Performance | Q |
| Human Resource Management Journal | Q |
| Human Resources Management Review | Q |
| Industrial Relations | Q |
| International Business Review | Q |
| International Journal of Conflict Management | Q |

| | |
|---|---|
| International Journal of Human Resource Management | Q |
| International Journal of Management Reviews | Q |
| International Journal of Selection and Assessment | Q |
| International Small Business Journal | Q |
| Journal of Business Ethics | Q |
| Journal of Business & Psychology | Q |
| Journal of International Management | Q |
| Journal of Managerial Inquiry | Q |
| Journal of Managerial Psychology | Q |
| Journal of Small Business Management | Q |
| Long Range Planning | Q |
| Management International Review | Q |
| Organizational Psychology Review | Q |
| Technology Analysis and Strategic Management | Q |
| Work, Aging and Retirement | Q |

| **MARK** | Fall 2020 |
|---|---|
| * Promoted in 2020 | 11/16/2020 |
| **Journal** | |
| Journal of Consumer Research | Elite |
| Journal of Marketing | Elite |
| Journal of Marketing Research | Elite |
| Journal of the Academy of Marketing Science* | Elite |
| Marketing Science | Elite |
| | |
| International Journal of Research in Marketing | Near-E |
| Journal of Consumer Psychology | Near-E |
| Journal of Retailing | Near-E |
| Journal of Service Research* | Near-E |
| | |
| European Journal of Marketing | HQ |
| Industrial Marketing Management | HQ |
| Journal of Advertising | HQ |
| Journal of Advertising Research | HQ |
| Journal of Business Research | HQ |
| Journal of Interactive Marketing | HQ |
| Journal of International Marketing | HQ |
| Journal of Personal Selling and Sales | HQ |
| Journal of Product Innovation Management | HQ |
| Journal of Public Policy and Marketing | HQ |
| Marketing Letters | HQ |
| Psychology & Marketing | HQ |
| | |
| International Journal of Advertising | Q |
| International Journal of Market Research | Q |
| International Marketing Review | Q |
| Journal of Brand Management | Q |
| Journal of Business to Business Marketing | Q |
| Journal of Business & Industrial Marketing | Q |
| Journal of Consumer Affairs | Q |
| Journal of Consumer Behaviour | Q |
| Journal of Consumer Marketing | Q |
| Journal of Macromarketing | Q |
| Journal of Marketing Management | Q |
| Journal of Marketing Theory & Practice | Q |
| Journal of Product & Brand Management | Q |
| Journal of Retailing and Consumer Services | Q |
| Journal of Services Marketing | Q |
| Journal of Strategic Marketing | Q |
| Marketing Theory | Q |
| Quantitative Marketing & Economics | Q |

**INSY** Fall 2020

* Promoted in 2020 11/16/2020

| Journal | |
|---|---|
| Information Systems Research | Elite |
| Journal of Management Information Systems | Elite |
| Journal of the Association for Information Systems | Elite |
| MIS Quarterly | Elite |
| | |
| Decision Support Systems | Near-E |
| European Journal of Information Systems | Near-E |
| Information and Management | Near-E |
| Information Systems Journal* | Near-E |
| Journal of Strategic Information Systems* | Near-E |
| Journal of Information Technology* | Near-E |
| | |
| Communications of the Association for Information Systems | HQ |
| Computers and Security | HQ |
| Computers in Human Behavior | HQ |
| Electronic Markets | HQ |
| IEEE Transactions on Engineering Management | HQ |
| Information and Organization | HQ |
| Information Systems Frontier | HQ |
| International Journal of Electronic Commerce | HQ |
| International Journal of Information Management | HQ |
| Journal of the American Medical Informatics Association | HQ |
| Knowledge Based Systems | HQ |
| | |
| ACM Transactions and Journals - Various | Q |
| AIS Transactions on Human-Computer Interaction | Q |
| Behaviour and Information Technology | Q |
| Data Base for Advances in Information Systems | Q |
| Electronic Commerce Research and Applications | Q |
| IEEE Transactions - Various | Q |
| Information Resources Management Journal | Q |
| Information Systems Management | Q |
| Information Technology and Management | Q |
| Information Technology & People | Q |
| Information Technology for Development | Q |
| International Journal of Human-Computer Studies | Q |
| International Technology and Information Management | Q |
| International Jrnl of Medical Informatics | Q |
| Journal of Business Analytics | Q |
| Journal of Computer Information Systems | Q |
| Journal of Database Management | Q |
| Journal of Global Information Management | Q |
| Journal of Information Systems and e-Business Management | Q |
| Journal of Information Systems Education | Q |
| Journal of Information Systems Security | Q |
| Journal of Information Technology Management | Q |
| Journal of Organizational and End-User Computing | Q |
| Journal of Organizational Computing and Electronic Commerce | Q |
| Journal of Systems and Software | Q |

| **OPMA** | Fall 2020 |
|---|---|
| * Promoted in 2020 | 11/16/2020 |
| **Journal** | |
| Journal of Operations Management | Elite |
| Management Science | Elite |
| Manufacturing and Service Operations Mgmt | Elite |
| Production and Operations Management | Elite |
| | |
| Decision Sciences | Near-E |
| European Journal of Operational Research | Near-E |
| International Journal of Production Research | Near-E |
| | |
| International Journal of Operations and Production Management | HQ |
| International Journal of Production Economics | HQ |
| Journal of Business Logistics | HQ |
| Journal of Operational Research Society | HQ |
| Naval Research Logistics | HQ |
| Omega | HQ |
| | |
| Annals of Operations Research | Q |
| Computers and Industrial Engineering | Q |
| Computers and Operations Research | Q |
| International Journal of Logistics Management | Q |
| International Journal of Operations and Quantitative Management | Q |
| International Journal of Physical Distribution and Logistics Mgt. | Q |
| International Journal of Project Management | Q |
| International Journal of Quality and Reliability Mgt. | Q |
| International Journal of Technology Management | Q |
| Journal of Manufacturing Systems | Q |
| Journal of Quality Technology | Q |
| Journal of Scheduling | Q |
| Journal of Supply Chain Management (was I.J.of Purch.&MM) | Q |
| Production Planning and Control | Q |
| Project Management Journal | Q |
| Quality Engineering | Q |
| Quality Management Journal | Q |
| Quality Progress | Q |
| Supply Chain Management: An International Journal | Q |
| Transportation Research E: (Logistics and Transportation Review) | Q |
| Transportation Science | Q |

| STAT | Fall 2016 |
|---|---|
| * Qualifies for Dean's Award | 9-13-16 |
| **Journal** | |
| J Amer Stat Assoc* | Elite |
| J of Royal Stat. Society Series B - Statistical Meth.* | Elite |
| | |
| American Statistician | Near-E |
| J Statistical Planning & Inf | Near-E |
| Statistical Science | Near-E |
| Technometrics | Near-E |
| | |
| Communications in Statistics- Simulation and Computation | HQ |
| Communications in Statistics-Theory and Methods | HQ |
| Comp Stat & Data Analysis | HQ |
| J of Stat Comp & Sim | HQ |
| J of the Royal Statistical Society Series A - Statistics in Society | HQ |
| J of the Royal Statistical Society Series C - Applied Statistics | HQ |
| Statistica Sinica | HQ |
| Stochastic Models | HQ |
| | |
| Advances in Applied Probability | Q |
| American Journal of Epidemiology | Q |
| Annals of Inst Stat Math | Q |
| Biostatistics | Q |
| International Statistical Review | Q |
| J Applied Statistics | Q |
| J of Quality Technology | Q |
| Journal of Applied Probability | Q |
| Probability Theory and Related Fields | Q |
| Psychometrika | Q |
| Sankhya, Series A | Q |
| Statistics & Probability Letters | Q |
| Stochastic Processes and Their Applications | Q |
| The Statistician | Q |

**ACCT Practitioner** Fall 2016
9-1-16

| Journal | |
|---|---|
| CPA Journal | Tier 1 |
| Journal of Taxation | Tier 1 |
| Journal of Accountancy | Tier 1 |
| | |
| Financial Executive | Tier 2 |
| Fraud Magazine | Tier 2 |
| Government Accountant's Journal | Tier 2 |
| Internal Auditing-REA-ThomsonReuters | Tier 2 |
| Internal Auditor-IIA | Tier 2 |
| Management Accounting (quarterly) | Tier 2 |
| Practical Accountant | Tier 2 |
| Strategic Finance | Tier 2 |
| Tax Advisor | Tier 2 |
| Tax Notes | Tier 2 |
| Taxation for Accountants | Tier 2 |
| Taxes-The Tax Magazine | Tier 2 |
| Today's CPA | Tier 2 |

Note: A Tier 1 publication is equivalent to a 'Quality' pub.

**FINA Practitioner** Fall 2016
9-1-16

| Journal | |
|---|---|
| Financial Analysts Journal | Tier 1 |
| Journal of Portfolio Management | Tier 1 |
| | |
| Appraisal Journal | Tier 2 |
| Financial Markets and Portfolio Management | Tier 2 |
| International Journal of Theoretical and Applied Finance | Tier 2 |
| Journal of Applied Corporate Finance | Tier 2 |
| Journal of Applied Finance | Tier 2 |
| Journal of Asset Management | Tier 2 |
| Journal of Derivatives | Tier 2 |
| Journal of Fixed Income | Tier 2 |
| Journal of Investing | Tier 2 |
| Journal of Investment Management | Tier 2 |
| Journal of Real Estate Portfolio Management | Tier 2 |
| Real Estate Finance | Tier 2 |
| Review of Derivatives Research | Tier 2 |

Note: A Tier 1 publication is equivalent to a 'Quality' pub.

**MANA Practitioner** Fall 2016
9-1-16

| Journal | |
|---|---|
| California Management Review | Tier 1 |
| Harvard Business Review | Tier 1 |
| Sloan Management Review | Tier 1 |
| | |
| Business Horizons | Tier 2 |
| Organizational Dynamics | Tier 2 |

Note: A Tier 1 publication is equivalent to a 'Quality' pub.

**ISOM Practitioner** Fall 2016
9-1-16

## INSY

| | |
|---|---|
| CACM | Tier 1 |
| MIS Quarterly Executive | Tier 1 |
| | |
| IBM Systems Journal | Tier 2 |
| IEEE Cloud Computing | Tier 2 |
| IEEE Intelligent Systems | Tier 2 |
| IEEE Internet Computing | Tier 2 |
| IEEE Professional | Tier 2 |
| IEEE Security & Privacy | Tier 2 |
| IEEE Software | Tier 2 |

## OPMA

| | |
|---|---|
| Interfaces | Tier 1 |

## STAT

| | |
|---|---|
| Chance | Tier 1 |
| Decision Sciences Journal of Innovative Education (DSI journal) | Tier 1 |
| Journal of Statistics Education (ASA journal) | Tier 1 |
| Significance | Tier 1 |

Note: A Tier 1 publication is equivalent to a 'Quality' pub.

General Guidelines to Consider in Evaluating Publications outside the UTA Business List

- Non-discipline publications are recognized as part of a faculty member's research portfolio. Publications in good journals outside the discipline typically contribute favorably to evaluation of a scholarly record, but the degree to which they are valued may vary by department.
- Faculty at early career stages are encouraged to target a good portion of work to journals on "the list." P&T cases where most publications are not on the list are more difficult to make.
- Faculty evaluation should be conducted primarily by the P&T committee in the department. Decisions about how and whether publications outside the discipline "count" is held in the hands of the departmental P&T committee.
- Members of the college P&T committee are encouraged to follow the lead of the faculty member's department when considering the role of non-discipline publications in P&T evaluation (e.g., if the department considers a non-discipline publication to be similar to a high quality publication, the college P&T committee should consider it in the same way).
- Publications in basic social science reference disciplines (e.g., psychology, sociology) which are central to the field in which a scholar works may be viewed more favorably than publications in fields that are more distal to the scholar's discipline (e.g., social work, kinesiology).
- Publications may be viewed more favorably if they are produced as part of interdisciplinary research focused on the UTA strategic plan (e.g., health and the human condition) or interdisciplinary grant work.
- It is the responsibility of the scholar going up for promotion to make a case to the departmental P&T committee that they should receive "credit" for a specific publication outside the discipline.
- The faculty member decides which information is most appropriate to make this case, but may consult the departmental P&T committee chair for advice. Multiple sources of evidence should be provided. A non-exhaustive list of examples of evidence to consider are listed below.

Possible Sources of Evidence of a Publication's Value:

- Letter of evaluation of the journal from an unbiased expert without an affiliation (Editor, AE) with the journal (Chair or senior faculty member in discipline at UTA or equivalent or better ranked research university).
- An evaluation of the publication's quality and impact by members of the departmental P&T committee (Based on reading the article)
- Published metrics which relate to journal quality
    - Acceptance %
    - SJR (https://www.scimagojr.com/journalrank.php?category=3202)
    - H Index (https://www.scimagojr.com/journalrank.php?category=3202)
    - Journal Citation Reports (JCR) 2-YR or 5-YR IF, Eigenfactor, or Influence Score
- Presence on lists referencing journal quality produced by a field's professional association or a department at a research university

UNIVERSITY OF TEXAS ARLINGTON | COLLEGE OF BUSINESS

**New Faculty and Teaching Orientation**

(For new full-time and part-time faculty, and for PhD students just starting to teach)

College of Business Building, Room 609

August 20, 2019 – 8:00a.m.-1:00p.m.

| | |
|---|---|
| 08:00-08:30 | Continental breakfast (room 608) |
| 08:30-08:40 | Welcome and Introductions (Greg Frazier, Senior Associate Dean) |
| 08:40-08:45 | Welcome (Harry Dombroski, Dean) |
| 08:45-08:55 | UTA Context (Greg Frazier)<br>▪ About UTA<br>▪ About College of Business<br>▪ Teaching is important<br>▪ Today's session |
| 08:55-09:20 | Canvas—LMS (Christy Spivey, Clinical Associate Professor)<br>▪ What new faculty need to know with Canvas<br>▪ Uploading syllabus<br>▪ Demo |
| 09:20-09:30 | About Undergraduates (Shelly Parker, Director of Undergraduate Studies)<br>▪ Degree programs<br>▪ Introducing her office and her advisors<br>▪ What to send to her (and how)<br>▪ Frequently asked undergraduate questions (and how to respond) |
| 09:30-09:40 | About Graduate Students (Tatia Jordan, Director of Graduate Services)<br>▪ Different programs<br>▪ Frequently asked graduate questions (and how to respond)<br>▪ What to send to a graduate advisor |
| 09:40-09:50 | About PhD Program (Wendy Casper, Associate Dean for Research, Director of PhD Programs)<br>▪ PhD program overview<br>▪ Majors and area coordinators<br>▪ Research in COB |
| 09:50-10:05 | The Physical Classroom (Jairo Omaña-Peñaranda and Wade Mathis, OIIR)<br>▪ Card swiping and door propping<br>▪ Emergency evacuation / safety and security<br>▪ Classroom technology (computer and login, projector(s), lecture capture) |

        - How to use (log-in)
        - If problem, who to call (x25230, x22000, x23381)
    - Student computer labs (OIT & OIIR)
    - Behavioral Lab/Tutoring Center/MSMR Lab

10:05-10:25 Break and networking

10:25-10:35 Digital Measures (Mick Lewis, Director of Academic Brand Mgmt)
- Overview

10:35-10:45 Library Resources (Ruthie Brock, Business Librarian)
- Resources for students and instructors
- Type of services offered

10:45-11:15 The Logistics of Teaching: Faculty (Greg Frazier)

- Office hours
- Email communications
- When faculty need to miss class/exams
- Teaching evaluations (peer evaluations) and performance appraisals
- Syllabus boilerplate
- Class scheduling and room scheduling
- Entering grades in Blackboard will be mandatory next year
- Class attendance, grade changes, class role accuracy, progress grades
- Class that 'make' (UG=15, Grad=10)
- Graduation ceremony (mandatory for t/tt; regalia)

11:15-11:45 The Logistics of Teaching: Students (Fernando Jaramillo)
- What to handle yourself and what to refer (and to whom)
- Student conduct (including cheating) – different depts. have different norms
- Grading and grade inflation
- Disabilities
- Excused absences (sports, military, religious)
- Advising
- Canvas issues

11:45-12:00 Q&A

12:00-1:00 Wrap-up and Lunch (in room 608)

**Elite and Near-Elite Publications since 2015**

$194,000 = Total research funds awarded since 2015

| Semester | First | Last | Dept. | Research Funds* | Journal | Title |
|---|---|---|---|---|---|---|
| Spring 2015 | Marcus | Butts | MANA | $5,000 | Academy of Management Journal | Hot Buttons and Time Sinks: The Effects of Electronic Communicat |
| Spring 2015 | Marcus | Butts | MANA | $5,000 | Journal of Applied Psychology | Cross-Lagged Relations between Mentoring Received from Supervi |
| Spring 2015 | Wendy | Casper | MANA | $5,000 | Journal of Applied Psychology | It's all in the attitude: The role of job attitude strength in job attituc |
| Spring 2015 | Nandu | Nagarajan | ACCT | $0 | The Accounting Review | Information Complementarities and Supply Chain Analysts |
| Spring 2015 | Sridhar | Nerur | INSY | $5,000 | Strategic Management Journal | Citation Footprints on the Sands of Time: An Analysis of Idea Migra |
| Spring 2015 | Abdul | Rasheed | MANA | $0 | Strategic Management Journal | Citation Footprints on the Sands of Time: An Analysis of Idea Migra |
| Spring 2015 | Bin | Srinidhi | ACCT | $0 | The Accounting Review | The Effect of Governance on Specialist Auditor Choice and Audit Fe |
| Spring 2015 | Jingguo | Wang | INSY | $5,000 | Information Systems Research | An Exploration of Risk Characteristics of Information Security Threa |
| Spring 2015 | Jingguo | Wang | INSY | $5,000 | MIS Quarterly | Insider Threats in a Financial Institution: Analysis of Attack-Pronene |
| Spring 2015 | Zhiyong | Yang | MARK | $5,000 | Journal of Consumer Research | Parental Style and Consumer Socialitzation among Adolescents: A |
| Fall 2015 | Marcus | Butts | MANA | $5,000 | Journal of Applied Psychology | A family systems approach linking mobile device use to turnover in |
| Fall 2015 | Gene Moo | Lee | INSY | $5,000 | Management of Inf Systems Quarterly | Towards A Better Measure of Business Proximity: Topic Modeling f |
| Spring 2016 | Sanjiv | Sabherwal | FINA | $0 | Journal of Business Finance and Accounting | The young and the restless: An international study of CEO age and |
| Spring 2016 | Jennifer | Zhang | INSY | $5,000 | MIS Quarterly | Expert Blogs and General Consumer Perceptions of Competing Brar |
| Spring 2016 | Jennifer | Zhang | INSY | $5,000 | MIS Quarterly | On Self-Selection Biases in Online Product Reviews |
| Summer 2016 | Marcus | Butts | MANA | $5,000 | Academy of Management Journal | "I just can't control myself: A self-regulation perspective on the abu |
| Fall 2016 | Gene Moo | Lee | INSY | $2,000 | Journal of Management Information System | Social Network Formation |
| Fall 2016 | Jingguo | Wang | INSY | $2,000 | European Journal of Operational Research | Coordination of the Traditional and the Online Channels for a Short |
| Fall 2016 | Jingguo | Wang | INSY | $5,000 | Information Systems Research | Coping Responses in Phishing Detection: An Investigation of Antece |
| Fall 2016 | Jingguo | Wang | INSY | $2,000 | Decision Support Systems | Employees' Information Security Policy Compliance: A Norm Activa |
| Fall 2016 | Sanjiv | Sabherwal | FINA | $0 | Financial Management | Political party affiliation of the president, majority in Congress, and |
| Spring 2017 | John | Adams | FINA | $2,000 | Journal of Banking and Finance | Mutual Fund Performance, Management Teams, and Boards Journ |
| Summer 2017 | Wendy | Casper | MANA | $5,000 | Journal of Applied Psychology | The Jingle-Jangle of Work-Nonwork Balance:... |
| Summer 2017 | Jingguo | Wang | INSY | $2,000 | Info & Management | An Investigation into the antecedents of pre-purchase online searc |
| Summer 2017 | Zhiyong | Yang | MARK | $2,000 | Information & Management | An Investigation into the antecedents of pre-purchase online searc |
| Fall 2017 | Wendy | Casper | MANA | $5,000 | Journal of Applied Psychology | Minimizing Cross-Cultural Maladaptation: How Minority Status Fac |
| Fall 2017 | Kay-Yut | Chen | INSY | $2,000 | Decision Sciences Journal | On Academic Rankings, Unacceptable Methods, and the Social Obli |
| Spring 2018 | Wayne | Crawford | MANA | $5,000 | Academy of Management Reivew | Work-Life Events Theory: Making Sense of Shock Events in Dual-Ea |
| Fall 2017 | Qing | Hao | FINA | $2,000 | Journal of Banking and Finance | Short Selling Around the Expiration of IPO Share Lockups |
| Fall 2017 | Sridhar | Nerur | INSY | $2,000 | Information and Management | Strategic Effort Allocaiton in Online Innovation Tournaments |
| Fall 2017 | Zhiyong | Yang | MARK | $2,000 | Intl Journal of Research in Marketing | "Consumer Power and Choice Deferral: The Role of Anticipated Reg |
| Fall 2017 | Mahmut | Yasar | ECON | $2,000 | Information and Management | Strategic Effort Allocation in Online Innovation Tournaments |
| Fall 2017 | Jennifer | Zhang | INSY | $2,000 | Information and Management | Strategic Effort Allocation in Online Innovation Tournaments |
| Summer 2018 | Alper | Nakkas | INSY | $5,000 | POM Journal | The Impact of Valuation Heterogeneity on Equilibrium Prices in Sup |
| Summer 2018 | Sanjiv | Sabherwal | FINA | $5,000 | MIS Quarterly | How Does Strategic alignment Affect Firm Performance? The Roles |
| Summer 2018 | Sanjiv | Sabherwal | FINA | $5,000 | Information Systems Research | Performance Consequences of IT Investment: Implications of Emph |
| Summer 2018 | Sanjiv | Sabherwal | FINA | $5,000 | Information Systems Research | Relationships Between Information Technology and Other Investm |
| Summer 2018 | Jingguo | Wang | INSY | $5,000 | MIS Quarterly | A Longitudinal Study of Unauthorized Access Attemps to Inf Sys |
| Fall 2018 | Qing G | Hao | FINA | $2,000 | Journal of Banking and Finance | Do Analysts Really Anchor? - Evidence from Credit Risk and Suppre |
| Spring 2019 | John | Adams | FINA | $2,000 | Financial Management | Identirying and Treating Outliers in Finance |
| Spring 2019 | Alison | Hall | MANA | $5,000 | Academy of Management Review | MOSAIC: A Model of Stereotyping Through Associated and Int. |
| Spring 2019 | Janakiraman | Narayan | MARK | $5,000 | Journal of Marketing | How Does Consumers' Local or Global Identity Influence Price |
| Spring 2019 | Sanjiv | Sabherwal | FINA | $0 | Journal of Business Finance and Accounting | Does Stardom Affect the Informativeness of a CEO's Trades? |
| Summer 2019 | Kay Yut | Chen | INSY | $5,000 | Management Science | The Behavioral Promise and Pitfalls in Compensating Store Mgrs |
| Fall 2019 | Kay Yut | Chen | INSY | $5,000 | Production and Operations Management | The Commitment Conundrum of Inventory Sharing |
| Fall 2019 | James | Lavelle | MANA | $2,000 | Journal of Management | Customer Injustice and Employee Performance: Roles of Emotional |
| Fall 2019 | Radha | Mahapatra | INSY | $5,000 | Journal of the Association for Inf Syste | Performance outcomes of Test Driven Development - An experime |
| Fall 2019 | Alper | Nakkas | INSY | $5,000 | Production and Operation Managmenet | Category Captianship in the Presence of Retail Competition |
| Fall 2019 | Sridhar | Nerur | INSY | $0 | Journal of the Association for Inf Syste | Performance outcomes of Test Driven Development - An experime |
| Fall 2019 | David | Rakowski | FINA | $2,000 | Financial Management | Twitter activity, investor attention, and the diffusion of informatior |
| Fall 2019 | David | Rokowski | FINA | $2,000 | Journal of Banking and Finance | What drives the market for exchange-traded notes? |
| Fall 2019 | Jayarajan | Samuel | INSY | $5,000 | MIS Quarterly | Value of Local Showrooms to Online Competitors |
| Fall 2019 | Jingguo | Wang | INSY | $2,000 | Information & Management | Mutual Influences between Message Volume and Emotion Intensit |
| Spring 2020 | Ariane | Froidevaux | MANA | $5,000 | Journal of Applied Psychology | Is Student Loan Debt Good or Bad for Full-Time Employment upon |
| Summer 2020 | Wendy | Casper | MANA | $0 | Journal of Applied Psychology | Changes to the Work-Family Interface in Times of Crisis: Examining |
| Summer 2020 | David | Rosser | ACCT | $2,000 | Journal of Accounting and Public Policy | How the Likelihood of Switching Affects Audit Quality among Non-s |
| Summer 2020 | Sanjiv | Sabherwal | FINA | $0 | Real Estate Economics | FEAR Index, City Characteristics and Housing Returns |
| Fall 2020 | Zhuojun | Gu | ISOM | $5,000 | Management Science | Measuring the Impact of Crowdsourcing Features on Mobile App U |
| Fall 2020 | Elten | Briggs | MARK | $2,000 | Journal of Service Research | The Role of Frontline Employees' Competitive Intelligence... |
| Fall 2020 | Chaitanya | Sambhara | ISOM | $2,000 | Information & Management Journal | Information Management Challenges and the Adverse Consequenc |
| Fall 2020 | Ruochen | Liao | ISOM | $2,000 | European Journal of Information Systems | Points and Leaderboards Triggering Structural and Trait Competitiv |

* Note: Faculty with endowed chairs do not receive additional research funds.

## College of Business – Research Expense Grants
## Guidelines and Call for Proposals

### Overview
The College of Business will provide a limited number of competitive Research Expense Grants each year for up to $5,000 for research expenses for a specific project. The purpose of the grants is to support direct research expenses that would not normally be paid by departments or other funding sources.

### Eligibility and Limitations
Only full-time faculty qualify. No more than one application per faculty member per review period. Grant funds must be completely used within 36 months of receiving funds, or else the unused funds will revert back to the College. Eligible expenses include costs directly related to data gathering (such as incentives for respondents, travel for the primary purpose of gathering data, purchasing data or mailing lists, student wages, etc.) as well as other direct costs necessary to conduct the research. Expenses related to disseminating the research results are not eligible (such as conference travel to present research, submission fees to journals, etc.). Salary for the researcher is also excluded.

### Review Process
Grant applications will be reviewed by the College Research Committee who will make recommendations to the Dean for approval. Faculty must annually submit a 1-page report describing the status of the research project and budget, while funds remain.

### Review Criteria
Many factors will be considered in reviewing applications, including feasibility of the proposal, innovativeness, potential impact to the field, clarity of the proposal, reasonableness of budget, likelihood of successful completion, potential for top publications, other sources of funds available, likelihood of leading to external funding, results of previous grants, the extent to which it furthers UTA's and COB's missions, and any other factors deemed relevant by the committee. Preference may be given to junior faculty and those without other funds available.

### Application Materials
1. Brief proposal, no more than 2 pages including references.
2. Budget of expenses to be covered by grant, including expected timing of expenses.
3. List of other funds at your disposal (i.e. research accounts, other grants received, etc.).
4. Status or results of previous grants from the College of Business.
5. Current CV.

### Submission Process
The application materials should be submitted electronically by the deadline to Wendy Casper, Associate Dean for Research, at wjcasper@uta.edu. Late submissions will not be accepted. Awardees should be notified by the end of March.

**Submission Deadline:** February 15, 2019

Most University of Texas at Arlington research databases are available via WRDS.

Wharton Research Data Services (WRDS) is the award-winning research platform and business intelligence tool for over 40,000 corporate, academic, government and nonprofit users at 400+ institutions in 30+ countries. WRDS provides the user with one location to access over 200 terabytes of data across multiple disciplines including Accounting, Banking, Economics, ESG, Finance, Healthcare, Insurance, Marketing, and Statistics. Flexible data delivery options include a powerful web query method that reduces research time, the WRDS Cloud for executing research and strategy development, and the WRDS client server using PCSAS, Matlab, Python and R. Our Analytics team, doctoral-level support and rigorous data review and validation give clients the confidence to tailor research within complex databases and create a wide range of reliable data models. From partnerships with data vendors to our own tools, including the WRDS SEC Analytics Suite and Event Study by WRDS, Wharton Research Data Services is the global gold standard in data management and research, all backed by the credibility and leadership of the Wharton School.

**Audit Analytics -(access via WRDS or Website)**
**Bank Regulatory**
**Beta Suite by WRDS (requires CRSP subscription)**
**BoardEx**
**CBOE Indexes (included with WRDS platform subscription)**
**Compustat**
**Compustat Bank Data**
**Compustat Executive Compensation**
**Compustat Global**
**Compustat North America**
**Compustat Segment Backdata**
**COVID Data**
**CRSP Mutual Funds**
**CRSP US Stock Database**
**CRSP/Compustat Merged – *CCM***
**CUSIP Master Files**
**D.A.R.T. Videos by WRDS (Data, Analytics, Research, Technology)**
**Darts-IP (Crossbow IP Services, LLC)**
**Datastream**
**DealScan (see Thomson Reuters)**
**Event Study by WRDS**
**Eventus Software**
**FactSet Fundamentals Global**
**FactSet Ownership**
**Fama-French Portfolios and Factors**
**Federal Judicial Center (Included with WRDS platform subscription)**
**Federal Reserve Bank Reports -Federal Exchange Rates**
**Federal Reserve Bank Reports -Interest Rates**
**Financial Ratios Suite by WRDS (requires subscriptions to CRSP and Compustat)**

I/B/E/S - Institutional Brokerage Estimates System
I/B/E/S Guidance
ISS (Institutional Shareholder Services)-formerly Riskmetrics
ISS Incentive Lab & ISS Incentive Lab, Europe
Linking Suite by WRDS
Morningstar Direct - Contact Business Librarian, access on Library Computers
Macro Finance Society - a curated list of datasets
MSCI - ESG KLD Stats - (MSCI acquired KLD) -
MSCI - GMI Ratings
MSRB Trade Data (Municipal Securities Rulemaking Board) - available to WRDS academic subscribers
NYSE Trade and Quote Database (TAQ)
OptionMetrics
OTC Markets - available to WRDS academic subscribers
Orbit Intelligence
Penn World Tables
Peters and Taylor Total Q
Public data from a variety of sources-WRDS converts the data into a consisten format and updates it.
RavenPack News Analytics, web edition
Research Quotient - available to academic Compustat subscribers
S&P Capital IQ Ratings (Ratings Express)
S&P Global Market Intelligence
SDC Platinum All New Issues (IPOs) - Global
SDC Platinum Mergers & Acquisitions
Subsidiary Data by WRDS
TAQ (Trade and Quote)
Thomson Reuters WRDS Reuters - DealScan
TRACE - OTC Corpoate Bond and Agency Debt Bond Transaction Data
UCLA LoPucki Bankruptcy Research Data
World Indices by WRDS
WRDS Factors (Backtester)
WRDS European Short Data
WRDS SEC Analytics Suite
WRDS, Wharton Research Data Service - Platform providing consistent searching for many data sources

UTA Teaching Award Winners

| Year | Academy of Distinguished Teachers | Provosts Award | President's Award, Tenured | President's Award, Untenured | Piper Professor Nomination | William S. Ward Endow. Award | Regent's Award |
|---|---|---|---|---|---|---|---|
| 2010 | Carl J. Lovely | Luara Kopchick | Mark D. Ricard | Graham G. Hunt | Kenneth M. Roemer | N/A | James Epperson |
| | Donald K. Granvold | Jane Himarios | | | | | Lauri Jensen-Campbell |
| | Bill Corley | | | | | | Anand Puppala |
| | Charles C. Chiasson | | | | | | Barbara Shipman |
| | Stacy Alaimo | | | | | | Theresa Jorgensen |
| | | | | | | | Jane Himarios |
| | | | | | | | Joanna Johnson |
| 2011 | K. Jamie Rogers | Johnathon David-Secord | Norman H. Cobb | Mindi A. Anderson | James Campbell Quick | N/A | Stacy Alaimo |
| | Marth A. Mann | | | | | | H.W. Corley |
| | Victoria A. Farrar-Myers | | | | | | Donald Granvold |
| | Christopher B. Conway | | | | | | Kenneth Roemer |
| | | | | | | | Monica Basco |
| | | | | | | | Doug Grisaffe |
| | | | | | | | Lee Ann Frederick |
| | | | | | | | Laura Kopchick |
| | | | | | | | Peggy Pritchard Kulesz |
| 2012 | Sanjiv Sabherwal | Joci Ryan | Dan Popa | Hyejin Moon | Stacy Alaimo | Cecilia Marie Bernadette Flores | Elisabeth Cawthon |
| | Barbara M. Raudonis | Yvette Weatherton | | | | | Christopher Conway |
| | Frank L. Lewis | | | | | | Victoria Farrar-Myers |
| | James A. Epperson | | | | | | K.Jamie Rogers |
| | | | | | | | Jonathan Davis-Secord |
| | | | | | | | Kathleen Tice |
| | | | | | | | Nilakshi Veerabathina |
| 2013 | Robert Kunovich | Darlene B. Campell | Jennifer Gray | Bradely S. Pierce | K.J. (Jaime) Rogers | Mindia H. Whittier | Rebecca Deen |
| | Manfred Huber | Timothy A. Wunder | Siamak A. Ardekani | Darryl J. Lauster | | | Susanna Khavul |
| | Rebecca Hegar | | | | | | Frank Lewis |
| | | | | | | | Mary Mancini |
| | | | | | | | Dan Popa |
| | | | | | | | Peggy Semingson |
| | | | | | | | Josephine Caldwell-Ryan |
| | | | | | | | Seiichiro Tanizaki |
| | | | | | | | Yvette Weatherton |
| 2014 | Sia Ardekani | Walter Schargel | Judy LeFlore | Frank Foss | Norman H. Cobb | Kathleen Tice | Allan Saxe |
| | Rayomond Elliott | | | | | | Kevin Schug |
| | Susanna Khavul | | | | | | Krystal Beamon |
| | Judy LeFlore | | | | | | Darryl Lauster |
| 2015 | Thomas Chrazanowski | Sabine Harvey | Bradley Bell | Naomi Cleghorn | James Campbell Quick | Alicia Soueid | Shih-Ho Chao |
| | Alicia Rueda-Acedo | | | | | | Raymond Elliot |
| | | | | | | | Judy LeFlore |
| | | | | | | | Sanjiv Sabherwal |
| | | | | | | | Jeffrey Witzel |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2016 | Theresa Jorgensen<br>Kent Lawrence | Kathryn Warren | Laura Mydlarz | Not given | Robert Woods | Seiichiro Tanizaki | Deborah Hughes<br>W. Ashley Griffith<br>Christopher Kribs<br>Jim Quick |
| 2017 | Jeffrey Witzel<br>Penelope Ingram<br>Christopher Kribs<br>Stephanie Rasmussen<br>Jaya Davis | Regina Urban<br>Raúl Fernández | Christopher Kribs<br>Frank Foss | Junha Jeon<br>Gail Adorno | David Hullender | Pauline Hudel-Smith | Carla Amaro Jininez<br>Ramon Lopez<br>Laura Mydlarz<br>Robert Woods<br>Kathryn Warren |
| 2018 | Kevin Schug<br>Naomi Cleghorn<br>Carla Amaro-Jimenez<br>Ramon Lopez<br>Laura Mydlarz | Amy Austin<br>Nilakshi Veerabathina | Simon Chao<br>Mahmut Yasar | Anne Nordberg<br>Alejandro Bugarin | Stephanie Rasmussen | Erin Carlson | Frank Foss<br>Regina Urban |
| 2019 | Shih-Ho Chao<br>Victoria Chen<br>Frank Foss<br>Diane Lange<br>Peggy Semingson | Shanna Banda<br>Robert Taylor | Matthew Fujita<br>Martha Walvoord | Michael Nelson<br>Herschel Thomas | Carla Amaro-Jimenez | Rebecca Garner | Amy Austin<br>Holly Hungerford-Kresser |
| 2020 | Manfred Cuntz<br>Graham Hunt<br>Mahmut Yasar<br>Andrew Milson<br>Melanie Sattler | Chris McMurrough<br>Julian Rodriguez | Diane Mitschke<br>Alicia Rueda-Acedo | Ashley Lemke<br>Mohsen Shahandashti | James Mendoza Alvarez | Cornelia Winguth | Stephanie Rasmussen<br>Ericka Robinson-Freeman |

Highlights Indicate COB faculty

**College of Business Teaching Awards**

*Outstanding Undergraduate Teaching*

Jennifer Ho (2020)
Jim Lavelle (2019)
Elten Briggs (2018)
Qing (Grace) Hao (2017)
Adwait Khare and Aaron Smallwood (2016)
Marcus Butts (2015)
Myrtle Bell and Mary Whiteside (2014)
Traci Freling (2013)
Stephanie Rasmussen (2012)
M. Ann McFadyen (2011)
Don McConnell (2010)
Doug Grisaffe (2009)
Sanjiv Sabherwal (2008)
Mark Eakin (2007)
Chris Skousen (2006)
Ken Wheeler (2005)
Dennis Wilson (2004)
Jim Munch (2003)
Ken Price & Abdul Rasheed (2002)
Chris Craighead (2001)
David Hyland (2000)
Terry Witt (1999)
Lanny Solomon (1998)

*Outstanding Graduate Teaching*

Nandu Nagarajan (2020)
Ritesh Saini (2019)
Becky Pierce and Aaron Smallwood (2018)
David Gray (2017)
Mahmut Yasar (2016)
Salil Sarkar and Jeff Tsay (2015)
Mark Eakin (2014)
Terrance Skantz and Douglas Grisaffe (2013)
Jap Efendi (2012)
Susanna Khavul (2011)
David Diltz (2010)
Roger Meiners (2009)
Vince Apilado (2008)
Abdul Rasheed (2007)
Bill Crowder (2006)
Mary Whiteside (2005)
Jeff McGee and Edmund Prater (2004)
Larry Walther (2003)
Roger Meiners (2002)
Chris Shook (2001)
Richard Priem (2000)
Walter Mullendore (1999)
Peggy Swanson (1998)

*Outstanding NTT Faculty*

Christy Spivey (2020)
Lauren Brewer (2019)
Todd Gabel (2018)
Jeff Wallman (2017)
Tim Wunder (2016)
Kathy Kelly and Steve Isbell (2015)
John Repsis (2014)
Ronald Liggett (2013)
Roger Wehr (2012)
Dennis Veit (2011)
Billie Seal (2010)
Rebecca Neilson (2009)
Lee Schwemer (2008)
Jane Himarios (2007)
Gary Lacefield (2006)
Karen Sarratt (2005)
Michel Whittenberg (2004)
Chuck Lumus (2003)
Galen Carpenter (2002)
Grace Esimai (2001)
Jere Turner (2000)
Patsy Lee (1999)
John Dowdy (1998)

*Outstanding Adjunct Instructor*

Tram Le (2020)
Bill Wilson (2019)
Rafal Czajkowski (2018)
Gary Dixon (2017)
Michael Buckman (2016)
Carly Andrews (2015)
Jere Turner (2014)
Jeffrey Moore (2013)
Linda Wilson (2012)
Jere Turner (2011)
John Repsis (2010)
Linda Wilson (2009)
Michael Richarme (2008)
Linda Wilson (2007)
Charles Dewar (2007)
Kathy Kemper (2006)
Marvin Anderson (2005)
John Repsis (2004)
Jere Turner (2003)
Glenn Garoon (2002)

*Outstanding Graduate Teaching Associate*

Joohan Lee and Nima Vafai (2020)
Jason Morrison (2019)
Mark Adams (2018)
Ryan Terry (2017)
Ramakrishna Dantu and Trang Thai (2016)
Nisha Kulangara (2015)
Ramya Aroul and Emily Goad (2014)
Kimberly Whitehead (2013)
Phillip Bond (2012)
Arun Narayanasamy (2011)
Cori Stanley (2010)
David Herda (2009)
Bobby Alexander (2008)
David Weltman (2007)
Gene Elrod (2006)
Eva Dodd-Walker (2005)
Barbara Wood (2004)
Ethan Christensen (2003)
Juliana Lilly (2002)
Erica Geisel (2001)
Douglas Jordon (2000)
David Mack (1999)
Sheri Faircloth & Joyce Wolff (1998)

**Appendix V: Faculty Evaluation**

a. COB Workload Policy
b. College Promotion and Tenure Policy
c. ISOM Department P&T Policy for Promotion to Associate Professor
d. ISOM Department P&T Policy for Promotion to Full Professor
e. MARK Department P&T Policy for Promotion to Associate Professor
f. MARK Department P&T Policy for Promotion to Full Professor
g. Annual Faculty Activity Report Form
h. Annual Faculty Performance Evaluation Form
i. Endowed Chair Selection and Review Policy
j. Third Year Pre-Tenure Review Process
k. ISOM Department Comprehensive Periodic Evaluation of Tenured Faculty
l. Summary of Faculty Review Deadlines for 2019-20

# Workload Policy

**College of Business**
**University of Texas at Arlington**

September 25, 2019

# Preamble

In November 2017, the Board of Regents of the University of Texas System adopted a policy governing faculty workload and reporting requirements. Rule 31006 of *Regents' Rules and Regulations*, requires that each academic institution establish a workload policy that sets forth equitable and fair guidelines that permit units to best deploy faculty to foster student success and advance the unit's mission (see Appendix A). This regental workload policy mandates that institutions:

- Recognize classroom teaching, basic and applied research, service, and professional development as important elements of faculty workload, and
- Give appropriate weight to each activity in determining faculty workload credit.

Concurrently, the U. T. System Faculty Advisory Council, in consultation with the system Office of Academic Affairs, adopted and submitted guidelines for the development and approval of unit workload and reporting policies (see Appendix B). These guidelines indicate that local units, such as departments or schools, should develop workload policies tailored to their respective circumstances that are aligned with college and university workload policies.

In response to these developments, in March 2018, Provost Teik C. Lim formed a taskforce to draft the university's workload policy. The taskforce completed its work in December 2018 and submitted a draft policy to the U. T. System for review and approval. In January 2019, the university received notice of approval from the U. T. System. The final university workload policy is presented in Appendix C.

After receiving approval of the university workload policy, each U. T. Arlington college and school began the process of drafting and finalizing a workload policy tailored to the unit's circumstances. In the College of Business, this process began with the formation of a committee in March 2019. The college committee completed its work in August 2019.

## Introduction

This document sets forth College of Business policy regarding faculty workload assignments and reporting for all full-time faculty members: tenure-track and nontenure-track. The guidelines specified herein are designed to achieve the following objectives:

- Ensure that college instructional obligations are met,
- Promote student success,
- Advance the college's mission (see Appendix D), and
- Secure an equitable and fair assignment of faculty work effort.

In accordance with *Regents' Rule* 31006, workload credit (**WLC**) is recognized for teaching, basic and applied research, service, and professional development. Workload credit is also recognized for administrative work.

This assignment and reporting process: (1) considers all university-related activities undertaken by a faculty member during the fall and spring semesters and (2) excludes activities that are separately compensated.

This remainder of this policy statement is divided into two sections. The first section sets forth expectations regarding the normal workload of full-time faculty members. The second section sets forth rules for reporting workload activities. The college dean or his designee is responsible for faithfully implementing this workload policy.

This policy statement is effective September 1, 2019.

Approved by unanimous consent of the ad hoc COB Workload Committee:

Greg Frazier *ex oficio*
George Benson – Chair
Bill Crowder
Mark Eakin
Tom Hall
Grace Hao
Ann McFadyen
Michael Richarme

## Workload Assignment Expectations

### *General Policy*

To advance the college's mission, every full-time faculty member is assigned a set of workload activities. Individual workload assignments are determined by the department chair in consultation with each faculty member on an annual basis. Faculty workload is negotiated yearly and is subject to needs of the department/college and the dean's approval. Typical considerations include budget factors, course rotation/programmatic needs, and student success initiatives. Depending on their nature, workload assignments earn varied workload credits (**WLC**).

The normal minimum workload expectation for full-time faculty members is 30 **WLC** for the fall and spring semesters combined. Assignments undertaken in the summer and tasks which are separately compensated (e.g., teaching in an executive MBA program) are excluded. College workload expectations are summarized in Table 1.

**Table 1**
**WLC Requirement for Full-Time Faculty Members**

| Faculty Category | Expected WLC Assignment* |
|---|---|
| | |
| Tenured (T) | 30 credits |
| Tenure-track (TT) | 30 credits |
| Nontenure-track (NTT) | 30 credits |
| | |

* - Does not include summer assignments or tasks which are compensated separately.

Due to the varied nature of college and departmental needs, it is infeasible to ensure that assigned workloads equate to exactly 30 **WLC** and it is expected that the workload of a full-time faculty member will vary year to year. If a faculty member's workload is 36 WLC or higher, the Department Chair and Dean should endeavor to adjust assignments to bring **WLC** down while meeting the needs of the department/college. Adjustments may include changes in the faculty member's teaching assignments, service expectations, research expectations, or a combination of these assignments.

Workload assignments are divided between teaching, research, service, and administration. A typical allocation of workload assignments for tenured (**T**) faculty members is 40% teaching (12.0 **WLC**), 40% research (12.0 **WLC**), 20% service (6.0 **WLC**), and 0% administration. Tenure-track (**TT**) faculty members who are not yet tenured will normally have a workload distribution of 40% teaching (12 **WLC**), 50% research (15 **WLC**), 10% service (3.0 **WLC**), and 0% administration. For nontenure-track (**NTT**) faculty members, a typical allocation of workload assignments is 80% teaching (24.0 **WLC**), 0% research, and 20% service (6.0 **WLC**), and 0% administration or 100% teaching (30.0 **WLC**). Distributions may vary across faculty members and from year-to-year.

Faculty members assigned an above average workload in one area are typically assigned lower workloads in other areas. **NTT** faculty who are research active may receive reduced teaching or service workload assignments. Faculty members with administrative assignments are normally assigned reduced teaching responsibilities.

As required by *Regents' Rule* 31006 and university policy, professional development activities undertaken by faculty members are taken into consideration when making workload assignments and reporting workload activities. Professional development activities may relate to any workload area (teaching, research, service, or administration).

### *Instructional Assignments*

Faculty members who are untenured but on the tenure track (**TT**) will normally be assigned to instruct the equivalent of four (4) regular course sections (3 semester hours each) per academic year. This will typically be assigned as a 2-2 teaching load (2 courses per Fall and Spring semester). Department Chairs should make reasonable effort to limit the course preparations for **TT** faculty members to three or less preparations per academic year.

Tenured (**T**) faculty members with high (e.g., significant) or medium (e.g., recognizable) research activity will normally be assigned to instruct the equivalent of four (4) regular course sections (3 semester hours each) per academic year. Tenured **(T)** faculty members with low (e.g., minimal) research activity may be assigned increased instructional or service tasks. However, instructional assignments should not exceed eight (8) regular course sections per academic year. The level of research activity that qualifies for different teaching loads will be decided jointly by the Department Chair and Dean. Generally, instructional assignments should be divided equally between the fall and spring semesters. Department Chairs should make reasonable effort to limit the course preparations for **T** faculty members to three or less preparations per academic year.

Nontenure-Track (**NTT**) faculty members with meaningful service assignments will normally be assigned to instruct the equivalent of eight (8) regular course sections (3 semester hours each) per academic year. **NTT** faculty members who perform only instructional duties will normally be assigned to instruct the equivalent of ten (10) regular course sections (3 semester hours each) per academic year. Certain **NTT** faculty members may be hired with significant research, administrative (e.g. Program Directors) or service expectations and assigned to instruct the equivalent of six (6) or seven (7) regular course sections (3 semester hours each) per academic year. Department Chairs should make reasonable effort to limit the course preparations for **NTT** faculty members to three or less preparations per academic year.

### *Research Assignments*

All **T** and **TT** faculty are expected to participate in research activities (basic and applied). Typically, **T** and **TT** faculty members should spend approximately 40% of their time on research. Faculty members with administrative assignments, above average instructional assignments, or above average service assignments will normally spend less time on research duties. Faculty members with below average instructional assignments or below average service assignments are expected to spend more time on research duties.

### *Service Assignments*

All full-time faculty members are expected to perform routine service activities for the university and/or for their profession. **TT** faculty members are expected to spend approximately 10% of their time on service. **T** or **NTT** faculty member are expected to spend approximately 20% of their time on service. Faculty members assigned service duties requiring significantly more than normal work effort may be assigned reduced instructional or research duties.

The Department Chair should allocate service assignments equitably across faculty. While the Chair should consider faculty preferences, university service is necessary and the Chair has the authority to assign faculty to service duties (for example, serving on committees or serving as internship coordinator).

### *Administrative Assignments*

Some faculty members are assigned part-time administrative duties. This includes work as a department chair, assistant chair, program advisor, Ph.D. area coordinator, or internship coordinator. Faculty members assigned administrative duties are typically assigned reduced instructional, research, or service duties.

## Workload Reporting

### *Instructional Activities*

The mission of the college includes high-quality instruction. Consistent with this mission objective, instructional activities that earn **WLC** include the following:

1. Serving as the instructor of a regularly scheduled undergraduate or graduate course.
2. Serving as the instructor of a combined (cross-listed) class.
3. Serving as the instructor of an undergraduate or graduate independent study course.
4. Serving as the supervisor of an undergraduate or graduate internship course.
5. Serving as the supervisor of a master's thesis or doctoral dissertation course (thesis chair or dissertation chair).
6. Serving as the instructional coordinator of a multi-section course offering.
7. Developing a new course or new course format (regular vs. online).

**WLC** credit for regularly scheduled courses are based solely on course enrollment and type of class (undergraduate or graduate). **WLC** do not consider a variety of other factors. These other factors are given appropriate consideration in annual performance evaluations and include:

- Results of student evaluations and related grade distributions.

- The effort required for routine course preparation including: (1) revision of content and materials, (2) professional development undertaken to acquire or update instructional expertise, (3) learning management system tasks related to Canvas, and (4) recruitment of outside speakers.

- The effort required to service students including: (1) grading assignments, examinations, and papers, (2) meeting outside of class, (3) responding to inquiries via e-mail, phone, or text, (4) arranging for disability accommodations as required by university policy, and (5) supervising field trips and other off-campus course activities.

#### *Regularly Scheduled Courses*

Serving as the instructor of a regularly scheduled three-semester-hour (3) course that is not a new preparation earns 1 **WLC** per credit hour for an undergraduate course and 1.5 **WLC** per credit hour for a graduate course. To account for the additional work effort needed to instruct larger classes, **WLC** are increased by the following multipliers:

| Class Size | Multiplier |
|---|---|
| 0 to 59 students: | 1.00 |
| 60 to 99 students: | 1.25 |
| 100 or more students: | 1.50 |

*Combined Classes*

Combined (cross-listed) classes consist of one regularly scheduled undergraduate course section and one regularly scheduled graduate course section. When a combined class is offered, the simultaneous teaching of two course sections yields a reduction in the faculty member's total work effort compared to teaching two courses which are not combined. In normal circumstances, teaching a combined class reduces the faculty member's classroom time, but does not reduce the work effort related to preparation or student servicing.

For combined classes, **WLC** are determined by the effort for preparation and student servicing. Class size is based on the combined enrollment of the two course sections and course level is determined by the highest-level course section taught.

*Independent Study Courses*

An independent study course provides students with the opportunity to work one-on-one with a faculty member. Serving as the instructor of an independent study course earns **WLC** which vary with the course level (undergraduate or graduate), student enrollment, and the credit hours each student earns upon course completion. Teaching an undergraduate independent study course earns 0.10 **WLC** for each student-semester credit hour. Teaching a graduate independent study course earns 0.20 **WLC** for each student-semester credit hour. The maximum WLC for independent study course regardless of the number of students is 3.0 for an undergrad course and 4.5 for a graduate course. A faculty member may not earn WLC in circumstances where the student (students) in question is (are) inactive and the faculty member does not devote significant work effort to the course.

As an example, teaching a 3-credit-hour undergraduate independent study course with 2 students enrolled would earn 0.60 **WLC** (3 x 0.10 x 2). Teaching a 3-credit-hour graduate independent study course with 4 students enrolled would earn 2.40 **WLC** (3 x 0.20 x 4).

*Internship Courses*

Serving as the supervisor of an internship course earns **WLC** which vary with the course level (undergraduate or graduate), student enrollment, and the credit hours each student earns upon course completion. Supervising an undergraduate internship course earns 0.084 **WLC** for each student-semester credit hour, limited to a maximum of 3 **WLC** for a given undergraduate course section. Supervising a graduate internship course earns 0.125 **WLC** for each student-semester credit hour, limited to a maximum of 4.5 **WLC** for a given graduate course section.

As an example, supervising a 3-credit-hour undergraduate internship course with 5 students enrolled would earn 1.26 **WLC** (3 x 0.084 x 5). Supervising a 3-credit-hour graduate internship course with 6 students enrolled would earn 2.25 **WLC** (3 x 0.125 x 6).

*Supervision of Master's Theses and Doctoral Dissertations*

Serving as the supervisor of a master's thesis course earns 0.167 **WLC** for each student-semester credit hour. Serving as the supervisor of a Ph.D. dissertation research course earns 0.334 **WLC** for each student-semester credit hour. The total (cumulative) **WLC** earned via supervision of a given student's thesis or dissertation is limited to a maximum of 6.0 **WLC**. Only the chair of a thesis or dissertation committee can earn **WLC**. On projects with co-chairs, each co-chair receives one-half the **WLC**. A faculty member may not earn WLC in circumstances where the student in question is inactive and the faculty member does not devote significant work effort to the supervision task.

As an example, supervising a 6-credit-hour thesis course with 1 student enrolled would earn 1.00 **WLC** (6 x 0.167 x 1). Supervising a 9-credit-hour dissertation course with 2 students enrolled would earn 6.01 **WLC** (9 x 0.334 x 2). These examples presume the faculty member devotes significant work effort to the supervision process during the semester.

*Coordinating a Multi-Section Course*

Serving as the coordinator of a multi-section course earns 1.0 **WLC** per semester/session. As an example, coordinating multiple sections of a sophomore-level course during the fall semester and spring session would earn 2.0 **WLC**.

*New Course Development*

At the recommendation of the Department Chair and with the Dean's approval, **WLC** are granted to faculty members who develop a new course or new course format (e.g., convert a regular class to an online format). For undergraduate courses a maximum of 3.0 **WLC** may be earned per course. For graduate courses, a maximum of 3.0 **WLC** may be earned per course. **WLC** are not earned in circumstances where the faculty member is separately compensated for course development. Faculty members who are assigned to teach a new course preparation may be eligible for course development **WLC** upon recommendation of the Department Chair and with the Dean's approval.

## WLC Earned via Research Activities

The mission of the college includes the creation and dissemination of knowledge with global impact. Consistent with this mission objective, scholarly activities that earn **WLC** include:

1. Conducting basic research that is published in refereed academic journals, books, monographs, presented at academic meetings, or documented in working papers.
2. Creating applied or integration scholarship that is published in professional journals or presented at professional meetings.
3. Conducting or creating teaching/learning scholarship this is published in refereed educational journals or documented in working papers.
4. Conducting or creating other forms of scholarship that advance the mission of the college.
5. Professional development undertaken to acquire or update research expertise.

Faculty members who are active in scholarly pursuits may earn 6, 9, 12, or 15 **WLC** for scholarly activity each academic year. The level of scholarship-related **WLC** assigned to a faculty member is based on the Department Chair's evaluation of the individual's scholarly productivity for the preceding three years. This evaluation is tied to the faculty member's scholarly activities which serve to maintain status as a *Scholarly Academic* or *Scholarly Practitioner* under AACSB accreditation standards. Faculty members meeting or exceeding the minimum requirements to maintain their scholarly status should generally be assigned 12 or 15 **WLC** depending on the level of activity and the judgment of the Department Chair. Faculty members not meeting minimum requirements, but who are devoting sustained effort to scholarly activity, should generally be assigned 6 or 9 **WLC** depending on the level of activity and the judgment of the Departmental Chair. A faculty member who is not engaged in any scholarly activities is assigned 0 **WLC**.

*WLC Related to Extraordinary Professional Development*

Faculty members who are awarded a Faculty Development Leave related to research activities receive an additional 9 **WLC** for research. Faculty members who are awarded a Third Year Teaching Reapportionment semester (full release from teaching) receive 9 **WLC** to support research-related professional development. First year faculty members may receive an additional 3 **WLC** to support research-related professional development activities.

## WLC Earned via Service Activities

Under university policy, faculty members receive credit for service activities based on the amount of time and commitment these activities require. All full-time **T** and **TT** faculty members are expected to perform service-related work for the university and/or their profession. Under university policy, the service load of a **T** or **TT** faculty member should not fall below 10%. Full-time **NTT** faculty members may be assigned service duties. Service-related **WLC** are earned via:

1. Serving on a departmental committee, taskforce, or other body.
2. Serving on a college university committee, taskforce, or other body.
3. Serving on a university committee taskforce, or other body.
4. Serving on a system-level committee, taskforce, or other body.
5. Serving in an academic or professional organization.
6. Serving in as an editor or reviewer for an academic or professional journal.
7. Serving in an advisory role for a student organization.
8. Engaging in significant outreach efforts to business firms.

The above list is illustrative of important service activities and is not all-inclusive.

A typical **T** faculty member is expected to spend about 20% of their time (8 hours per week) on service activities. **TT** faculty members are expected to spend about 10% of their time (4 hours per week) on service activities. Full-time **NTT** faculty members assigned to teach the equivalent of 8 courses per academic year are expected to spend about 20% of their time (8 hours per week) on service activities. **NTT** faculty members assigned to teach the equivalent of 10 courses per academic year are not expected to perform service activities.

**WLC** earned via service activities are determined by the Departmental Chair and are based on the Chair's assessment of the faculty member's service involvement relative to expectations. Table 3 provides information regarding **WLC** earned via service activities.

**Table 3**
**WLC Credits for Typical Service Assignments**

| | **WLC Credit** | | |
|---|---|---|---|
| **Departmental Chair's Assessment of Service Involvement** | **Tenured Faculty Member[1]** | **Tenure-Track Faculty Member[2]** | **Nontenure-Track Faculty Member[1]** |
| | | | |
| Unsatisfactory | 0 credits | 0 credits | 0 credits |
| Does Not Meet Expectations | 3 credits | 0 credits | 3 credits |
| Meets Expectations | 6 credits | 3 credits | 6 credits |
| Exceeds Expectations | 9 credits | 6 credits | 9 credits |
| | | | |
| | | | |

Note: This table presents only the more commonly occurring examples for service time allocations. Department chairs will use this table as a guide and make appropriate adjustments to determine **WLC** for less common circumstances.

[1] - Presumes a 20% time allocation to service duties.

[2] - Presumes a 10% time allocation to service duties.

## WLC Earned via Administrative Activities

Some faculty members perform administrative duties. These individuals earn 3 to 12 WLC depending on the duties undertaken. Table 4 lists these activities and the **WLC** they earn.

**Table 4**
**WLC Earned via Administrative Activities**

| Administrative Activity | WLC Earned per Year |
|---|---|
| | |
| Department Chair | 12 credits |
| Assistant Department Chair | 6 credits |
| Associate Dean | 6 credits |
| Program Advisor | 6 credits |
| Ph.D. Area Coordinator | 3 credits |
| Internship Coordinator | 3 credits |
| | |

## WLC Earned via Dean Credits

For special situations that benefit the College, the Dean may assign up to 15 workload credits to a faculty member during a year (these 'Dean credits' would be similar in purpose and function as the previously used 'Presidential credits').

## Appendix A

## Rule 31006 – *Regents' Rules and Regulations*

## 1. Title

Faculty Workload and Reporting Requirements

## 2. Rule and Regulation

Sec. 1 Purpose. Pursuant to *Texas Education Code* Section 51.402, this Rule establishes the general workload policy for faculty employed at an academic institution of higher education in The University of Texas System. The Rule also establishes the reporting requirements associated with faculty workload.

Sec. 2 Importance of Faculty. Faculty play a fundamental role in advancing an institution of higher education and in fostering student success. The quality and value of a university education are in large part defined by the faculty. The curricula the faculty design, the programs they offer, the learning environment they create, the instructional methods they employ, the research they conduct, the creative works they produce, the service they provide, and their professional engagement with students inside and outside of the classroom, including advising, are important components of the educational experience. As such, institutions of higher education supported by public funds have the responsibility to fully utilize their faculty resources in ways that achieve the greatest possible educational benefit.

Sec. 3 General Provisions for Faculty Workload

Sec. 3.1 Through established shared governance processes, each academic institution shall establish a faculty workload policy that adheres to the following general provisions.

Sec. 3.2 The institution's workload policy shall set forth equitable and fair guidelines that permit each department chair (or head of a comparable academic unit), under the supervision of the dean, to best deploy departmental faculty to foster student success and advance the department's mission.

Sec. 3.3 A chair may assign differential teaching loads for circumstances such as graduate instruction, research activities, time bought out by external grants, administrative assignments, large class sizes, team-taught courses, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success.

Sec. 3.4 A chair may assign differential teaching loads based on the expectations of tenured and tenure-track faculty who have active and productive research/scholarly/creative programs, tenured faculty who are less active in research/scholarly/creative work, and nontenure-track faculty.

Sec. 3.5 An institution's faculty workload policy shall recognize that classroom teaching, basic and applied research, service, and professional development are important elements of faculty workloads by giving appropriate weight to each activity when determining the standards for faculty workload.

Sec. 3.6 Each institution may give the same or different weight to each activity and to other activities recognized by the institution as important elements of faculty workloads.

Sec. 3.7 The president of each academic institution shall submit the initial faculty workload policy for review and approval by the Executive Vice Chancellor for Academic Affairs.

Sec. 4 Reporting Requirements

Sec. 4.1 The president shall designate an officer to monitor workloads, prepare and review appropriate workload reports, and submit the reports to the institutional head for certification or approval and comments as may be appropriate.

Sec. 4.2 Each institution shall include its faculty workload policy in its operating budget reported to the Texas Higher Education Coordinating Board.

Sec. 4.3 Each institution shall submit the Faculty Reports (CBM-008) required by the Texas Higher Education Coordinating Board.

Sec. 4.4 Within 30 days of the end of each academic year, each institution shall file with the Board of Regents a report, by department, of the academic duties and services performed by each member of the faculty during the nine-month academic year, showing evidence of compliance with requirements established by the Board.

Sec. 4.5 The report of academic duties and services performed by each member of the faculty, based on data submitted in the CBM-008, shall indicate all appointments held by the faculty member in the employing institution, the salary paid to each appointment, the percent of time of each appointment, and the source of funds from which salary payments were made.

Sec. 4.6 For a faculty member paid partially from a source of funds other than state appropriations, the teaching load shall be proportioned to the percentage of salary paid from state appropriations.

Sec. 4.7 Upon the request of an institution, if additional time is needed to prepare the report to the Board of Regents, the Executive Vice Chancellor for Academic Affairs is authorized to extend the deadline for submission.

## Appendix B

## Guidelines for the Development and Approval of Institutional Faculty Workload and Reporting Policies

**Prepared and Submitted by the U. T. System Faculty Advisory Council in Consultation with the Office of Academic Affairs, November 9, 2017**

## Guidelines for the Development and Approval of Institutional Faculty Workload and Reporting Policies

### 1. Title

Guidelines for the development and approval of institutional faculty workload and reporting policies

### 2. Purpose

Per Regents' Rule 31006, Sec. 3.7, the institutional faculty workload policy shall be submitted for review and approval to the Executive Vice Chancellor for Academic Affairs. This document provides institutions with a set of guiding principles as they develop or modify their workload policies to take full advantage of the opportunities, to optimize efforts in support of student success and institutional advancement, provided by the new version of Regents' Rule 31006. Assessment of the institutional workload policy by U. T. System will be based in part on the policy's concordance with these guidelines.

### Guidelines

Sec. 1 Institutional Handbooks of Operating Procedures must include processes that adhere to the following guidelines. These guidelines should be used when developing or modifying institutional faculty workload and reporting policies as outlined in Regents' Rule 31106.

Sec. 2 In addition to the fundamental principles reflected in Regents' Rule 31106, U. T. System places a high regard on the following guiding principles:

2.1 The institution's administration shall follow existing institutional policies (as detailed in Regents' Rule 40101, "Faculty Role in Educational Policy Formation"; Regents' Rule 31006, Sec. 4.1; and the U. T. System Philosophy of Shared Governance) for meaningful consort and consultation with the institutional elected faculty shared governance body/bodies to develop the workload policy. As such, development and modification of workload assignment and reporting policy by a team composed of administration and faculty is expected to be collaborative and recursive in nature.

2.2 College and/or School workload policies shall be developed, and they shall be aligned with and supplementary to University Workload policies.

2.3 Local units such as Departments (or Schools within a College) shall develop local workload policies that are aligned with and supplementary to institutional policies. Members of the local faculty shall play meaningful roles in the development of these policies. These local workload policies will be monitored and approved by the administration of the University to affirm alignment with the institutional policy developed per these Guidelines, Sec. 2.1.

2.4 Individual faculty workload assignments shall be determined by the department chair (or his/her designee) in consultation with each faculty member on an annual basis. All activity expectations shall be reflected in the workload assignment. Faculty shall retain the right to appeal workload assignments through established institutional grievance processes.

2.5 Institutional evaluation policies for faculty, including those at tenure and/or promotion, annual evaluation, and post-tenure reviews, shall be aligned with the faculty member's workload. For each faculty member, the workload report shall reflect expectations and time required to complete that work.

2.6 Workload assignment and reporting policies and procedures shall be equitable to all faculty of differing rank, disciplinary area, gender, race, etc.

2.7 Workload policies, assignments, and reports shall be available for review by faculty and should be easily accessible.

2.8 In concordance with Regents' Rule 31006, Sections 4.3 and 4.4, workload reporting and assignment policies shall be flexible to the extent possible so as to allow department chairs to assign differential teaching loads that will allow faculty members to pursue opportunities that will enhance the reputation of the institution, add value to the department, and allow for professional growth in the areas of teaching, research, and service.

(a) Institutions are encouraged to recognize and value service, which may include activities in any of the following general categories: service to the institution or U. T. System, service to the discipline or profession, community engagement, and community outreach.

(b) Service that contributes directly to the mission of the institution, specifically to student success and institutional advancement, should be valued the most highly. This may include co-curricular activities such as mentorship of students, formal and informal advising, sponsorship and facilitation of student-run organizations, formal teaching development, training in curricular design, and preparation for teaching duties.

2.9 Local workload policies shall take into account discipline-specific best practices.

2.10 In order to foster student success and institutional advancement, both full time, non-tenure track faculty and tenure track faculty shall be provided overload compensation if his or her teaching load exceeds a fair and equitable "full-time" teaching load at that institution. Faculty members shall have the right to decline an overload teaching assignment.

2.11 Institutional workload assignment and reporting policies shall acknowledge that faculty workload distribution may vary over the course of one's career.

## Appendix C

## University Workload Policy

UNIVERSITY OF TEXAS ARLINGTON

Academic Workload Policy

January 23, 2019

## Purpose

The purpose of this operating policy is to establish workload policy and rules for determining faculty workload at the University of Texas at Arlington in compliance with UT System Regents Rule 31006.

## Policy

The UT Regents' vote on RR 31006 on November 9, 2017 authorizes each academic institution to develop faculty workload policies that optimize efforts in support of student success and institutional advancement. UTA's workload policy aligns with RR 31006 and acknowledges the range of activities encompassing the breadth of faculty workload.

## Procedures

The workload of each full time and part-time faculty member encompasses teaching, research, service, and in some cases, administrative duties as determined by each department and college/school with recognition of contributions to student success. Each faculty member's teaching load, including the number of credit hours taught or equivalent duties as assigned by the department chair or comparable academic administrator in consultation with each faculty member, is but one aspect of workload. In assigning faculty to their various duties, department chairs or comparable academic administrators must assign workload so that:

- Overall workload distribution shall be equitable and fair to all faculty of differing rank, disciplinary area, gender, race, etc. and in a manner that is consistent with the unit's mission;
- The department, school and college meet its instructional obligations to both undergraduate and graduate programs and students;
- The department, school and college deploy faculty resources to maximize support for student success;
- The workload guidelines for each college/school acknowledge faculty participation in research, teaching, service and administrative duties.

Each college/school develop workload guidelines through a shared governance process. These guidelines are reviewed by the Office of the Provost for compliance with the new university policy. In addition, units used the following guidelines to develop and implement workload processes:

- Individual faculty workload assignments shall be determined by the department chair or comparable academic administrator (or his/her designee) in consultation with each faculty member on an annual basis. Faculty workload is negotiated yearly and is subject to needs of the department and college/school such as budget, course rotation/programmatic needs and student success initiatives as examples.

- Faculty shall retain the right to appeal workload assignments through established institutional grievance processes.
- Institutional evaluation policies for faculty, including those at tenure and/or promotion, annual evaluation, and post-tenure reviews, shall be aligned with the faculty member's workload distribution. For each faculty member, the workload report shall reflect expectations and time required to complete that work.
- Workload policies, assignments, and reports shall be available for review by faculty and should be easily accessible.
- Institutional workload assignment and reporting policies shall acknowledge that faculty workload distribution may vary over the course of one's career.
- College and school workload guidelines will be reviewed every five years by college and school faculty.

Workload Credits (WLCs) may be divided between teaching, research, service, and administration. A suggested customary WLC distribution for tenured and tenure-track (T/TT) Faculty assignment is 40% teaching, 40% research, 20% service, and 0% administration, and for non-tenure track (NTT) faculty 80% teaching, 0% research, and 20% service, and 0% administration or 100% teaching.

College/school and departmental policies denote how WLC is allocated and workload assigned across the four primary areas of teaching, research, service, and administration. Faculty may vary in their assigned workload distribution per the processes defined in Regents' Rule 31006 and annual and periodic review. HOP Section 6-505 (Minimum Faculty Academic Workload Requirements) workload distribution will be used in assessing overall annual, periodic, promotion and tenure, and other faculty evaluations such that assessments of areas of work are weighted by assigned workload. While the quality of work is of primary importance, the total workload should be considered as well (e.g., a faculty member producing significantly more than the standard WLC in a year).

## Research and Creative Activities

Research and creative activities conducted by faculty are discipline-specific and vary greatly between academic departments. The UTA workload policy takes this diversity of faculty research activities into account including scholarly efforts geared towards student success. Each department and college/school shall establish criteria for assessing and reporting workload credits arising from research activities.

Each department must also have clear, measurable expectations for research workload that are aligned with the notion of "meets expectations" in the annual review. In addition, the guidelines must clearly define "exceeds expectations."

Professional development supporting research and creative activities should be defined by college and departmental policies, and taken into consideration in determining workload credits.

High research T/TT faculty may have a lighter teaching load as determined by the department chair or comparable academic administrator. Also, NTT faculty may receive workload credit for research per their college/school guidelines.

## Teaching

Teaching is an integral part of our university mission. In order to meet college teaching responsibilities, teaching load shall be set by colleges, schools, and departments/programs to be aligned with their disciplines and peers, and in consideration of a faculty member's total contribution in research, creative productivity, professional achievement, and service.

Tenure-track faculty in years 1-5 (probationary faculty) may receive a lighter teaching load to accommodate the development of their research agenda.

For tenured faculty, teaching loads may be adjusted for teaching productivity as measured by class size, for either high or low research or scholarship productivity, for either high or low productivity in external funded research and other discipline specific measures, and for significant service and administrative appointments. Teaching workload may be adjusted by the buyout of courses from funds provided by external grants or from funds associated with endowed faculty appointments. College guidelines should specify maximum buyout of organized courses along with exception criteria.

Tenured faculty members with low research and service contributions are expected to teach up to eight courses per academic year as a recognition that teaching is their primary contribution to the unit.

For full-time non-tenure stream faculty, their primary responsibility is instruction of organized courses, service, and professional development. The teaching load is nominally ten courses per year depending on service or administrative obligations.

Faculty support student success in many ways beyond the traditional classroom. Faculty's role in the student experience and student success is vital. Faculty activities outside of the classroom and those that contribute to students' sense of belonging as well as academic success are an integral part of faculty work and need to enter into any workload calculation. Below are some examples of (but not restricted to) workload credits:

- Participation in college/school or university student success initiatives and activities.
- The creation of programs, courses and projects relevant to internships and career development, service learning, leadership, student research and study abroad opportunities that contribute to the Maverick Advantage (high impact practice participation) and student success.
- Participation in faculty advising, mentoring and coaching programs to enhance

student belonging.

- Development of new curricula, programs or courses (face-to-face and online), and instructional and curricular redesign to promote student engagement and student success.
- A research example of a student success effort is the investigation of the pedagogy of teaching that maximizes student learning effectiveness.
- The development, teaching (individual or team) and enhancement of first year experience, independent study, conference course, lab/studio and practicum courses.
- Chairing or serving on Master's Thesis, Project Report committees, and Dissertation committees.
- Training and supporting of teaching and research assistants.

The responsibility of assigning teaching duties resides with the unit/department heads and deans. The Office of the Provost monitors these assignments for compliance and equity, and provides appropriate reports in accordance with state requirements and the UT Regents Rules.

**Overload**

An overload is defined as teaching an organized course that produces workload in excess of 100% workload distribution in an academic year, not including Summer (for nine-month contract). Solely exceeding 100% workload distribution does not automatically justify academic overload compensation.

Courses taught as an instructional overload may not be used for credit towards future workload obligations if they are compensated in addition to regular salary. Compensation may be in the form of either financial compensation, a reduced course load in the same academic year or following year if the department teaching obligations and budget permit, or adjusted workload assignments in other areas (viz., research, service, administration).

**Equivalencies**

Regents Rule 31006 states that "each institution may give the same or different weight to each activity and to other activities recognized by the institution as important elements of faculty workloads."

To allow consistency for reporting and analysis, UTA provides a list of equivalencies in its Workload Manual.

- Additional value for organized instruction maybe set by the college/school guidelines as impacted by course size, whether it is face-to-face or online, length of course or other criteria.

- Additional credit may be provided to teaching loads for labs, studios, dissertation/thesis advising, post-doctoral training, and other courses requiring extensive interaction between students and faculty as determined by each college/school's guidelines.

- Teaching load for large undergraduate classes that require extensive grading and evaluation of student work may be weighted based on enrollment of course or other criteria as stipulated in the college/school guidelines.

- Professional development supporting teaching should be defined by each college/school in departmental policies and taken into consideration in determining workload credit.

## Service

Service encompasses a faculty member's contributions to departmental, college, university, or system activities or to a faculty member's profession, community and public service as related to the discipline. Faculty members are expected to participate in and contribute to service activities at the University of Texas at Arlington.

As a public institution is committed to student success, UTA values the role that faculty play in engaging with students, student support services and other programs that partner with students on their path to graduation. Faculty should receive service credit for these activities commensurate with the amount of time and commitment these activities require. Note that some of the workload directly contributing to student success mentioned above under 'Teaching' may also be considered 'Service' workload here. Faculty cannot count these activities for both categories and must decide, in consultation with their department chair or comparable academic administrator, in which area (e.g. teaching or service) they are to receive credit for the student success activities.

Each department and college/school shall establish criteria for assessing and reporting workload credits arising from service activities. In no case will the service workload for tenured or tenure-stream faculty be below 10%, as all faculty must participate in shared governance and basic service duties to the department, college, university, or system. Service load will vary for NTT faculty and may be zero.

As a general guideline, service activities include any functions performed in the best interests of the state, system, or university, which do not qualify as administrative, instructional, or scholarly activities. Common service activities include: (1) participation in system, university, college/school, and departmental committees; (2) representation on university/system bodies such as the Graduate Assembly, Faculty Advisory Council, Faculty

Senate, and Undergraduate Assembly; (3) work performed on behalf of academic, professional, scholarly, or student organizations, (4) development of on and off campus activities contributing to student sense of belonging and success, and (5) other work as may be defined by college and department workload policies.

**Administration**

An administrative appointment is an assignment granted to a faculty member at the departmental, college/school or university level.

Each department and college/school shall establish criteria for assessing and reporting workload credits arising from administrative activities. At a minimum, colleges/schools and departments will have policies defining administrative workload levels/credits associated with the following administrative positions: (1) dean, associate dean, or assistant dean; (2) school director, chair, associate chair, or assistant chair; (3) program director or coordinator; (4) director of a university center or institute; (5) section coordinator; or (6) other administrative assignment designated by the college/department.

The President, Provost, Dean, or Chair/Director appoints individuals to these positions. The Dean will take into account program and department size, complexity (such as the number of reporting units, enrollment cycles, online programs, accreditation reporting and evaluation cycles such as re-accreditation years, etc.), multiple degree formats, student success needs (such as evaluation of advising access and DFW rates), and other reasonable factors affecting work time in determining the appropriate workload credit for administrative tasks.

Professional development supporting development of administrative skills should be defined by college/school and departmental policies and taken into consideration in annual evaluation.

## Definitions

### Faculty

People hired to teach classes at institutions of higher education or whose specific assignments are for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and who may hold academic rank titles of professor, associate professor, assistant professor, instructor, other faculty or the equivalent of any of these academic ranks. (CBM008: http://www.thecb.state.tx.us/reports/PDF/1316.PDF?CFID=77237381&CFTOKEN=53644601)

### Teaching/Instructional Activity

Direct instructional activities which include interaction with students related to instruction, preparation for such instruction, and evaluation of student performance. The various types of instruction include: lecture, laboratory, practicum, seminar, independent study, private lessons, self-paced instruction, televised instruction, supervision of thesis, and dissertation (http://www.thecb.state.tx.us/reports/pdf/0204.pdf)

### Research and Creative Activity

Percent of time, in relation to a normal workload as defined by the institution, devoted to faculty assignments in activities specifically designed to produce research and creative activity outcomes.

### Service

Service encompasses a faculty member's contributions to departmental, college, university, or system activities or to a faculty member's profession, community and public service as related to the discipline. Common service activities include: (1) participation in system, university, college/school, and departmental committees; (2) representation on university/system bodies such as the Graduate Assembly, Faculty Advisory Council, Faculty Senate, and Undergraduate Assembly; (3) work performed on behalf of academic, charitable, professional, scholarly, or student organizations, and (4) other work as may be defined by college and department workload policies.

### Administration

An administrative appointment is an assignment granted to a faculty member at the departmental, college or university level. Administrative appointments include 1) dean, associate dean, or assistant dean; (2) chair, associate chair, or assistant chair; (3) program director; (4) director of a university center or institute; (5) section coordinator; or (6) other administrative assignment designated by the college/department.

### Overload

A faculty member who is employed full time and has a teaching assignment that produces workload in excess of a 100% assignment in an academic year not including Summer (if a nine-month contract).

# Appendix D

## College Mission Statement

## MISSION

We create and disseminate knowledge with global impact that engages the business community and positively impacts society. We seek to be ranked among the top business schools in the nation.

## VISION

We develop recognized business thought-leaders who create value and enrich our world.

## VALUES

**Integrity:**

We do the right thing, always being honest, transparent, and accountable.

**Respect:**

We treat all people in a way that affirms their individual uniqueness, worth, and dignity.

**Diversity:**

We pursue an inclusive environment where individual differences create value.

**Excellence:**

We continually strive to achieve the highest levels of performance in all our endeavors.

**Collaboration:**

We team with internal and external partners to create and accomplish shared goals.

The University of Texas at Arlington

College of Business

# Promotion and Tenure Guidelines For New Faculty

Revised 3-23-2015

# Promotion and Tenure Guidelines for New Faculty

## Introduction

Obtaining promotion and tenure should be the primary goal of new tenure-track faculty. This guideline has been prepared to help tenure-track (TT) faculty make the right choices as they work to advance in their careers. Further information on University policies and details regarding the tenure process can be found in the University Handbook of Operating Procedures (HOP) ADM 6-300.

## Timing

Peer Review: Each year the Promotion and Tenure Committee of the department reviews the TT faculty's curriculum vita. Based on its review, the committee recommends continuance, promotion, or non renewal.

Administrative Review: Each year faculty will submit a Faculty Activity Report, which summarizes teaching, research, and service activities for the previous academic year. It is used to provide feedback to faculty with regard to their performance in these areas, as well as to determine the basis for any merit increase. The department chair also uses the report to ascertain teaching loads of tenured faculty. Faculty who consistently publish in elite and high quality journals may receive a reduced teaching load subject to departmental needs.

In the spring of the third academic year, a rigorous review will be made by the departmental promotion and tenure committee and the department chair of the TT faculty's progress toward tenure. The faculty should provide ample evidence of research productivity to suggest they are on track to meeting expectations for earning tenure. The faculty should also demonstrate good quality teaching and service. During the sixth academic year, a decision will be made on whether or not to recommend promotion and tenure effective the following academic year. If the decision is negative, the faculty appointment will be terminated at the end of the following academic year. Persons arriving from other institutions with an exceptional record may go through the tenure process in a shorter time frame, provided that they show evidence of continued and sustained excellence while at UT Arlington. See HOP Section 6-302 for additional information on early promotion.

## The Tenure Decision Process

The sixth year decision process begins by providing a Tenure and Promotion Dossier, following format templates located on the Provost's Academic Policies webpage. This will include: all teaching evaluations for each class taught, copies of all publications, service record, and curriculum vita. Other relevant materials may also be provided by the candidate. External reviewers will be solicited according to the guidelines in the University Handbook of Operating Procedures ADM 6-306.

The decision process begins at the departmental level. The departmental promotion and tenure committee makes a recommendation yearly on the TT faculty's continuance prior to earning tenure. It also makes the initial recommendation to either grant or deny tenure. The department chair reviews the committee's report and makes a separate recommendation. Next, a college promotion and tenure committee, made up of one person from each department, reviews these reports and makes a recommendation. The dean of the College of Business then makes a recommendation to the university promotion and tenure committee which, in turn, makes a recommendation to the president. At this level, the final decision to grant promotion and tenure is made subject to approval by the U.T. System Board of Regents.

## Criteria for Promotion and Tenure

A TT faculty may enhance their chances for promotion and tenure if they achieve certain thresholds in teaching, research, and service. These thresholds should be interpreted as guidelines rather than criteria that, by themselves, are sufficient for earning tenure. The TT faculty should understand that informed judgment and critical evaluation by faculty and administration is a very significant factor in this process. The faculty should demonstrate high quality performance separately in each of the three domains (research, teaching, and service).

*Research*

Each faculty member must make substantive contributions to the body of knowledge in his/her discipline of study. A key requirement for obtaining tenure is sustained publishing activity in leading journals in a relevant field of study. All departments seek to increase the College's national reputation in the area of scholarly research. The annual evaluation, tenure, and promotion process of the College specifically addresses the question of how the faculty member's research has enhanced the College's scholarly reputation and contributed to the advancement of knowledge in that field.

All departments maintain a list of journals in their fields. The departmental journal lists are provided to give guidance as to the journals that will enhance visibility and respect in the profession. These lists may not be all-inclusive nor are they meant to restrict or dictate the type of research. However, an article appearing in an Elite or High Quality target journal carries with it a presumption of a high level of quality. A faculty member seeking promotion or tenure would be seriously disadvantaged without publications in these journals.

A formal list of target journals reduces ambiguity and clarifies expectations for faculty. The departmental lists are not meant to imply or express any contractual relationship obligating UT Arlington with regard to tenure and/or promotion decisions.

Each department has guidelines/policies that will be helpful towards achieving promotion and tenure. A strong publication record in elite/high quality journals does not by itself carry the presumption of automatic promotion or tenure. The promotion/tenure decision is based on a systematic and holistic approach and it involves the professional judgment of faculty and administrators at all levels.

*Teaching*

High quality teaching is an essential requirement for tenure. Consistent with departmental needs, a new faculty member is expected to contribute to teaching at undergraduate and graduate levels. Good teaching evaluations will be considered as one indication, but not the only indication, of high quality teaching. Development of innovative pedagogies, curriculum and course development, number of preparations, mentoring of students, rigor and fairness in grading are some additional factors that may be taken into consideration. If your teacher evaluations or other teaching metrics are marginal, it is suggested that you immediately seek assistance through faculty mentoring or formal classes on teaching effectiveness.

*Service*

Although the primary focus of an assistant professor's career is research and teaching, good citizenship is an absolute requirement. Good citizenship is demonstrated through membership in committees, mentoring of students, collegiality, availability and accessibility to students and colleagues, active participation in local and national professional organizations, teaching executive development seminars, etc. Institution building is a high priority in the College of Business, and we believe that faculty at all levels should contribute towards building a stronger College.

# STATEMENT

## Tenure and Promotion Policies
## College of Business
## The University of Texas at Arlington

I, ______________________________, certify that I have received, read, and understand
(name)
the following three items:

- **Promotion and Tenure Guidelines for New Faculty**;
- my department's **Promotion and Tenure Guidelines**;
- my department's list and ranking of journals.

______________________________ ______________________
Faculty Member's Signature Date

______________________________ ______________________
Department Chair's Signature Date

Original: Departmental Employee File

Copy: Faculty Member

## DEPARTMENT PROMOTION AND TENURE POLICY:

### Policy for Promotion and Tenure from Assistant to Associate Professor

Prior to the start of the sixth full academic year at UTA each assistant professor will submit a **Promotion and Tenure Dossier** to the departmental Promotion and Tenure (P&T) Committee. Persons coming from another university with a substantial record in teaching, research, and service may go up for tenure prior to their sixth year at The University of Texas at Arlington after they have validated their prior record with sustained productivity in teaching, research, and service while at The University of Texas at Arlington.

After thorough consideration of each candidate's credentials, the departmental P&T committee and the department chair will individually recommend one of the two following actions:

1. grant promotion and tenure.
2. give the candidate a terminal seventh year contract.

This process is described in detail in the **College of Business Administration Promotion and Tenure Guidelines for New Faculty.**

### Promotion and Tenure Guidelines

In order to be considered for tenure and promotion in the Information Systems and Operations Management Department you are expected to reach certain thresholds in teaching, research, and service. Meeting these thresholds for teaching, research, and service does not insure tenure. Tenure recommendations by the department P&T committee and department chair will be based on their informed judgment of overall performance in teaching, research, and service. The general requirements for teaching, research, and service are delineated in the College of Business Administration Promotion and Tenure Guidelines for New Faculty.

#### *Research Guidelines*

The department maintains lists of journals in our respective fields. Journals are divided into *elite, near-elite, high-quality*, *quality*, and *practitioner.* Candidates should be aware of the rankings. Candidates are expected to demonstrate to the department's satisfaction a sustained pattern of excellence in research evidenced by acceptances from 3 elite journals, or equivalent as determined by the departmental P&T committee. Certain elite journals carry more weights as determined by the departmental P&T committee. Numerous other factors such as the number of co-authors, length of the article, impact of the research, and funding of the research will also inform the department's judgement of the candidate's research productivity Publications in elite journals will carry more weight in the evaluation process. Faculty should concentrate their efforts on publications in elite and near-elite journals in support of our Department's goal to be recognized for our scholarly productivity. Additional publications in high quality, quality, or practitioner journals may enhance the candidate's case for being recommended for tenure but only to the extent that they are in excess of the threshold publications in elite and near-elite journals. Because the ranking of a journal can evolve over time, for an individual article, the ranking of the journal at the time of submission will be used. Publications co-authored with others are encouraged. However, some of the candidate's publications should be sole or lead-authored. Finally, it should be noted that recommendation for tenure and promotions by the Department P & T committee and the Department Chair does not assure recommendation at the college and university level.

### *Teaching Criteria*

Good quality teaching is an essential requirement for tenure. Consistent with departmental needs, a new faculty member is expected to contribute to teaching at undergraduate, masters, and doctoral levels. Consistently good teaching evaluations will be considered as one indication, but not the only indication, of quality teaching. Development of innovative pedagogies, curriculum and course development, number of preparations, mentoring of students informally or formally, serving as member of doctoral committees, rigor and fairness in grading are some of the additional factors that may be taken into consideration. During your annual reviews, if your teacher evaluations or other teaching factors are not satisfactory, you are expected to seek assistance through faculty mentoring or through formal classes on teaching methodology.

### *Service*

Although the primary focus of an assistant professor's career is research and teaching, good citizenship is an absolute requirement. This citizenship is demonstrated through membership in committees, mentoring of students, collegiality, availability and accessibility to students and colleagues, active participation in local and national professional organizations, teaching executive development seminars, etc. Faculty are expected to contribute toward achieving the strategic goals of the department, college and university through their service activities. While service will, in general, carry the least weight in the tenure decision process, it is nevertheless important and will be considered.

### *Summary*

Teaching, research and service all play a role in the subjective evaluation that is made by members of a department in considering a candidate for tenure or promotion. Objective criteria are considered, but the final determination is based on informed judgments by faculty involved in the tenure and promotion process.

A list of materials to complete the dossier for submission to the committee is attached.

Rev. August 2015
Rev. November 2018

**PROMOTION AND TENURE DOSSIER MATERIALS TO BE SUBMITTED**

1. Statement of Teaching Philosophy (Candidate)
2. Peer review of teaching (Faculty Member)
3. Teaching Evaluations (Department)
4. Instrument of Teaching Evaluations (Department)
5. Statement of Research Agenda (Candidate)
6. Statement of Service Activities (Candidate)
7. Letter of recommendation from Department Chair
8. Letters from External Evaluators (At least 3 from each category)
    a. Letters from reviewers selected by candidate
    b. Letters from reviewers selected by committee
    c. Reviewer vita or biographical information
    d. Sample cover letter sent to all outside reviewers

   Current vita (Candidate)

10. Other relevant materials (commendations, grant proposals, awards)
11. Department Promotion and Tenure Policy

## DEPARTMENT OF INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

### *Policy for Promotion from Associate Professor to Full Professor*

The departmental committee for promotion to full professor (PFP) shall be comprised of all full professors in that department (excluding chairs), with the committee chair being elected by the members. If a department has fewer than three full professors, then a sufficient number of full professors in the College to reach a minimum of three committee members shall be elected by the voting faculty of the department. A faculty member may be nominated as a candidate for promotion to full professor in one of three ways: (1) the PFP may recommend that an individual be considered, (2) the department chair may recommend to the PFP that an individual be considered, or (3) faculty members may nominate themselves by notifying the chair of the PFP. Regardless of the method of nomination, the chair of the PFP shall notify the department chair of a potential promotion recommendation to full professor in sufficient time to meet the promotion schedule established by the Provost Office. All individuals nominated will be given a full review, unless the nominated individual withdraws his/her name from consideration. Faculty should hold the rank of associate professor for at least five years before being nominated, but in exceptional cases may be considered earlier.

### *Promotion Criteria:*

Promotion to full professor carries an expectation of significant performance in at least two of the three areas of teaching, scholarship, and service, with no area being less than acceptable. Individuals who aspire to promotion must conduct themselves in a professional manner that promotes collegiality within the college.

1. Significant performance in teaching shall be demonstrated by (a) continued high quality of teaching performance in the classroom, (b) teaching awards, (c) course and program development, especially at the graduate level, (d) dissertation supervision, as chair, leading to publications in leading journals, (e) textbooks authored, and/or (f) leadership in the curriculum and instructional affairs of the department, college and university.
2. Significant performance in scholarship shall be demonstrated by achievement of a reputation for quality of scholarship through the publication of research articles in the leading academic and professional journals reasonably related to the individual's academic discipline. There should be evidence of being a mature productive scholar in at least one sub-field of the discipline. The promotion committee will consider (a) the number and quality of publications in elite, near-elite, and high-quality

journals, (b) the number of lead author and sole author publications, (c) the number of citations recorded for their publications, (d) the number of coauthors on each article, (e) recognitions of outstanding publications by major academic organizations, (f) number and quality of publications in leading professional journals, (g) amount of funded research grants and/or (h) any other information provided to the committee which would assist in the evaluation process.

As a **general** guideline restricted specifically to the number/ type of publications, for promotion to full professor, an individual should have a minimum of four elite, near-elite, and/or high-quality publications, during one's tenure as an associate professor. It should be understood that this minimum does not automatically guarantee the satisfaction of "significant performance in scholarship", as made clear by items (a)-(h) above.

3. Significant performance in service shall be demonstrated by faculty who have taken the initiative and provided leadership in the affairs of the department, college, university, profession, and community.

Faculty who aspire to become a full professor should pay careful attention to their allocation of time and effort. It is not sufficient to simply be a good teacher, publish a number of articles in top academic journals, and/or serve on several committees, but rather to achieve significant performance in at least two of these areas. It is not considered adequate to merely continue to perform at the same levels of activity as are needed for promotion to associate professor. We expect the faculty to engage regionally, nationally, and internationally to gain recognition and visibility.

In some cases, we will consider for promotion to Full Professor someone who has a cumulative record over many years (normally about 25 at the Associate level) of substantive contributions in two of the areas of teaching, scholarship and service but does not meet the general guideline above for scholarship. For these few cases the guidelines are these:

This policy will apply only to a few faculty members who have demonstrated a sustained contribution to the college or discipline over many years, not to recently tenured faculty members.

Distinguished performance is demonstrated in either teaching or service.

Substantive contributions are demonstrated in two of the three areas of teaching, scholarship and service. This is consistent with departmental policies for promotion to Full professor for all faculty members.

Continuing productivity in scholarship is demonstrated in some way, though not necessarily by publications in elite or near-elite academic journals.

***Outside Reviewers:***

Six outside reviewers will be used to provide an independent assessment of the quality of the candidate's research productivity. These outside reviewers should be selected from peer institutions comparable to UTA with three being selected by the candidate and three selected by the department PFP committee. Outside reviewers must be respected scholars of appropriate rank or stature who serve in the faculty member's field of training, specialty or a closely related field. Individuals who have served as dissertation committee members or co-authors with the faculty member shall not be selected as outside reviewers.

***Candidates Responsibility:***

The candidates for promotion to full professor shall submit any documentation which would support their candidacy for promotion, including, but not limited to:

1. All available evidence of teaching effectiveness including a statement elaborating their approach to teaching and their teaching philosophy, as well as a summary of student responses to the university-mandated teaching-evaluation questions for every class taught.
2. Copies of all journal publications with each journal identified as to its rank as elite, near-elite, or high-quality. (note any changes in rank from the time of publication)
3. A detailed summary of service activities in the department, college, university, profession, and community.
4. A current resume.

Handbook of Operating Procedures (HOP)

The candidate should consult the HOP for additional elements associated with the process of promotion from associate professor to full professor.

Revised: April 9, 2007
August 31, 2010
November 2, 2018

## DEPARTMENT OF MARKETING
## Guidelines for Promotion from Assistant to Associate Professor with Tenure (10/11/2016)

The candidate must demonstrate substantive performance in teaching, research and service. Evaluation for tenure and/or promotion is, fundamentally, a subjective matter although objective criteria enter into this evaluation. The quality of contributions to an organization is best understood by members of the organization who have experience in teaching, research and service. Hence, the standards discussed here should be understood as guidelines whose existence should enhance the probability of a positive tenure/promotion recommendation. The awarding of promotion/tenure is not based on any exact formula.

No later than the start of the sixth academic year each assistant professor will submit a **Tenure and Promotion Dossier** to the departmental Promotion and Tenure Committee. It is recognized that persons with an exceptional publication record may go up for tenure prior to their sixth year at The University of Texas at Arlington.

After thorough consideration of each candidate's credentials, the departmental committee will recommend one of the two following actions:

1. Grant promotion.
2. Give the candidate a terminal seventh year contract.

The process then continues as described in the **College of Business Promotion and Tenure Guidelines for New Faculty**.

Promotion and Tenure Criteria

In order to be considered for tenure and promotion in the College of Business the candidate must reach certain thresholds in teaching, research, and service. These are necessary thresholds but not by themselves sufficient for earning tenure. The general requirements for teaching, research, and service are delineated in the College of Business Promotion and Tenure Guidelines for New Faculty.

*Research Requirements*

The Department maintains a list of journals in our field. They are divided into five categories: *Elite*, *Near Elite*, *High Quality*, *Quality* and *Support*. Each department in the College has a similar list that can be of interest to faculty who publish in other *business* disciplines. Faculty who publish in journals in other business disciplines will be awarded the quality status accorded the journal by the respective UTA business departments. Journals outside the business discipline can be given weight in the tenure process, but it is incumbent on the faculty member publishing outside of business to demonstrate the quality of the non-business publication. The journal rankings are subject to revision over time as journal prestige changes over time, but such changes are generally not sudden. Candidates must demonstrate the ability to produce research that *clearly* enhances the Department's or the College's scholarly reputation.

Candidates in the Department of Marketing are generally expected to have six or more publications in *Elite*, *Near-Elite*, or *High Quality* journals, with at least *two* of these publications expected to be in a *Near Elite*-level journal or at least one of these publications in an *Elite* journal. A number of other considerations may be used by faculty peers and administrators in evaluating the candidate's research. Such considerations may involve the number of coauthors (the more coauthors, the less weight), lead authorship, lead article, length of article, number of citations to a paper, and any other evidence that reflects their research impact enhancing the Department's or the College's scholarly reputation.

Candidates with prior years in rank at another institution, who have joined the department in a tenure track position, are expected to demonstrate a sustained and strong publication level during their service at UT Arlington, beyond their research performance achieved at previous institutions. They are also expected to have a total of six or more publications in the *Elite* , *Near-Elite*, or *High Quality* journals, with at least *two* of these publications expected to be in a *Near-Elite* journal or at least one of these publications in an *Elite* journal. With an outstanding publication record, candidates with prior years in rank at another institution may be considered for promotion/tenure earlier than normal.

All candidates should understand that these research publication expectations generally increase over time. There is no exact formula that automatically ensures a positive recommendation for promotion/tenure. This is offered as a guideline to help faculty set their goals and objectives early in their careers.

*Teaching Requirements*

The candidate will provide original copies of all teaching evaluations for all classes taught at UT Arlington, and may provide other material the candidate wishes to have considered. In evaluating the material, the committee is free to consider other sources of information that reflect on the quality of the candidate's teaching, including grade distributions, nature, variety, level of courses taught, number and nature of student complaints, review of materials covered in courses, evidence that students have learned material to be covered in the class, and other evidence that is relevant to the provision of a quality learning experience.

Good quality teaching is an essential requirement for tenure. Consistent with departmental needs, a new faculty member is expected to contribute to teaching at undergraduate, masters, and doctoral levels. Consistently good teaching evaluations will be considered as one indication, but not the only indication, of quality teaching. Development of innovative pedagogies, curriculum and course development, number of preparations, mentoring of students, rigor and fairness in grading are additional factors that may be taken into consideration. If teacher evaluations are not satisfactory, it is suggested that the candidate immediately seek assistance through faculty mentoring or through formal classes on teaching methodology.

*Service Requirements*

Although the primary focus of an assistant professor's career is research and teaching, good citizenship is an absolute requirement. This citizenship is demonstrated through membership in committees, mentoring of students, collegiality, availability and accessibility to students and colleagues, etc. Institution building is a high priority in the College, and we believe that it is never too early to begin contributions towards building a stronger College of Business. While service carries the least weight in the tenure decision process, it is nevertheless important.

Summary

Teaching, research and service all play a role in the subjective evaluation that is made by members of a department in considering a candidate for tenure or promotion. There are criteria that are considered, such as teaching evaluations, placement of publications, etc., but the final determination may also include subjective considerations based on the experience of senior faculty and administrators.

**Department of Marketing:**
**Standards for Promotion from Associate Professor to Full Professor (10/11/2016)**

The departmental committee for promotion to full professor (PFP) consists of all full professors (excluding the chair). The committee chair is elected by the members. If there are fewer than three full professors, then a sufficient number of full professors from the College will be selected.

A faculty member may be nominated for promotion to full professor in one of two ways: (1) the committee may recommend that a person be considered, (2) faculty members may nominate themselves by notifying the chair of the PFP. The chair of the PFP committee notifies the department chair of the nomination with adequate time to meet the promotion schedule established by the Provost. All nominees are given a full review, unless they withdraw from consideration. Faculty will normally hold the rank of associate professor for at least five years before being nominated, but in exceptional cases can be considered earlier.

The committee submits a written report that expresses it's recommendation about the candidate. Each member of the committee is free to express an opinion. The report is sent to the College of Business Administration Tenure and Promotion Committee, the Department Chair, Dean of the College, Provost and President.

Promotion Criteria:

PFP carries an expectation of significant performance in at least two of the three areas of teaching, scholarship, and service, with no area being less than acceptable. Those considered for promotion must conduct themselves in a professional manner and behavior that promotes collegiality within the college.

1. Significant performance in teaching is demonstrated by: (a) continuous high quality teaching performance in the classroom, (b) teaching awards, (c) course and program development, especially at the graduate level, (d) dissertation supervision, as chair, leading to publications in leading journals, (e) textbooks authored, and/or (f) leadership in curriculum affairs of the department, college, and university.

2. Significant performance in scholarship is shown by achievement of a reputation for quality scholarship by publication of research articles in the leading academic and professional journals in one's field of teaching, or in journals reasonably related to the individual's academic discipline. There should be evidence of being a mature productive scholar in at least one sub-field of their discipline. The promotion committee will consider: (a) the number and quality of publications in *Elite*, *Near-Elite* and *High Quality* journals, (b) the contributions of the author to the publications in case of multiple authors, (c) the impact of the author's scholarship, (d) recognitions of outstanding publications by major academic organizations, (e) number and quality of publications in leading professional journals and in academic journals below the rating of *High Quality*, (f) funded research grants, and/or (g) any other information provided to the committee that assists in the evaluation process.

As a general guideline for the number/type of publications for PFP, a candidate should have published during one's tenure as an associate professor, a minimum of six or more publications in *Elite*, or *Near Elite*, and *High Quality* journals, with at least *two* of these publications expected to be in *Near Elite* journals or at least one of these publications expected to be in an *Elite* journal. This minimum guideline does not guarantee the satisfaction of "significant performance in scholarship," as outlined above.

3. Significant performance in service is demonstrated by faculty who have taken the initiative and provided leadership in the affairs of the department, college, university, profession, and community.

Faculty who aspire to become a full professor should pay careful attention to their allocation of time and effort. It is not sufficient to only be a good teacher, publish articles in academic journals, and/or serve on committees. Rather, the candidate should excel in at least two of these areas with research carrying substantively more weight in the evaluation of faculty than the other categories. It is not considered adequate merely to continue to perform at the same levels of activity as were needed for promotion to associate professor.

Outside Reviewers:

Six outside reviewers will be used to provide an independent assessment of the quality of the candidate's research productivity. The outside reviewers will be selected from institutions comparable to UT Arlington, three each selected by the candidate and by the PFP committee. Outside reviewers must be respected scholars of appropriate rank or stature who serve in the faculty member's field of training, specialty, or a closely related field. Persons who were members of the dissertation committee or co-authors or close personal friends with the candidate are not to be reviewers.

Candidates Responsibility:

The candidate for promotion to full professor must submit any documentation that would support the candidacy for promotion, including, but not limited to:

1. All available evidence of teaching effectiveness, including a statement regarding their approach to teaching, as well as a summary of student responses to the university-mandated teaching-evaluation questions for every class taught.
2. Copies of all journal publications with each journal identified as to its rank as elite or high quality. (Note any changes in rank from the time of publication).
3. A detailed summary of service activities in the department, college, university, profession, and community.
4. A current resume.

The candidate is responsible for consulting the Handbook of Operating Procedures for additional university or UT System requirements associated with the promotion from the associate to full professor process.

# FACULTY ACTIVITY REPORT

College of Business – UT Arlington

Reporting Period:

September 1, 2018 - August 31, 2019

**Name: Cynthia Jones**

Faculty Rank: Professor of Practice

Tenure Status: Non-Tenure-Track

Department: Marketing

## I. TEACHING AND STUDENT RELATED ACTIVITIES

**A. List courses taught during the past year, including independent studies and internships. Do not list EMBA or Chinese MBA (off-the-books) courses.**

**Summer 2019**

| Course & Section | Course Name | Mean GPA | Mean Course Evaluation Score | Enrollment |
|---|---|---|---|---|
| BCOM 3360-001 | EFFECTIVE BUSINESS COMMUNICATION | 3.12 | | 46 |
| BCOM 5375-020 | ADV BUS COMM THEOR & PRAC | 3.55 | | 36 |
| BSAD 6182-116 | INDEPENDENT STUDIES BSAD | 3.50 | | 2 |

**Spring 2019**

| Course & Section | Course Name | Mean GPA | Mean Course Evaluation Score | Enrollment |
|---|---|---|---|---|
| BCOM 3360-101 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 72 |
| BCOM 3360-102 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 71 |
| BCOM 3360-103 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 71 |
| BCOM 5375-002 | ADV BUS COMM THEOR & PRAC | 3.58 | | 26 |

**Fall 2018**

| Course & Section | Course Name | Mean GPA | Mean Course Evaluation Score | Enrollment |
|---|---|---|---|---|
| BCOM 3360-005 | EFFECTIVE BUSINESS COMMUNICATION | 3.16 | | 59 |
| BCOM 3360-008 | EFFECTIVE BUSINESS COMMUNICATION | 3.25 | | 59 |
| BCOM 3360-104 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 74 |
| BCOM 3360-105 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 75 |
| BCOM 3360-106 | EFFECTIVE BUSINESS COMMUNICATION--LAB | 0 | | 75 |
| BCOM 5375-001 | ADV BUS COMM THEOR & PRAC | 3.62 | | 36 |

**B. Graduate student committees (if applicable, indicate chair or member, and PhD or Master's)**

**C. Other teaching activities, including EMBA, Chinese MBA, etc.**

Workshop, Executive MBA Program, 20 participants. (October 5, 2018 - Present).

## II. INTELLECTUAL CONTRIBUTIONS (Please list all co-authors and provide full citation details)

### A. Basic Scholarship.

1. **Articles *accepted* this reporting period**
2. **Articles *accepted* during the previous *two* reporting periods**

### B. Applied Scholarship

1. **Articles accepted this reporting period**
2. **Articles *accepted* during the previous *two* reporting periods**

### C. Instructional Development Scholarship

1. **Articles *accepted* this reporting period**
2. **Articles *accepted* during the previous *two* reporting periods**

### D. Other (textbooks, ancillaries, cases, scholarly monographs, etc.).

**Conference Proceeding**

Jones, C. R. (2018). *Teaching Professionalism in the Business Classroom*. Association for Marketing Professionals. http://www.amp.org/downloads/AMP2018Sessions_for_Program_2018.pdf

### E. Articles Under Review

**Journal Article**

Jones, C. R. Speaking with Authority and Compassion in a Business Setting. *Journal of Business Communication Today*, under review.

### F. External Grant Awards and Submissions

**Funded Contracts, Grants, and Sponsored Research**

**Other Contracts, Grants, and Sponsored Research**

## III. PROFESSIONAL DEVELOPMENT ACTIVITIES

### A. Professional Development

**1. Presentations**

**2. Faculty Development Activities Attended**

### B. Awards and recognitions received (external or internal).

**Leadership**

2019 Community & Professional Faculty Leadership Award, Lockheed Martin/UTA. (May 15, 2019).

**Service, University**

Veteran Appreciation Award, Military and Veteran Services. (April 17, 2019).

## IV. SERVICE

### A. Administrative Assignments.

### B. Committees

**1. University Service**

**2. College Service**

Faculty, Professional Learning Community. (August 1, 2018 - Present).
Faculty for the new 1131 university course offered Fall 2018.

Program Coordinator, Business Communication Program Coordinator. (August 1, 2017 - Present).
I manage the meetings and curriculum for 5 faculty members teaching 14+ business communications classes offered annually in UTA's College of Business.

Program Organizer, Career Development Center Liaison. (January 1, 2017 - Present).
I serve as the liaison between the Career Development Center and the College of Business. New programs that we are instituting include: Mock Interview Week, a Mentorship Program, Resume Workshops, and other types of career/professionalism events.

Program Organizer, BB&T Leadership Institute. (October 5, 2018 - October 6, 2018).
I recruited BB&T to come to UTA in October 2018 to hold a two day seminar for our business students to obtain a BB&T leadership certificate.

**3. Department Service**

### C. Service to student organizations.

Faculty Advisor, Association of Latino Professionals for America. (January 1, 2017 - Present).

Faculty Advisor, Tri-Delta. (August 1, 2015 - Present).
I am the on-campus advisor for Tri Delta sorority on UTA's campus.

**D. Service to academic and/or professional organizations.**

**E. Service in the form of editorial work for journals (list years of service for each current position).**

**F. Other relevant service, such as media interviews/mentions, advisory boards, etc.**

## ANNUAL FACULTY EVALUATION
College of Business

Department:______________________________ Academic Year Evaluated: _2019-2020_

Name: ____________________ Rank:______ Tenured: ____Yes ___No

**A. Teaching:**

| Excellent | | | Average | | | Unacceptable | |
|---|---|---|---|---|---|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:

**B. Research and Scholarship:**

| Excellent | | | Average | | | Unacceptable | |
|---|---|---|---|---|---|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:

**C. Service:**

| Excellent | | | Average | | | Unacceptable | |
|---|---|---|---|---|---|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:

Signatures:

______________________________ ____________ / ______________________________ ____________
Evaluator Date Faculty Member* Date

*The signature of the faculty member being evaluated signifies neither agreement nor disagreement with this report; it simply indicates that they have read the report.

# College of Business
## Council of Endowed Chairs and Professorships (CECP)
## Selection and Performance Review Committees

In accordance with the *Handbook of Operating Procedures* Subchapter ADM 6-800, all endowed position holders will comprise the College's Council of Endowed Chairs and Professors (CECP). One of the roles of the CECP is to provide faculty input and oversight for endowed chairs and professorships.

Two functions of the CECP are to assist in the formation and deliberation of (1) selection committees and (2) performance review committees (see HOP Subchapter ADM 6-800, II. Policy paragraphs D and E).

1. For both selection and performance review purposes, committees will be comprised of four persons. One person will be a full professor from the reviewed endowed position holder's department. A second person will be an endowed position holder in the College of Business and a third committee member will be a full professor from another department in the College of Business, ideally chosen from a discipline similar to that of the chair or professorship holder. An endowed position holder from another academic unit on campus will serve as a nonvoting chair in order to ensure procedural fairness. All members of the committees shall be tenured senior faculty serving within the University. For both selection and performance review committees the Dean of Business will identify and select committee members and recommend their appointment to the Provost and President after consultation with the chair or professorship holder.

2. Selection committees are involved in making recommendations to the President through the Dean and Provost concerning candidates for appointment to endowed chairs and professorships in the College of Business. For outside appointments, recruitment and selection is a two-stage process. First the departmental faculty committee conducts the normal faculty search and makes a recommendation through the normal channels. If this first stage yields one or more candidates eligible for an endowed position, or in the case where the Dean is nominating an internal candidate, a selection committee as described above will be assembled to recommend the awarding of a chair or professorship to the Dean of Business, who in turn, will make a recommendation to the Provost and President. Selection criteria will include an external assessment by a nationally known/recognized scholar, and may include factors specified in the endowment agreement and other information that can be used to evaluate a candidate's research, teaching, service and/or professional practice experience.

3. Performance review committees conduct performance reviews of endowed chair and professorship holders every five years to ensure continuing outstanding performance, again forwarding their recommendations to the President through the Dean and Provost. Deferral of a review requires a recommendation from the Dean and must be approved by the President. The chair or professorship holder shall be given written notification three months in advance of the review, and will submit a three-page statement describing their accomplishments over the past five years, copies of all annual review reports since the last formal review, and a recent C.V. The chair or professorship holder may provide any other additional materials he or she deems appropriate. Performance information can be evaluated by the committee from various sources, including the endowment agreement, initial appointment or reappointment letter, and input from the Department Chair. An external assessment by a nationally known/recognized scholar will be included. The committee may recommend: reappointment, non-reappointment, or a more detailed review.

   The committee will make its recommendation, and the chair or professorship holder will have access to the report and the opportunity to respond in writing to the report. The Dean will receive both the recommendation and the response, and will add her/his comments to the committee report, after considering additional administrative input as appropriate. The chair or professorship holder will have access to this report, and again have the opportunity to respond in writing, before the report is forwarded to the Provost and President. If the chair or professorship holder is not reappointed, the chair or professorship shall become vacant at the end of the upcoming academic year (the May 31st after the decision has been made).

4. Performance review for individuals holding endowed chairs or professorships in conjunction with an administrative appointment will be conducted directly by their assigned supervisor.

UT Arlington College of Business

## Third Year Pre-Tenure Review Process

During the third year of each untenured tenure-track faculty member's service, the faculty member's department will implement a more extensive review of the faculty member's performance (HOP Section 6-309). This pre-tenure review, which replaces the regularly scheduled annual review for that academic year, will serve as a midpoint review of the faculty member's progress toward meeting requirements and expectations for tenure and promotion.

The criteria to be referenced in this third-year review are those that will be used in consideration for promotion and tenure: while it is not expected that the faculty member will have fully met these criteria, there should be sufficient evidence that the faculty member is making timely progress toward tenure. As the third year review is diagnostic in nature, any recommendation made at the time of the third year review should not be construed as binding upon the academic unit or University at the time of tenure and promotion consideration: a satisfactory performance with a recommendation for reappointment is no guarantee of ultimately earning tenure.

The third year pre-tenure review consists of independent reviews by the Department Promotion and Tenure Committee, Department Chair, Dean, and Provost. The review is an institutional-internal process, so no external reviews are solicited. The general purpose of the third year pre-tenure review is to evaluate whether a faculty member is making satisfactory, timely progress toward earning tenure.

### Required Materials

The faculty member will be asked to submit materials to the Department Chair to be used for the review. The Dean of the College of Business will set a submission deadline each year that falls between January 15 and February 1.

The required materials to be submitted include:

a. current CV
b. summary of all teaching evaluations while at UT Arlington
c. a maximum two-page description of ongoing research projects including stages of development, target journals, and timelines for journal submission (include any working papers)

### Review Process

1. The Department Promotion and Tenure (P&T) Committee begins the process by reviewing the materials submitted by the faculty member. The P&T Committee develops a written report on the faculty member's progress, including specifics about strengths and any areas of deficiency related to guidelines for tenure and promotion. Each member of the P&T Committee will vote, by secret ballot, for one of three recommendations:

a. Recommend reappointment without reservations
b. Recommend reappointment with reservations
c. Recommend against reappointment

If a faculty member is reappointed “with reservations”, these reservations must be stated in writing. The results of the vote will be included in the Committee’s report.

2. The P&T Committee will provide copies of their report to the faculty member and to the Department Chair within ten (10) working days of the Committee’s vote.

3. Within ten (10) working days of receiving the report, the Department Chair will review the committee’s recommendations, make an independent recommendation, place in writing one of the three above listed recommendations, and forward all reports and recommendations to the Dean.

4. The Dean will review these recommendations and make an independent recommendation from the list above and forward the recommendation to the Provost.

5. The faculty member will be notified of the outcome of this process within ten (10) working days of the Dean’s final recommendation.

Copies of all the recommendations will be placed in the faculty member's personnel dossier where they will be retained according to the University's records retention schedule. Per the procedures outlined here, no faculty member will be reappointed "with reservations" more than once prior to his/her formal consideration for tenure and promotion.

**Reviews Resulting in Reappointment with Reservations**

If a faculty member is reappointed "with reservations" as the result of the third year pre-tenure review, the faculty member must undergo a comparable review during the immediately following year (i.e., year four). This subsequent "fourth year pre-tenure review" must follow the same process as outlined for the original pre-tenure review. In the case of this subsequent fourth year pre-tenure review, each member of the P&T Committee will vote, by secret ballot, for one of only two recommendations:

a. Recommend reappointment without reservations

b. Recommend against reappointment

The results of the vote will be included in the Committee's report. Copies of the report will be provided to the faculty member and to the Department Chair within ten (10) working days of the vote. The Department Chair will, within ten (10) working days of receiving the P/T committee's report, place in writing one of the two above listed recommendations and forward the recommendations to the Dean. The Dean will review these recommendations and make an independent recommendation from the list above and forward the recommendation to the Provost.

Information Systems and Operations Management (ISOM) Department

**Comprehensive Periodic Evaluation of Tenured Faculty**
**Review Process and Evaluation Criteria**

This review process and evaluation criteria were developed by the ISOM Department pursuant to the University's *Handbook of Operating Procedures*, to satisfy requirements of the *Texas Education Code* Section 51.942 and Regents' *Rule* 31102, stating that each department shall conduct a comprehensive periodic evaluation of its tenured faculty at least as often as every six years.

The Comprehensive Periodic Evaluation (CPE) consists of independent reviews by the Department Chair, a CPE Review Committee, and the Dean of the College of Business. The general purpose of the CPE is to evaluate a faculty member's continuing contributions to the Department, College, and University, and to their profession.

**CPE Review Process**

1. The CPE review begins with the Department Chair's initial evaluation of the faculty member's performance since their last CPE.
2. The faculty member then reviews and signs acknowledgement of the initial evaluation. If the faculty member chooses, within five working days they may submit to the Department Chair a written response, which is appended to the report.
3. Next the CPE Review Committee reviews the faculty member's performance and submits comments reflecting the Committee's evaluation.
4. The Department Chair next conducts a final evaluation, considering the faculty member's written response (if available) and the Committee's evaluation.
5. All evaluation results and materials from the Department are then provided to the Dean of the College of Business, who conducts an evaluation.
6. The faculty member next reviews the evaluation results and signs their acknowledgement.
7. Finally, the Dean forwards all evaluation results and materials to the Provost, who conducts an evaluation and communicates the final results to the faculty member.

**CPE Review Committee**

The CPE Review Committee is a peer review committee. The Committee is composed of all Full Professors from the Department. If the number of Full Professors in the Department who are eligible to serve on the Committee is less than three, the Dean will appoint enough Full Professors from other Business departments to serve on the Committee so that the Committee is composed of at least three Full Professors. The Chair of the CPE Review Committee is elected by the Committee.

**CPE Evaluation Criteria**

Faculty members are evaluated on their continuing effectiveness in teaching, continuing productivity in research, and continuing contributions in service (including service to the University, College, Department, profession, and community, as well as contributions to the well-being of the Department such as collegiality, professionalism, and academic citizenship).

Performance in any administrative responsibilities is evaluated as an additional dimension of the review.

Teaching: 'Continuing effectiveness in teaching' is evaluated using student teaching evaluations, peer teaching evaluations (if available), number of different courses taught, number of new courses developed, grade distributions, teaching awards, mix of courses taught (undergraduate, masters, doctoral), independent studies, dissertation supervision, evidence of innovative approaches in teaching, and any other relevant information that is available.

Research: 'Continuing productivity in research' is evaluated based on the quality and quantity of journal articles published, other publications (books, monographs, industry publications, etc.), conference presentations, research grants, article citation counts, collaborations with coauthors, research awards and recognitions, and any other relevant information that is available.

Service: 'Continuing contributions in service' is evaluated based on committee service, leadership roles (committee chair, program director, etc.), thesis/dissertation committee service, service to student organizations, other service to the university, service to professional organizations, other service to the faculty member's profession, community service, collegiality, professionalism, academic citizenship, and any other relevant information that is available.

Standard Performance Categories:
For each main performance dimension (teaching, research, service, administration), the faculty member's performance is classified as 'exceeds expectations,' 'meets expectations,' 'does not meet expectations,' or 'unsatisfactory,' which have been adopted by the University as standard performance categories. The faculty member's performance assessment is based on comparisons with department and college norms.

-- The category '*exceeds expectations*' generally indicates that the faculty member's performance on a dimension is well beyond what is typical, such as frequently receiving the highest teaching ratings along with receiving a teaching award or being inducted into the Academy of Distinguished Teachers, publishing multiple A level and multiple B+ level journal articles, or repeatedly performing an unusually heavy set of service activities.
-- The category '*meets expectations*' generally applies to most faculty, and indicates that the faculty member's performance is in the typical range of department/college norms.
-- The category '*does not meet expectations*' generally indicates that the faculty member's performance is well below what is typical. The Department Chair in this case would discuss with the faculty member different ideas to help improve their performance.
-- The category '*unsatisfactory*' generally indicates that the faculty member's performance is far below what is typical and is viewed as a serious problem needing urgent correction.

Due to the complexity of factors involved in evaluating the effectiveness, productivity, and contributions of a faculty member, the assessed classifications of 'exceeds expectations,' 'meets expectations,' 'does not meet expectations,' and 'unsatisfactory' on each dimension rely on the expertise, experience, and informed judgment of the CPE Review Committee and Department Chair. The overall evaluation classification result is based on the current weighting scheme standard used in the College of Business regarding teaching, research, and service.

UNIVERSITY OF TEXAS ARLINGTON | COLLEGE OF BUSINESS

May 15, 2019

To: Department Chairs

From: Greg Frazier
Senior Associate Dean

Re: Summary of Faculty Review Deadlines for 2019-2020

Promotion and Tenure

| | |
|---|---|
| July 1 | Candidate should provide CV and a few of their articles to committee chair to send to external reviewers. |
| Sep 4 | Candidate completes dossier electronically in Digital Measures (DM). |
| Sep 9 | Dept. P&T Chair uploads external letters in DM. |
| Sep 30 | Department P&T Committee submits recommendation in DM. |
| Oct 14 | Dept. Chair drafts initial recommendation and meets with candidate to provide redacted external letters and the dept. P&T committee recommendation. |
| Oct 21 | Candidate provides response (optional) in DM. |
| Oct 28 | Department Chair submits final recommendation in DM. |
| Nov 11 | College P&T Committee submits recommendation in DM. |
| Nov 13 | Associate Dean verifies required materials in DM. |
| Dec 9 | Dean must be finished submitting recommendation in DM.<br>P&T dossiers routed to Provost via Digital Measures. |

Annual Faculty Performance Reviews

| | |
|---|---|
| Sep 23 | Faculty should electronically submit their materials through Digital Measures. |
| Oct 14 | Department chairs ensure that all materials have been received and start conducting initial reviews. |
| Jan 6-24 | Department chairs meet with Dean to discuss initial reviews (bring hard copies). |
| Feb 14 | Department chairs notify Dean when reviews have all be acknowledged by faculty.<br>Faculty should sign COB evaluation form and UTA evaluation form.<br>Dept. Chairs should provide scanned copies of all signed forms to Dean's office. |
| Mar 4 | Dean submits summary of reviews to Provost. |

## Comprehensive Periodic Evaluations (post-tenure reviews)

| | |
|---|---|
| Nov 4 | Faculty should submit their CPE materials (Digital Measures) to Department Chair. |
| Dec 2 | Initial evaluation should be completed by Dept. Chair or CPE Committee (varies by dept.) |
| Feb 3 | Department should submit all CPE materials to Dean. |
| Mar 2 | Dean submits CPE materials to Provost. |

## Faculty Renewals—Years 1 and 2

| | |
|---|---|
| Oct 8 | Department P&T Committee submits recommendation forms to Department Chair. |
| Oct 22 | Department Chair submits recommendation forms to Dean. |
| Nov 5 | Dean submits recommendation forms to Provost. |

## Third Year Pre-Tenure Reviews (Faculty Renewals—Year 3)

| | |
|---|---|
| Jan 15 | Candidate submits updated materials via Digital Measures to Department Chair. |
| Feb 5 | Department P&T Committee submits recommendation letter to Department Chair, including vote count and any reservations. |
| Feb 19 | Department Chair submits recommendation letter to Dean. |
| Mar 4 | Dean submits recommendation letter to Provost. |

## Faculty Renewals—Years 4 and 5

| | |
|---|---|
| Feb 5 | Department P&T Committee submits recommendation forms to Department Chair. |
| Feb 19 | Department Chair submits recommendation forms to Dean. |
| Mar 4 | Dean submits recommendation forms to Provost. |

## Periodic Review of Academic Administrators

| | |
|---|---|
| Feb 4 | Select Periodic Review Committee (PRC), PRC Chair, and inform Dean's office |
| Feb 5 | Administrator submits CV and any other relevant materials to PRC |
| Feb 19 | Send Questionnaire A to all members of department |
| Apr 8 | PRC submits report to Dean |
| Apr 22 | Dean meets with the Administrator to discuss report |
| May 6 | Dean provides a final report to the Administrator and for their personnel file |

Peer Review of Teaching

| | | |
|---|---|---|
| Sep 16 | (Feb 10) | Select Peer Observer |
| Sep 30 | (Feb 24) | Faculty and Peer Observer meet to discuss teaching materials and date for observation |
| Nov 14 | (Apr 16) | Peer observation of teaching |
| Dec 5 | (Apr 30) | Faculty Member provides the Record of Peer Review and Faculty Response form to department chair |


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T 817-272-2881 F 817-272-2073 http://www.uta.edu/business

**Appendix VI: Engagement, Innovation and Impact**

a. Google Scholar Citation Summary Table
b. COB Media Mentions
c. BS in Business Analytics Flyer
d. Board and Leadership Service to Organizations
e. Consulting at Companies

| Citation Count and h-index | | | |
|---|---|---|---|
| | | As of 11/3/2020 | |
| **Name** | **Department** | **Citation Count** | **h-index** |
| Srinidhi, Bin | Accounting | 3395 | 23 |
| Nagarajan, Nandu | Accounting | 3109 | 23 |
| Skantz, Terry | Accounting | 955 | 15 |
| Ho, Li-Chin | Accounting | 906 | 12 |
| Hall, Tom | Accounting | 745 | 15 |
| Venkataraman, Ramgopal | Accounting | 979 | 9 |
| Pierce, Bethane Jo | Accounting | 280 | 9 |
| Rasmussen, Stephanie | Accounting | 280 | 8 |
| McConnell, Don | Accounting | 220 | 6 |
| Chakravarthy, Jivas | Accounting | 189 | 2 |
| Meiners, Roger | Economics | 2791 | 26 |
| Ward, Michael R | Economics | 2749 | 26 |
| Crowder, William J | Economics | 1674 | 19 |
| Yasar, Mahmut | Economics | 1214 | 18 |
| Choi, C.Y. | Economics | 890 | 13 |
| Smallwood, Aaron D | Economics | 351 | 8 |
| Diltz, J. David | Finance | 2358 | 16 |
| Sabherwal, Sanjiv | Finance | 1756 | 16 |
| Hansz, J. Andrew | Finance | 945 | 18 |
| Sarkar, Salil | Finance | 906 | 17 |
| Hao, Qing (Grace) | Finance | 407 | 9 |
| Adams, John | Finance | 382 | 9 |
| Villupuram, Sriram | Finance | 364 | 11 |
| Rakowski, David | Finance | 351 | 7 |
| Nerur, Sridhar | Information Systems | 5240 | 19 |
| Frazier, Greg | Information Systems | 4936 | 24 |
| Zhang, Jennifer | Information Systems | 4069 | 23 |
| Mahapatra, Radha | Information Systems | 3279 | 16 |
| Chen, Kay-Yut | Information Systems | 2920 | 26 |
| Prater, Edmund | Information Systems | 2921 | 17 |
| Baker, RC | Information Systems | 2496 | 16 |
| Sikora, Riyaz | Information Systems | 1732 | 19 |
| Wang, Jingguuo | Information Systems | 1691 | 19 |
| Cannon, Alan | Information Systems | 808 | 11 |
| Raja, MK | Information Systems | 793 | 10 |
| Eakin, Mark | Information Systems | 721 | 5 |
| Samuel, Jayarajan | Information Systems | 424 | 3 |
| Whiteside, Mary | Information Systems | 380 | 8 |
| Nakkas, Alper | Information Systems | 92 | 4 |
| Sharif Vaghefi, Mahyar | Information Systems | 47 | 3 |
| Sambhara, Chaitanya | Information Systems | 15 | 3 |
| Gu, Zhuojun | Information Systems | 3 | 1 |
| Rasheed, Abdul A | Management | 11776 | 41 |

| | | | |
|---|---|---|---|
| Datta, Deepak K | Management | 11720 | 34 |
| Casper, Wendy J | Management | 8700 | 30 |
| Bell, Myrtle P | Management | 6775 | 32 |
| McGee, Jeffrey | Management | 5343 | 19 |
| Benson, George S | Management | 3206 | 21 |
| Lavelle, Jim | Management | 2412 | 14 |
| McFadyen, M. Ann Ann | Management | 2274 | 12 |
| Nordtvedt, Liliana | Management | 1079 | 11 |
| Hall, Alison | Management | 626 | 7 |
| Crawford, Wayne | Management | 276 | 8 |
| Froidevaux, Ariane | Management | 185 | 7 |
| Chonko, Lawrence B | Marketing | 11427 | 52 |
| Jaramillo, Fernando | Marketing | 8276 | 41 |
| Freling, Traci L | Marketing | 2071 | 11 |
| Briggs, Elten | Marketing | 1230 | 13 |
| Khare, Adwait | Marketing | 1151 | 12 |
| Miao, Fred | Marketing | 1106 | 11 |
| Saini, Ritesh | Marketing | 516 | 8 |
| Janakiraman, Narayanan | Marketing | 434 | 6 |
| Li, Yiyi | Marketing | 32 | 3 |

**College of Business Media Mentions during 2019-20**

| Date | Publication | Blurb | Link |
|---|---|---|---|
| 8/16/2019 | Fort Worth Star-Telegram | Sriram Villupuram, a UTA finance and real estate associate professor, offered homebuyers tips on how to work with Texas contractors, the Fort Worth Star-Telegram reported in two stories about newly built homes and contractors. | https://www.star-telegram.com/news/business/growth/article231450098.html |
| 8/30/2019 | WalletHub | Abdul A. Rasheed, Eunice and James L. West Distinguished Professor in the UTA Department of Management, lent his expertise to two pieces by WalletHub. The first provided guidance on the best credit cards for people with no credit; the second advised consumers on financing a car. | https://wallethub.com/credit-cards/no-credit/#expert=Abdul_A._Rasheed%23expert=Abdul_A._Rasheed%23 |
| 8/30/2019 | Evollution | UTA President Vistasp Karbhari penned a guest editorial for Evolllution on the importance of crafting a curriculum and support structures that bolster entrepreneurialism and innovation at the University to transform the postsecondary environment. | https://evolllution.com/revenue-streams/market_opportunities/innovation-entrepreneurship-and-the-21st-century-public-research-university/ |
| 9/4/2019 | Shorthorn | UTA business alumus creates, sells custom card game | http://www.theshorthorn.com/life_and_entertainment/uta-business-alumnus-creates-sells-custom-card-game/article_3f249f3c-c07e-11e9-abde-03a2b8ff82ea.html |
| 9/6/2019 | Science Codex | A study by Narayanan Janakiraman, UTA assistant professor of marketing in the College of Business, published in the Journal of Marketing shows that marketers of relatively high-priced products should consider keeping prices high, as many consumers associate increased cost with greater quality, Science Codex reported. Janakiraman said these same consumers equate lower prices with lower quality. | https://www.sciencecodex.com/uta-study-shows-how-consumers-rely-price-determine-quality-products-633318 |
| 9/9/2019 | PuroMarketing | A study by Narayanan Janakiraman, UTA assistant professor of marketing in the College of Business, published in the Journal of Marketing shows that marketers of relatively high-priced products should consider keeping prices high, as many consumers associate increased cost with greater quality, PuroMarketing reported. Janakiraman said these same consumers equate lower prices with lower quality. | https://www.puromarketing.com/44/32508/precio-producto-impacta-imagen-marca-consumidores-emplean-como-baremo-calidad.html |
| 9/4/2019 | RT America | A recent Gallup poll suggests the U.S. population is among the most stressed in the world, RT America reported. James Campbell Quick, UTA distinguished professor and professor emeritus, said long work hours and heavier workloads are factors that contribute to stress among the American population. | https://actualidad.rt.com/video/324477-estadounidenses-poblacion-estres-preocupar |
| | Bloomberg.com | "Does Stardom Affect the Informativeness of a CEO's Trades?", by Sanjiv Sabherwal and Mohammad Riaz Uddin (our Ph.D. graduate) was featured in a story on Bloomberg.com, posted in a blog on The FinReg Blog (sponsored by Duke University School of Law's Global Financial Markets Center), and listed on Social Sciences Research Network's (SSRN's) Top Ten download list for "Research Methods & Methodology" in November and for "Other Financial Economics" in December. | |
| 10/2/2019 | WalletHub | Yibing Du, UTA clinical assistant professor in the College of Business' Department of Finance and Real Estate, talked about the American Express brand's evolution in a WalletHub.com article. | https://wallethub.com/credit-cards/american-express/#expert=Yibing_Du |

| | | |
|---|---|---|
| 10/14/2019 Fort Worth Star-Telegram | In the face of Dallas-Fort Worth area restaurants struggling to hire enough employees to keep operations running smoothly, Robert Meiners, UTA economics professor, says businesses need to pay higher wages to fill their job openings, the Fort Worth Star-Telegram reported. Meiners said the "hot" economy in the area means more opportunities for people with little education and experience, thus there are fewer applicants for service industry jobs that aren't paying over minimum wage. | https://www.star-telegram.com/news/business/growth/article235993828.html |
| 10/28/2019 Bloomberg | A new UTA study shows that celebrity CEOs don't necessarily produce the best returns on their stocks, Bloomberg reported. Sanjiv Sabherwal, chair of the UTA Department of Finance and Real Estate in the College of Business, led the study, which showed that non-star CEOs may have more insight for those who trade stocks in the CEOs' companies. | https://www.bloomberg.com/news/articles/2019-10-26/trading-stock-like-a-star-ceo-is-no-route-to-riches-study-finds |
| 10/30/2019 Fort Worth Business Press | UTA and the Texas A&M School of Law are joining forces to supply the growing workforce demand in business and law fields by offering two dual-degree programs, the Fort Worth Business Press reported. Starting spring 2020, students can earn a master's degree in either business administration or taxation and a J.D. degree in law, concurrently, from each institution. The new plan allows students to study and finish both degrees at the same time. | http://www.fortworthbusiness.com/news/ut-arlington-texas-a-m-law-school-to-offer-two/article_67062e90-fa70-11e9-9f6e-07cc87f509bf.html |
| 11/1/2019 KRLD 1080 AM | Elten Briggs, chair of the UTA College of Business Department of Marketing, said on KRLD 1080 AM that one reason stores open up holiday shopping earlier is to get more reach toward consumers. "Consumers may ignore it, but the seed has been planted for the holiday season," he said. | http://mms.tveyes.com/MediaView/?c3RhdGlvbj02NTAwJlN0YXJ0RGF0ZVRpbWU9MTAlMmYyOCUyZjIwMTkrMTIlM2EyMSUzYTQyJkVuZERhdGVUaW1lPTEwJTJmMjglMmYyMDE5KzEyJTNhMjQlM2E0MiYmJmR1cmF0aW9uPTI5ODQ4MCZwYXJ0bmVyaWQ9NzMxMyYmaGlnaGxpZ2h0cmVnZXg9JTVjYlUuVC4rQXJsaW5ndG9uJTVjYlU3YyU1Y2JVbml2ZXJzaXR5K29mK1RleGFzJTVjYiU3YyU1Y2JBcmxpbmd0b24lNWNiJm1vZGVkaXRvcmVuYWJsZT10cnVlJm1vZGVkaXRvcmRlc3RpbmF0aW9ucz00JiZleHBpcmF0aW9uPTExJTJmMjclMmYyMDE5KzEyJTNhMjElM2E0Mi4wMDAmaW5zdGFudFBsYXk9VHJ1ZSZzaWduYXR1cmU9MjVjYjFlZjg3YmM1ODU5YjVhZGYyMzQxZGYyNTVhNzU= |
| 11/6/2019 Medical Xpress | A recent study written by Michael Ward, UTA economics professor, published in The Contemporary Economic Policy journal found there's not enough evidence to support claims that violent video games lead to acts of violence, Medical Xpress and other media outlets reported. The study examined data from more than 15,000 participants from 1995 when they were teens and then again in 2008 when they were adults."While the data show that fighting later in life is related to playing video games as an adolescent, most of this is because, relative to females, males both play games more often and fight more often. Estimates that better establish causality find no effect, or a small negative effect," Ward said. | https://medicalxpress.com/news/2019-11-video-games-effects-violent-behavior.html |

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|---|---|---|
| 11/11/2019 Yahoo News | A recent study written by Michael Ward, UTA economics professor, published in The Contemporary Economic PolicyJournal found there's not enough evidence to support claims that violent video games lead to acts of violence Yahoo News and other media outlets reported. The study examined data from more than 15,000 participants from 1995 when they were teens and then again in 2008 when they were adults. | https://news.yahoo.com/study-dismisses-evidence-video-games-incite-violent-behavior-165126986.html |
| 11/25/2019 webindia123.com, newKeralda.cc | Michael Ward, a UTA economics professor, has published a study in the journal Contemporary Economic Policy about how violent video games do not lead to violent behavior, webindia123.com, newKerala.com, the Punjab (Pakistan) Tribune, Asian News International and many other media outlets reported. | https://news.webindia123.com/news/Articles/India/20191124/3463003.html |
| 11/27/2019 Dailyhunt | Michael Ward, a UTA economics professor, has published a study in the journal Contemporary Economic Policy about how violent video games do not lead to violent behavior, India's Dailyhunt reported. Dailyhunt is one of the world's top mobile applications for news, with 22 million users and 30 billion page views per month. | https://m.dailyhunt.in/news/india/english/hindustan+times-epaper-httimes/playing+violent+video+games+could+be+leading+to+a+destructive+mindset+here+s+why-newsid-149554158 |
| 12/4/2019 CBS WBOC 16 | Sam Mahrouq, chairman of ikonGPS, donated $500,000 to UTA's College of Business to establish an active financial markets lab for UTA students, CBS WBOC 16 in Maryland reported. Mahrouq is a 1991 UTA alumnus. | http://www.wboc.com/story/41400970/university-of-texas-at-arlingtons-financial-markets-lab-named-for-philanthropist-sam-mahrouq. |
| 12/13/2019 BBC Woklife | James C. Quick, UTA professor of management in the College of Business, spoke to BBC Worklife about the value of striking a balance between too little and too much stress to achieve high performance and achievement. "Stress can be the kiss of death, as well as the spice of life," Quick said. | https://www.bbc.com/worklife/article/20191212-is-stress-good-or-bad-its-both |
| 12/16/2019 American Journal of Preventive N | Quick JC, McFadyen MA. Sexual harassment: have we made any progress? J Occup Health Psychol. 2017;22(3):286–298. https://doi.org/ 10.1037/ocp0000054. | |
| 12/18/2019 WalletHub and Patch.com | Dhruba Banjade, adjunct assistant professor of finance at UTA, provided his expertise in a Wallet Hub article on traveling for holiday celebrations. Banjade recommends planning travel months ahead of the holiday season and traveling during the off hours of early morning or late evening to save money. The article also appeared on Patch.com. | https://wallethub.com/edu/best-places-for-christmas/41924/ |
| 1/6/2020 Reuters | UTA's James Campbell Quick, John and Judy Goolsby-Jacqualyn A. Fouse Endowed Chair, Distinguished Teaching Professor and Professor Emeritus, was featured in a Reuters article, also republished in other media outlets, discussing sexual violence in the workplace. A recent study estimates almost one in 18 women and one in 40 men have experienced sexual harassment in and related to the workplace. According to Quick, workplace-related sexual harassment also can affect co-workers who witness the behavior, the victim's loved ones and the victim's children. | https://uk.reuters.com/article/us-health-workplace-sexual-violence/almost-10-million-in-u-s-have-faced-sexual-violence-at-work-idUKKBN1YU188 |
| 1/17/2020 Point2Homes.com | UTA's Sriram Villupuram, director of the Ryan Reilly Center for Real Estate and Urban Growth in the College of Business, was featured on the real estate news site Point2Homes.com. Villupuram spoke about 2020 projections for the real estate market in Texas and weighed in on whether people should consider buying or renting homes in the largest cities in Texas. | https://www.point2homes.com/news/us-real-estate-news/experts-texas-real-estate-2020.html |

| | | | |
|---|---|---|---|
| 1/24/2020 | The Wall Street Journal | Sriram Villupuram, UTA associate professor of finance and real estate, published a new study quantifying the impact of curb appeal and found that the attractiveness of a home can boost its value by 7% or more, The Wall Street Journal reported. | https://www.wsj.com/articles/selling-your-home-its-whats-on-the-outside-that-counts-11579792560 |
| 1/29/2020 | Realtor Magazine | Sriram Villupuram, UTA associate professor of finance and real estate, published a new study quantifying the impact of curb appeal and found that the attractiveness of a home can boost its value by 7% or more, Realtor Magazine reported. | https://magazine.realtor/daily-news/2020/01/27/how-much-does-curb-appeal-affect-home-value |
| 1/31/2020 | KERA's Art & Seek | C.Y. Choi, UTA economics professor, was featured on KERA's Art & Seek to discuss the 2019 film "Parasite." Choi commented on the South Korean film's global appeal and the economics portrayed in the film. | https://artandseek.org/2020/01/30/oscar-preview-parasite/ |
| 2/3/2020 | Reality Biz News and The Wall Str | Sriram Villupuram, UTA associate professor of finance and real estate, published a new study quantifying the impact of curb appeal and found that the attractiveness of a home can boost its value by 7% or more, Realty Biz News reported. The original piece appeared in The Wall Street Journal. | https://realtybiznews.com/study-highlights-the-effect-of-curb-appeal-on-property-values/98757408/ |
| 2/7/2020 | KXAS NBC 5 | Traci Freling, a UTA associate professor in marketing in the College of Business, said big anchor retail stores are struggling during a KXAS NBC 5 story. "We're in the midst of a retail apocalypse," she said, adding that Macy's new specialty format store might be just the ticket for the retailer to survive. | https://www.nbcdfw.com/news/local/macys-debuts-new-store-format-in-southlake/2306485/ |
| 2/10/2020 | UTA In The News | Edmund Prater, professor in the College of Business' Department of Information Systems and Operation Management, will spend a year at the U.S. State Department's Bureau of Education and Cultural Affairs, Office of American Spaces, starting in August. | https://www.uta.edu/news/news-releases/2020/02/10/prater-fellowship |
| 2/10/2020 | WBAP 820 AM, WLS 890 AM, The | Sriram Villupuram, UTA associate professor of finance and real estate, published a new study quantifying the impact of curb appeal and found that the attractiveness of a home can boost its value by 7% or more, WBAP 820 AM reported in its Love Your Home nationally syndicated segment. Chicago's WLS 890 AM also reported the story. The original piece appeared in The Wall Street Journal. | http://mms.tveyes.com/MediaView/?c3RhdGlvbj02NTA1JlN0YXJ0RGF0ZVRpbWU9MDIlMmYwOSUyZjIwMjArMTUlM2EzNiUzYTQ3JkVuZERhdGVUaW1lPTAyJTJmMDklMmYyMDIwKzE1JTNhMzclM2EwNiYmJmR1cmF0aW9uPTI5NzM0NSZwYXJ0bmVyaWQ9NzMxMyYmaGlnaGxpZ2h0cmVnZXg9JTVjYmJhc2ViYWxsJTVjYiU3YyU1Y2JVbml2ZXJzaXR5K29mK1RleGFzJTVjYiU3YyU1Y2JBcmxpbmd0b24lNWNiJm1vZGVkaXRvcmVuYWJsZT10cnVlJm1vZGVkaXRvcmRlc3RpbmF0aW9ucz00JiZleHBpcmF0aW9uPTAzJTJmMTAlMmYyMDIwKzE1JTNhMzYlM2E0Ny4wMDAmaW5zdGFudFBsYXk9VHJ1ZSZzaWduYXR1cmU9ZTJlNWNmZTEyZmZhOTJkOTRmMTQzYWU3NjkyMDVmMmQ= |

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| 2/10/2020 | KXAS NBC 5, KOBI NBC 5, WLTZ N | Traci Freling, a UTA associate professor in marketing in the College of Business, said big anchor retail stores are struggling during a KXAS NBC 5 story. "We're in the midst of a retail apocalypse," she said. The story also ran on KOBI NBC 5 in Medford, Ore., WLTZ NBC 38 in Columbus, Ga., and other television stations. | http://mms.tveyes.com/MediaView/?c3RhdGlvbj0xNDc1JlN0YXJ0RGF0ZVRpbWU9MDIlMmYwNyUyZjIwMjArMTElM2EzNiUzYTIyJkVuZERhdGVUaW1lPTAyJTJmMDclMmYyMDIwKzExJTNhMzglM2ExOCYmJmR1cmF0aW9uPTE1MjMwOSZwYXJ0bmVyaWQ9NzMxMyYmaGlnaGxpZ2h0cmVnZXg9JTVjYm1hY3klNWNiJm1vZGVkaXRvcmVuYWJsZT10cnVlJm1vZGVkaXRvcmRlc3RpbmF0aW9ucz00JiZleHBpcmF0aW9uPTAzJTJmMDglMmYyMDIwKzExJTNhMzYlM2EyMi4wMDAmaW5zdGFudFBsYXk9VHJ1ZSZzaWduYXR1cmU9ODVhYjJkMDcyMDNmNzc4ODc1OTlkNjY1N2NlOWFiMDk= |
| 2/12/2020 | KXAS NBC 21, KXAS NBC 5 | Traci Freling, a UTA associate professor in marketing in the College of Business, said big anchor retail stores are struggling, KXAN NBC 21 in Austin reported. The original story about Macy's new specialty store format ran on KXAS NBC 5. | http://mms.tveyes.com/MediaView/?c3RhdGlvbj0yMzc1JlN0YXJ0RGF0ZVRpbWU9MDIlMmYxMCUyZjIwMjArMDQlM2E1OCUzYTIzJkVuZERhdGVUaW1lPTAyJTJmMTAlMmYyMDIwKzA1JTNhMDAlM2ExOCYmJmR1cmF0aW9uPTI5NjcwNyZwYXJ0bmVyaWQ9NzMxMyYmaGlnaGxpZ2h0cmVnZXg9JTVjYnVuaXZlcnNpdHkrb2YrdGV4YXMlNWNiJTdjJTVjYmFybGluZ3RvbiU1Y2ImbW9kZWRpdG9yZW5hYmxlPXRydWUmbW9kZWRpdG9yZGVzdGluYXRpb25zPTQmJmV4cGlyYXRpb249MDMlMmYxMSUyZjIwMjArMDQlM2E1OCUzYTIzLjAwMCZpbnN0YW50UGxheT1UcnVlJnNpZ25hdHVyZT1mOTkwZTM1NGZjNDNiYzczZjQxM2JkMGI3ODUwMTY0YQ== |
| 2/14/2020 | Fort Worth Business Press | Sam Mahrouq, chairman of IkonGPS and an entrepreneur, donated $500,000 to the UTA College of Business to establish a financial markets lab, the Fort Worth Business Press reported. Mahrouq graduated in 1991 from UTA with a major in journalism and minor in business. | http://www.fortworthbusiness.com/news/banking_finance/uta-financial-markets-lab-named-for-philanthropist-sam-mahrouq/article_9bacaa48-4cfa-11ea-bc57-23c8945be368.html |
| 2/14/2020 | Targeted News Service, U.S. Fed N | A UTA study determined that curb appeal in residential housing could account for up to 7% of a home's value when sold, Targeted News Service and U.S. Fed News reported. Sriram Villupuram, associate professor in the UTA College of Business, led the study by using photos from Google Street View, a deep-learning classification algorithm and a variety of visually attractive controls. | http://new.newsedge.com/?cmmd=readStory&key=erSvCqMISiS_ttNqJyVeSBMmRFDFMb4Mk4TPqRjhRkAHaz0cEaLGKEfuwSufeMFGkuxmY4N4a1CteOWSFKgBwy2Vz7aYmXm20GLKaDMsP7pwYdiQ4bmRr4ZDzfMPMdbc&client=rssfeed_25363_s186560&uurp=1 |
| 2/14/2020 | U.S. Fed News | Edmund Prater, professor in the UTA College of Business' Department of Information Systems and Operations Management, has been appointed a Jefferson Science Fellow by the National Academy of Sciences, U.S. Fed News reported. He will spend a year at the U.S. State Department's Bureau of Education and Cultural Affairs, Office of American Spaces, starting in August. | http://new.newsedge.com/?cmmd=readStory&key=qVTWD-FuRkUvBmqml0TNOsYZih9oNxW5bW-LLKQ-PmxOAECxYzb5jO7KaYSeh0fIS_JtuQJ6X28rAkp_4yYfjlEOApXq1BoT5FLKg2LyzYqlT3HGPFL-170H3ZSlscX-hqx7ZIreAYNpUujLYk4jEg**&client=rssfeed_25363_s186560&uurp=1 |

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| 2/20/2020 WalletHub | David Rakowski, UTA associate professor of finance, lent his expertise for a WalletHub article analyzing the traits and perks of Discover's line of credit cards. Rakowski said Discover's absence of annual fees and foreign transaction fees coupled with its cash back offers is attractive, but cardholders must take advantage of the benefits offered to get the most out of their credit card. | https://wallethub.com/credit-cards/discover/#expert=David_Rakowski |
| 2/21/2020 Mirage News | Jennifer Zhang, UTA professor in the Department of Information Systems and Operations Management, has written a paper that estimates the value of images in predicting the success of crowdfunding projects, Mirage News reported. Zhang determined that pairing an online fundraiser with photos evoking sadness or contentment can increase the donations. | https://www.miragenews.com/pictures-that-are-worth-a-thousand-donations/ |
| 2/21/2020 Education Daily Report | Edmund Prater, professor in the College of Business, is UTA's first professor to be appointed a Jefferson Science Fellow by the National Academy of Sciences, Education Daily Report reported. He will spend a year at the U.S. State Department's Bureau of Education and Cultural Affairs, Office of American Spaces, starting in August. | http://new.newsedge.com/?cmmd=readStory&key=3sKXE4v9zccSUFUJbKgGWzlTK2vHuOOpSaLKiW5w5azh8hXF2H5wRCXIDFWRwSxW2-SFJGlA4XqNiklerSQ1NxxpyfxrV47wUR0J4x172cvkKeG7KSlUmLI7eddiTuuAOK9jiAiP-y2XBKs-nZltJA**&client=rssfeed_25363_s186560&uurp=1 |
| 2/24/2020 U.S. Fed News | Jennifer Zhang, UTA professor in the Department of Information Systems and Operations Management, has written a paper that estimates the value of images in predicting the success of crowdfunding projects, U.S. Fed News reported. Zhang determined that pairing an online fundraiser with photos evoking sadness or contentment can increase the donations. | http://new.newsedge.com/?cmmd=readStory&key=4PoZuuXIL80mY6GJ0RTgk8fu_a85T3g0jeo6rHjWFH5rGDZSkWke2OifK52eHr_HGO0WNBZbSv1LmrT3kRCxsV_BjkC4exHWM5mcGC1_OXhF3LkQXJGMcLAJAk9XEoPShv8uWknUV0ttgbHXbVfllw**&client=rssfeed_25363_s186560&uurp=1 |
| 2/28/2020 Facebook Watch Q&A | Michael Ward, UTA economics professor, participated in a Facebook Watch Q&A for The Times and The Sunday Times about the common claim of a causal link between video games and real-life violence. Ward said his studies show no link between the two variables and actually reveal that video game play can cause violence in the real world to decrease. | https://www.facebook.com/timesandsundaytimes/videos/214341296421058/ |
| 3/6/2020 Dallas Innovates | Edmund Prater, UTA professor of information systems and operations management, spoke to Dallas Innovates about transportation startups and third-party logistics, one of the biggest growth areas in the local transport arena. According to the article, Dallas/Fort Worth International Airport remains a key draw to the region for innovative companies and people. | https://dallasinnovates.com/unicorns-can-happen-here-why-dallas-fort-worth-is-fertile-ground-for-tech-startups/ |
| 3/11/2020 WalletHub | Sanjiv Sabherwal, UTA Goolsby-Fouse Endowed Chair and professor in the Finance and Real Estate Department, was featured in a WalletHub article discussing best practices for small business owners when it comes to credit cards. | https://wallethub.com/credit-cards/business-rewards/#expert=Sanjiv_Sabherwal |
| 4/1/2020 UTA Shorthorn | UTA professor teaches a computer to rate the curb appeal of houses in collaborative project (Sriram Villupuram, associate professor of finance and real estate,) | https://www.theshorthorn.com/news/uta-professor-teaches-a-computer-to-rate-the-curb-appeal-of-houses-in-collaborative-project/article_93c0e95a-7380-11ea-a2ea-539195493e6f.html |

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| 4/3/2020 | BBC.com | Jim Quick, a UTA management professor emeritus and Distinguished University Professor, said the main factors in occupational stress are uncertainty and a lack of control – two things that are in high supply right now, BBC.com reported in an article about how to avoid overeating when working from home during the coronavirus outbreak. | https://www.bbc.com/worklife/article/20200331-how-to-eat-a-healthy-diet-when-work-from-home-coronavirus |
| 4/3/2020 | Mirage News | A UTA study led by Traci Freling and Ritesh Saini, associate professors of marketing, said that people are more likely to base decisions on anecdotal information instead of facts when they feel anxious and vulnerable, Mirage News reported. Freling said people place more weight on personal stories instead of facts because emotions run high during medical emergencies like the COVID-19 pandemic. | https://www.miragenews.com/uta-study-in-crisis-people-trust-feelings-over-facts/ |
| 4/6/2020 | Science Daily, Scienemag | Traci Freling and Ritesh Saini, both associate professors in the College of Business, published a new study that shows people are more likely to base decisions on anecdotal information than on facts when they feel anxious and vulnerable, Science Daily, Scienmag and a number of other media outlets reported. | https://www.sciencedaily.com/releases/2020/04/200403131259.htm |
| 4/8/2020 | Forbes, Health Medicine Network | Traci Freling and Ritesh Saini, both associate professors in the College of Business, published a new study that shows people are more likely to base decisions on anecdotal information than facts when they feel anxious and vulnerable, Forbes, Health Medicine Network and Medical Xpress reported. | https://www.forbes.com/sites/alicegwalton/2020/04/06/in-stressful-times-people-listen-less-to-facts-more-to-anecdotes/#1765a9706a43 |
| 4/8/2020 | Fort Worth Magazine | Faith Geiger, MaryAnn Means-Dufrene and Tracie Palmer were profiled in a Fort Worth Magazine story highlighting women in leadership positions in Fort Worth. All three are UTA alumni. | https://fwtx.com/business/boss-ladies/ |
| 4/10/2020 | Consumer Affairs, The Ladders | Traci Freling and Ritesh Saini, both associate professors in the College of Business, published a new study that shows people are more likely to base decisions on anecdotal information than facts when they feel anxious and vulnerable, Consumer Affairs and The Ladders reported. | https://www.consumeraffairs.com/news/people-often-trust-their-guts-over-hard-facts-during-medical-emergencies-study-finds-040720.html |
| 4/24/2020 | Kera, TB and Outbreaks Daily Nev | A study conducted by two associate professors of marketing at UTA shows that people are more likely to base decisions on anecdotal information than on facts when they feel anxious and vulnerable, KERA reported. Traci Freling launched the research before the pandemic started, but said it's even more relevant now. "When things are uncertain and scary, these are conditions where you think you'd be extra careful and make really good decisions based on facts, and instead we revert back to our guts," she said. A story on this research was also reported in TB & Outbreaks Daily News. | https://www.keranews.org/post/people-under-stress-are-less-likely-listen-facts-uta-analysis-shows |
| 6/10/2020 | CultureMap Dallas | Frankly Good, a Dallas cookie startup founded by UTA student Frank Ridout in 2019, was recently chosen as a winner of UTA's MavPitch competition, CultureMap Dallas reported. Ridout's pitch was one of six selected as winners from more than 90 competing teams to be awarded a $15,000 grant. | https://dallas.culturemap.com/news/restaurants-bars/06-08-20-frankly-good-vegan-cookies-ginger-rosemary/ |
| 6/17/2020 | VEGWORLD Magazie | A local vegan cookie startup was recently chosen as a winner in UTA's MavPitch competition and was awarded a $15,000 grant, VEGWORLD Magazine reported. Frankly Good was founded in 2019 by Frank Ridout, a student at UT Arlington, who adopted a plant-based diet but still had a "major sweet tooth." | https://vegworldmag.com/vegan-cookie-startup-wins-award-for-being-so-frankly-good/ |

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| 6/19/2020 | KERA | Elten Briggs, chair of the UTA Department of Marketing, told KERA that businesses, especially those in the service industry, are doing damage by staying silent during the societal movement against police brutality and racial injustice, as demonstrators hope to use their wallets to push their message beyond protests. "Many companies have liked to remain relatively silent on these issues, not to rock the boat, not to offend any particular customer base, you know? And this is one of those times where consumers are demanding that you show yourselves," Briggs said. | https://www.keranews.org/post/how-social-movements-impact-business |
| 6/24/2020 | InvestorPlace | Sanjiv Sabherwal, UTA professor of finance in the College of Business, spoke to InvestorPlace about reopening the economy. Sabherwal said maintaining a balance between opening the economy and controlling the spread of the virus is a key to success. | https://investorplace.com/stocks-to-buy-during-coronavirus/#623320 |
| 7/8/2020 | Harvard Business Review | Alison Hall Birch, a UTA assistant professor in the College of Business, co-authored an article for the Harvard Business Review about the microaggressions Black Americans can face in the workplace and the deleterious impact they can have on an employee's experience, health and well-being. | https://hbr.org/2020/07/when-and-how-to-respond-to-microaggressions |
| 7/15/2020 | The Wall Street Journal | John C. Adams, an associate professor of finance and real estate at UT Arlington, was featured as an expert in The Wall Street Journal about market-neutral mutual funds. The term market-neutral is used loosely for funds that show a range of returns. Definitions for market-neutral are "kind of all over the place," said Adams. "There shouldn't be this range of returns ... we should see some consistency with the strategies." | https://www.wsj.com/articles/market-neutral-can-be-a-positively-baffling-label-11593946588?mod=searchresults&page=1&pos=4 |
| 8/10/2020 | Stateline and Union-Bulletin | The pandemic has dealt a severe blow to the entire sports industry and its dependent businesses, from restaurants to hotels to car rental agencies, Stateline reported. Michael R. Ward, an economics professor at UT Arlington, said, "Professional sports are taking a beating." He added that many of the restaurants, bars and hotels that support sports franchises are already operating below breakeven capacity and "are at the limit." Even if professional sports franchises are fully open, he predicted, fans may be too concerned about the virus to attend games or may "think twice" before heading to a bar or restaurant. Stateline provides daily reporting and analysis on trends in state policy at pewtrusts.org/stateline. The article also appeared in the Union-Bulletin in Walla Walla, Wash. | https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/08/05/as-sports-teams-struggle-so-do-their-hometowns |

BACHELOR OF SCIENCE
BUSINESS ANALYTICS
UNIVERSITY OF TEXAS @ ARLINGTON

UTA
Information Systems and Operations Management

# Bachelor of Science Business Analytics

## A STEM PROGRAM

Business analytics is the application of statistical methods, artificial intelligence, and machine learning techniques to derive actionable insights from business data to help guide a company's decisions and strategies. The program strikes the right balance between technical and business concepts, and provides students with the knowledge and skills to be successful in a data-driven organization.

**What...will I learn?**

- General business knowledge
- Statistical methods for data analysis
- AI and machine learning techniques
- How to extract, clean, and analyze data
- How to visualize data

**How...will I benefit?**

- Average starting salary > $60K
- High-demand career
- Skills applicable to broad range of industries

**Who...needs my skills?**
Everyone! Companies in all areas are moving towards data-driven decision making.

**Course Topics**

Include:

- Python Programming
- Business Statistics
- Data Mining
- Predictive Analytics
- Data Visualization
- Ethics in Data Usage

**Questions:**

*Current UTA Students:*
UTA College of Business
Undergraduate Advising
Business Building - Suite 107
ugadvise@uta.edu

*Prospective UTA Students:*
UTA College of Business
Undergraduate Outreach
ugbizinfo@uta.edu

UNIVERSITY OF TEXAS ARLINGTON | COLLEGE OF BUSINESS

**Corporate, Nonprofit, and Community Organizations where Faculty Hold Leadership Positions**

| Name | Company Name | Relationship |
|---|---|---|
| William Seeger | Dallas Police Reserve Foundation | Treasurer |
| Ronald Liggett | Texas Home Educators | Board Member |
| Jeanne Michalski | Mid-Cities Care Core | Board Member |
| Larry Chonko | Direct Selling Education Foundation | Advisory Board |
| Stanley Seat | Kennedale Library | Advisory Board |
| Christy Spivey | Heritage Elementary School | Executive Board Member |
| Donald McConnell | Colleyville Girls Softball Association | Board Member |
| Sajib Datta | Alumni Association of North South University | Vice President |
| Tara Brown | Great Hearts of America | Officer and Secretary |
| Randy Napier | Leadership Fort Worth | Officer |
| Wendy Casper | Women Inspiring Philanthropy | Member |
| Kay Yut Chen | DecisionNext | Board of Advisors |
| Wendy Casper | Work Family Research | Executive Committee |
| | | |

**Consulting Services Provided by Faculty to Business and Nonprofit Companies**

| Name | Company Name | Consulting Type |
|---|---|---|
| CY Choi | 2M Research Services | Research |
| Joseph Hanson | Electronic Arts | Research Methodology |
| Sanjiv Sabherwal | CFA Institute | Investment Performance |
| Beverly George | Mission Arlington | Marketing and Communications |
| Revenor Baker | Alcon Labs | Process Improvement |
| Michael Ward | ITT Tech | Legal |
| Jeffrey Wallman | Democracy Corps | Organizational Strategy |
| Michael Richarme | Grapevine Art Project | Survey Design |
| Lauren Brewer | McGraw Hill | Social Media |
| Tara Brown | MVMNT Events | Accounting |
| William Seeger | Kennedy Law | Personal Injury Valuation |

**Appendix VII: Program Management**

a. SMART Goals for Program Reviews by Department
b. MBA Program Review
c. Health Care Administration Program Evaluation
d. BBA Marketing Program Evaluation
e. PhD Program Assessment of Learning

## SMART Goals for Program Reviews by Department

## Accounting

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| **INITIAL GOAL** | Write the goal or initiative as currently stated.<br><br>Conduct a Program Review of the BBA program and revise if necessary to ensure it prepares students adequately for the accounting profession. |
| **S** **SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.) Who needs to be included?<br><br>A comprehensive review of the accounting BBA program to make sure it prepares students adequately. Review Learning Objectives and Goals, set measures for each with an assessment plan using AOL results, market analysis and Alumni Feedback. |
| **M** **MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)<br><br>1. Assign the task to the curriculum committee.<br>2. Include a subset of advisory board in the curriculum committee meetings<br>3. Examine AOL results for last 5 year period.<br>4. Reassess learning goals and objectives<br>5. Create a Curriculum map to show where the learning goals and objectives are learned and assessed.<br>6. Lay out the revised degree plan and submit for approval if necessary.<br>7. Publish the plan and make students aware of any changes. |
| **A** **ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?<br><br>It is a challenge to do this in our measurement year for AACSB. However, we should be able to do it given the significance of this to our goal. |
| **R** **RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives?<br><br>Preparing students for the accounting profession is a critical part of the department's mission. Hence it is meaningfully aligned with our overall objectives |
| **T** **TIME-BOUND** | What's the established deadline and is it realistic?<br><br>We hope to complete steps 1 through 5 in M by Fall 2019 and the rest (except for required approvals) by Spring 2020 |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible |

## Economics BBA

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| **INITIAL GOAL** | Write the goal or initiative as currently stated. |
| | Develop an e-sports minor in business. |
| **S SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included? |
| | Want to allow students to have the ability to take a set of courses that will make them more knowledgeable about e-sports and have tools needed to be competitive for employment in the industry. |
| **M MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.) |
| | Are courses pieced together and made known to students. |
| **A ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve? |
| | Prof. Ward being given a one course release to work on this and compensate him for developing new course in area. No other major resources needed. |
| **R RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives? |
| | Help students obtain jobs, help students obtain internships in the industry, and develop ties to an industry that is growing in Arlington as well as nationally. |
| **T TIME-BOUND** | What's the established deadline and is it realistic? |
| | Begins the fall semester; should be largely completed by the end of the school year. |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible |
| | Develop an e-sports minor in business that helps students obtain employment that aligns with their interests. |

## Finance

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| **INITIAL GOAL** | Write the goal or initiative as currently stated.<br><br>Review and revise the FINA and REAE undergraduate, specialized masters, and Ph.D. programs to make them more attractive to prospective applicants and more beneficial to students enrolled in these programs. |
| **S**<br>**SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included?<br><br>▪ Review the BBA Finance curriculum to ensure that it meets the requirements of a CFA Partner program; standardize FINA 3315 across multiple sections; implement Bloomberg certification requirement; implement strategies to help students pass the SIE (Securities Industry Essentials) Exam (Adams, Hao, Rakowski, **Sarkar**, Thompson)<br>▪ Shorten the MSQF program from 36 to 30 credit hours; add two or more courses with industry-relevant material; eliminate four or more courses; determine the course that will require students to earn Bloomberg certification; decide whether to rename the program; offer a certificate in financial analytics. (Adams, Diltz, Du, Hansz, Nerur, **Villupuram**)<br>▪ Shorten the MSRE program from 36 to 30 credit hours; separate undergraduate (4000 level) and graduate (5000 level) course offerings; require instructor for the course on real estate appraisal (REAE 5334) to have an MAI designation; determine which course, if any, will require MSRE and BBA RE students to earn Bloomberg certification; standardize REAE 3325 across multiple sections; decide whether to rename the real estate programs (Choi, Hansz, Isbell, **Rakowski**, Villupuram)<br>▪ Review which seminars and other courses should Ph.D. students be required to take; implement Bloomberg certification requirement; decide whether the oral comprehensive exam be replaced by an original research paper and its subsequent presentation (**Adams**, all T/TT departmental faculty)<br><br>The chair of the committee for each program is noted in bold. |
| **M**<br>**MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)<br><br>**BBA Finance**<br>▪ Description of ethics coverage in our BBA program (November 26, 2019)<br>▪ A Curriculum Map that shows how our BBA courses cover at least 70% of CFA Program Candidate Body of Knowledge (November 26, 2019)<br>▪ Apply for CFA partner designation (March 5, 2019)<br>▪ Offer standardized FINA 3315 (Investments) (Fall 2019)<br>▪ Implement Bloomberg certification requirement (Spring 2020)<br>▪ implement strategies to help students pass the SIE (Securities Industry Essentials) Exam in collaboration with Schwab & Kaplan and TD Ameritrade & Securities Training Corporation (Spring 2020)<br>**MSQF**<br>▪ Revised Program of Work for MSQF that lists the required and elective courses (November 26, 2019)<br>▪ Specify the course in which MSQF students must earn a Bloomberg certification (November 26, 2019); and implement the requirement (Spring 2020)<br>▪ Recommendation whether to retain the existing name of the MSQF program or suggestion of an alternative name (November 26, 2019)<br>▪ Develop and offer new courses in the MSQF program (one by Spring 2020, another by by Fall 2020)<br>▪ An outline of the Certificate in Financial Analytics (November 26, 2019)<br>▪ Application for approval of the Certificate in Financial Analytics (Spring 2020)<br>**MSRE and BBA RE**<br>▪ Revised Program of Work for MSRE that lists the required and elective courses (November 26, 2019)<br>▪ Specify the courses, if any, in which MSRE and BBA RE students must earn a Bloomberg certification (November 26, 2019); and implement the requirement (Spring 2020)<br>▪ Recommendation whether to retain the existing name of the MSRE and BBA RE programs or suggestion of an alternative name for each program (November 26, 2019)<br>▪ Ensure that the instructor of Real Estate Appraisal (REAE 5334) has an MAI designation (Fall 2019)<br>▪ Ensure that there is no more than one combined (4000 and 5000 levels) real estate course per semester (Spring 2020)<br>▪ Offer standardized REAE 3325 (Real Estate Fundamentals) (Spring 2020)<br>**Ph.D.** |

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|---|---|
| **A** ACHIEVABLE | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve? |
| | For each program, a committee of faculty is responsible for reviewing and revising the program. These committees are indicated in parentheses in Section "S". The committees include departmental faculty, CY Choi from ECON and Sridhar Nerur from INSY. No other resources are needed. The amount of effort required is on par with what the goal will achieve. |
| **R** RELEVANT | Why are we setting this goal? Is it meaningfully aligned with our overall objectives? |
| | We are setting these goals to attract more and better quality students to our programs, enhance student success, and improve the reputation of our programs among prospective employers. These goals are meaningfully aligned with the overall objectives of the college and the university. |
| **T** TIME-BOUND | What's the established deadline and is it realistic? |
| | Deadlines for specific criteria are indicated in parentheses in Section "M". The deadline for any changes in catalog is the end of 2019-20. These deadlines are realistic. Any approvals needed at the university or UT system level may be obtained by Spring 2021. |
| SMART GOAL | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible |
| | Review and revise all our programs to make them more attractive and beneficial. |
| 2019-2020 ACTION PLAN<br>Completed by 9/1/20 | Measures & Targets: |
| | - Apply for CFA Partner School designation<br>- Implement strategies to help BBA students pass the SIE Exam<br>- Standardize fundamental BBA Finance and Real Estate courses<br>- Implement Bloomberg certification requirement in several programs<br>- Shorten and possibly rename the MSQF program while adding two courses with industry-relevant material<br>- Apply for approval of the Certificate in Financial Analytics<br>- Shorten the MSRE program<br>- Separate the undergraduate (4000 level) and graduate (5000 level) real estate course offerings<br>- Review the seminars and courses required for Ph.D. students<br>- Review replacing the oral comprehensive exam in the PhD program by an original research paper and its subsequent presentation |

| | |
|---|---|
| **Fall Sem.** | Measure(s) & Target(s): |
| **Aug.-Dec 2019** | Milestones:<br>**BBA Finance**<br>▪ Description of ethics coverage in our BBA program<br>▪ A Curriculum Map that shows how our BBA courses cover at least 70% of CFA Program Candidate Body of Knowledge<br>▪ Offer standardized FINA 3315 (Investments)<br>**MSQF**<br>▪ Revised Program of Work for MSQF that lists the required and elective courses<br>▪ Specify the course in which MSQF students must earn a Bloomberg certification<br>▪ Recommendation whether to retain the existing name of the MSQF program or suggestion of an alternative name<br>▪ An outline of the Certificate in Financial Analytics<br>**MSRE and BBA RE**<br>▪ Revised Program of Work for MSRE that lists the required and elective courses<br>▪ Specify the courses, if any, in which MSRE and BBA RE students must earn a Bloomberg certification<br>▪ Recommendation whether to retain the existing name of the MSRE and BBA RE programs or suggestion of an alternative name for each program<br>▪ Ensure that the instructor of Real Estate Appraisal (REAE 5334) has an MAI designation<br>**Ph.D.**<br>▪ A list of Ph.D. seminars and courses from Finance and other areas that are required or recommended as elective courses for Ph.D. students<br>▪ Recommendation whether to replace the oral comprehensive exam with a research paper and its presentation along with relevant details<br>▪ Implement Bloomberg certification requirement in the PhD program |
| **Spring Sem.** | Measure(s) & Target(s): |
| **Jan.-May 2020** | Milestones:<br>**BBA Finance**<br>▪ Apply for CFA partner designation<br>▪ Implement Bloomberg certification requirement in the BBA program<br>▪ implement strategies to help students pass the SIE (Securities Industry Essentials) Exam in collaboration with Schwab & Kaplan and TD Ameritrade & Securities Training Corporation<br>**MSQF**<br>▪ Require students of one course to earn a Bloomberg certification<br>▪ Offer one new course in the MSQF program<br>▪ Apply for approval of the Certificate in Financial Analytics<br>**MSRE and BBA RE**<br>▪ Implement the Bloomberg certification decision made in Fall 2019<br>▪ Ensure that there is no more than one combined (4000 and 5000 levels) real estate course per semester<br>▪ Offer standardized REAE 3325 (Real Estate Fundamentals)<br><br>Complete review documents for each program |
| **Sum. Sem.** | Measure(s) & Target(s): |
| **June-Aug. 2020** | Milestones:<br>**MSQF**<br>▪ Complete the development of a second new course in the MSQF program |

## Information Systems

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated.<br><br>Review and revise OPMA BBA program<br>Update MS IS program with new courses<br>Update MS BA program |
| **S**<br>**SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included?<br><br>We want to update the OPMA BBA curriculum to make it more attractive to incoming students and to ensure that our graduates have marketable knowledge and skills<br>We want to update MS IS program with new courses covering advanced technologies<br>We want to update MS BA program to bring it up-to-date with similar programs |
| **M**<br>**MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)<br><br>In-process measures – Designated curriculum committee will deliberate and reach milestones<br>Outcome measures – Curriculum proposal |
| **A**<br>**ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?<br><br>Talent (Knowledge/Skills): Faculty have the required knowledge and skill<br>Time:<br>Treasure (Budget):<br>Tools/Technology: |
| **R**<br>**RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives?<br><br>These goals will help enhance student success, increase enrollment and enhance program reputation among employers. |
| **T**<br>**TIME-BOUND** | What's the established deadline and is it realistic?<br><br>BBA OPMA curriculum change<br>1. Establish faculty committee for program review – Summer 2019<br>2. Review current course offerings and identify gaps – Fall 2019<br>3. Revise contents of current courses and develop new courses as needed – Spring 2020<br>4. Receive approval from curriculum committee – Spring 2020<br>MS IS curriculum change<br>1. Identify new course requirement based on input from stakeholders – Summer 2019<br>2. Create new courses as needed – Fall 2019<br>3. Receive approval from the curriculum committee – Spring 2020<br>MS BA curriculum change<br>1. Conduct program review – Fall 2019<br>2. Propose program changes for committee approval – Fall 2019 |

| | |
|---|---|
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible. [Who] **will** [do What and Measured how] **by** [When]. |
| | **Faculty committee will propose curriculum changes for OPMA BBA program to be approved by ISOM curriculum committee by May 2020**<br>**Designated IS faculty will Identify new courses to be added to update MS IS curriculum**<br>**Program change proposal will be submitted to MS BA curriculum committee for approval** |

| | |
|---|---|
| **2019-2020 ACTION PLAN**<br>***Completed by 9/1/20*** | Measures & Targets: |

| | |
|---|---|
| **Fall Sem. Aug.-Dec 2019** | Measure(s) & Target(s): |
| | Milestones:<br>BBA OPMA curriculum assessment and identification of gap in curriculum<br>New courses proposed for MS IS program<br>MS BA program change proposal submitted to appropriate curriculum committee |
| **Spring Sem. Jan.-May 2020** | Measure(s) & Target(s): |
| | Milestones:<br>ISOM curriculum committee approval for revised BBA OPMA curriculum<br>ISOM curriculum committee approval for new MS IS courses |
| **Sum. Sem. June-Aug. 2020** | Measure(s) & Target(s): |
| | Milestones: |

## Management

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated. |
| | Review and revise BBA in Management Course offerings and syllabi |
| **S SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included? |
| | We want to align our BBA in Management with current best practice at aspirant universities and ensure students graduate with knowledge and skills desired by employers. |
| **M MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.) |
| | 1. Benchmark course offerings at aspirant universities.<br>2. Collect and compare syllabi from UTA and aspirant universities.<br>3. Matrix knowledge and skills from UTA syllabi to desired skills and competencies identified by previous UTA survey of employers. Provide guidance to faculty teaching required MANA BBA courses.<br>4. Rewrite course descriptions if needed.<br>5. Push revised course descriptions through curriculum committee and Undergrad assembly.<br>6. Make catalog revisions as needed. |
| **A ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve? |
| | GTA's will be used to benchmark curriculum and collect syllabi. Faculty committee will make decisions and recommendations. No other major resources needed. |
| **R RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives? |
| | Help students obtain jobs, help students obtain internships, and attract students to major is Management and HRM. |
| **T TIME-BOUND** | What's the established deadline and is it realistic? |
| | Begins the fall semester. Completed recommendations by end of Fall semester. Vote at Spring COB meeting, proceed to UG assembly, catalog revisions by the end of the school year. |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible |
| | Review and revise BBA in Management Course offerings and syllabi |

## Marketing

| | |
|---|---|
| **INITIAL GOAL** | Write the goal or initiative as currently stated.<br><br>Organize the department into subcommittees that will revise and update standards and course offering across our various programs. |
| **S**<br>**SPECIFIC** | What exactly is it you want to accomplish? (It should be clearly defined and unambiguous.)<br>Who needs to be included?<br><br>• Create a formal set quality standards for MARK online courses (***Traci Freling***, Lauren Brewer, Michael Richarme)<br>• Review/revise MSMR course offerings, flow of courses, and UEP plan (***Scott Hanson***, Doug Grisaffe, Yiyi Li, MSMR Board Member)<br>• Review/revise MARK BBA course offerings, modes of instructions, and UEP goals (**Heather Phillip,** *Adwait Khare*, Jeff Wallman)<br>• Review/revise BCOM instructional and assessment standards (***Kevin Carr***, Melody Fowler, Michael Buckman, Chien Le)<br>• Formalize and grow the sales program (***Larry Chonko,*** Fred Miao, Anne Gottfried)<br>• Review PhD program course flow; student management policies and procedures (***Ritesh Saini,*** Elten Briggs, Narayan Janakiraman)<br>The chair of each subcommittee is noted in ***Bold*** |
| **M**<br>**MEASURABLE** | How can you measure progress and know if you've successfully met your goal? (ID the specific criteria.)<br><br>1. Each of the subcommittees will provide an overview of their areas. They should be able to communicate to the general faculty: a) the state of their area at the present time, b) the changes and improvements they would like to make, and c) discuss the process for accomplishing those changes and improvements. |
| **A**<br>**ACHIEVABLE** | Do you have the resources required to achieve the goal (knowledge/skill, time, materials, etc.)? If not, can you obtain them? Is the amount of effort required on par with what the goal will achieve?<br><br>We have the resources to begin this process. As the committees start to clarify the process necessary for accomplishing changes and improvements, we may need to consider how we can obtain extra resources. |
| **R**<br>**RELEVANT** | Why are we setting this goal? Is it meaningfully aligned with our overall objectives?<br><br>This goal should help our department to engage our faculty and make use of their expertise to redesign our offering in a way that is more better meets their needs. This clearly aligns with the colleges overall objectives. |
| **T**<br>**TIME-BOUND** | What's the established deadline and is it realistic?<br><br>Establish the committees and give them their charges at the start of the fall semester (late August/Early September). Plan for implementing changes is due late in the semester, and will be communicated at a separate department meeting (late Nov / Early Dec). Completed recommendations are due by the end of the Fall semester. |
| **SMART GOAL** | Review what you have written and craft a new goal statement based on your responses. Keep it as ***clear yet concise*** as possible<br><br>Organize the department into subcommittees of 3-4 individuals that will create and present proposals for revising and updating departmental instructional standards and course offering across our various programs by the end of the fall 2019 semester. |

**MBA Program Review**

**1. MBA Program Length**

For most students, (89%), our current MBA is a 48-credit hour program (16 courses).

**Study 1.** Responses from a sample of UTA undergraduates with GPA 3.2 and above. Respondents were asked to rate the degree to which length of the program and opportunity to complete the MBA program in 18 months or less was important in their decision to enroll in an MBA program. Ratings: not at all important (1), slightly important (2), moderately important (3), very important (4), and extremely important (5). As shown below, all participants deem that length of the program is deemed important on their decision to enroll in an MBA Program. Only one respondent (3.1%) felt that opportunity to complete the MBA program in 18 months or less was 'not at all important.'

**Length of the program**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 5 | 19 | 29.7 | 51.4 | 51.4 |
| | 4 | 10 | 15.6 | 27.0 | 78.4 |
| | 3 | 4 | 6.3 | 10.8 | 89.2 |
| | 2 | 4 | 6.3 | 10.8 | 100.0 |
| | Total | 37 | 57.8 | 100.0 | |
| Missing | System | 27 | 42.2 | | |
| Total | | 64 | 100.0 | | |

**Opportunity to complete the MBA program in 18 months or less**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 5 | 18 | 28.1 | 48.6 | 48.6 |
| | 4 | 7 | 10.9 | 18.9 | 67.6 |
| | 3 | 8 | 12.5 | 21.6 | 89.2 |
| | 2 | 2 | 3.1 | 5.4 | 94.6 |
| | 1 | 2 | 3.1 | 5.4 | 100.0 |
| | Total | 37 | 57.8 | 100.0 | |
| Missing | System | 27 | 42.2 | | |
| Total | | 64 | 100.0 | | |

**Study 2.** Qualtrics Panel Responses. Undergraduate students interested in pursuing an MBA. North Texas zip codes. Similar to study 1, length of the program and opportunity to complete the MBA program in 18 months or less is important for most participants.

**Please rate the degree to which each one of these attributes was important in your decision to enroll in an MBA program. - Length of the program**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Extremely important | 64 | 30.5 | 30.5 | 30.5 |
| | Very important | 80 | 38.1 | 38.1 | 68.6 |
| | Moderately important | 48 | 22.9 | 22.9 | 91.4 |
| | Slightly important | 12 | 5.7 | 5.7 | 97.1 |
| | Not at all important | 6 | 2.9 | 2.9 | 100.0 |
| | Total | 210 | 100.0 | 100.0 | |

**Please rate the degree to which each one of these attributes was important in your decision to enroll in an MBA program. - Opportunity to complete the MBA program in 18 months or less**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Extremely important | 57 | 27.1 | 27.1 | 27.1 |
| | Very important | 63 | 30.0 | 30.0 | 57.1 |
| | Moderately important | 62 | 29.5 | 29.5 | 86.7 |
| | Slightly important | 22 | 10.5 | 10.5 | 97.1 |
| | Not at all important | 6 | 2.9 | 2.9 | 100.0 |
| | Total | 210 | 100.0 | 100.0 | |

**Open Ended Question.** Describe your ideal MBA Program.

1. Beneficial, not so lengthy
2. Online, quick, pretty cheap, good reputation
3. Relatively affordable given long term earnings with short program length that off the bat allows me to either find a full time job or other opportunity to get me started.
4. Doesn't coat very much, I can get through it quickly and it helps me build skills to get better jobs or even just keep them easier.
5. Can finish in a timely manner at a reasonable expense.
6. A good one that's cheap and fast.
7. A concise, 1-year program that consists of classes and hands-on experience.
8. Something flexible and fast paced where I get to pick extra classes to take.
9. A program where I can decide how long it will take for me to get my master's along the way.
10. One that does not put you through unnecessary courses.
11. Quick, easy, cheap

12. An ideal MBA program has an adequate length and along with participation significantly aids in heading straight into the field once finished.
13. Short, sweet
14. A short program, with low tuition. It would be great if I had financial aid to help pay the program. Classes won't matter as long as I am able to take them.
15. Online, not expensive, no more than 2 years
16. A program that is quick and efficient, but also teaches you about what you need to know
17. A short term program, very one on one, discussion groups.
18. A program that I could complete in two years or less, located in a metropolitan area with an affordable cost of living, flexible class schedules so that I can work while attending school, and a diverse student population that provides me with the opportunity to network internationally
19. A short term program that had a reasonable price

**Note:** None of the respondents stated that they prefer a lengthy program.

**Study 3.** Responses from employers in Texas. Qualtrics panel data. As shown on the table below, length of the program is among the *least important* characteristics in hiring decisions involving MBA graduates. Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. Ratings: not at all important (1), slightly important (2), moderately important (3), very important (4), and extremely important (5).

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Communication skills | 209 | 1 | 5 | 4.36 | 0.966 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Problem solving skills | 209 | 1 | 5 | 4.34 | 0.83 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Understanding of business ethics | 209 | 1 | 5 | 4.3 | 0.899 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Time management and prioritizing skills | 209 | 1 | 5 | 4.3 | 0.94 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Overall business knowledge | 209 | 1 | 5 | 4.24 | 0.957 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Interpersonal skills | 209 | 1 | 5 | 4.19 | 0.921 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Leadership competencies | 209 | 1 | 5 | 4.11 | 0.928 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Awareness of corporate social responsibility | 209 | 1 | 5 | 4.01 | 1.081 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Develop research skills | 209 | 1 | 5 | 3.97 | 0.98 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Managerial skills | 209 | 1 | 5 | 3.93 | 1.026 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Quantitative analysis skills | 209 | 1 | 5 | 3.92 | 1.051 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Programming skills | 209 | 1 | 5 | 3.72 | 1.148 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - School accreditation | 209 | 1 | 5 | 3.65 | 1.184 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - MBA program length (e.g., 36 vs. 48 credit hours) | 209 | 1 | 5 | 3.53 | 1.271 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - School reputation | 209 | 1 | 5 | 3.27 | 1.28 |
| Rate the importance of each of the following items as they explain why you might hire a job candidate with an MBA degree. - Alumni performance | 209 | 1 | 5 | 3.22 | 1.258 |
| Valid N (listwise) | 209 | | | | |

**Conclusion:** Prospects want to enroll in a program that allows them to complete their MBA in 18 months or less. Employers do not care much about program length in hiring decisions.

## 2. MBA Program Flexibility

For most students, (89%), our current MBA is a 48 credit hour program (16 courses). Thirteen of the 16 courses are required, 3 are electives. Is this design consistent with prospective student preferences?

**Study 1.** Responses from a sample UTA undergraduates with GPA 3.2 and above. Only 5 out of 64 respondents (7.8%) believe that faculty or program managers should decide most of the classes they should take.

**Here are three programs varying on levels of flexibility. Which program are you most interested in attending?**

**Flexibility**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Faculty or program managers decide on some courses I should take (half time), and I decide on the remainder of the course. | 24 | 37.5 | 37.5 | 37.5 |
| | Faculty or program managers decide most of the classes I should take | 5 | 7.8 | 7.8 | 45.3 |
| | All courses are elective. I could freely choose courses that pertain to my MBA degree | 10 | 15.6 | 15.6 | 60.9 |
| | | 25 | 39.1 | 39.1 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

**Study 2.** Qualtrics Pannel Responses. Undergraduate students interested in pursuing an MBA. North Texas zip codes. Only 27 out of 210 respondents (12.9%) believe that faculty or program managers should decide most of the classes they should take.

**Here are three programs varying on levels of flexibility. Which program are you most interested in attending? - Selected Choice**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Faculty or program managers decide most of the classes I should take | 27 | 12.9 | 12.9 | 12.9 |
| | Faculty or program managers decide on some courses I should take (half time), and I decide on the remainder of the course | 116 | 55.2 | 55.2 | 68.1 |
| | All courses are elective. I could freely choose courses that pertain to my MBA degree | 67 | 31.9 | 31.9 | 100.0 |
| | Total | 210 | 100.0 | 100.0 | |

**Open Ended Question.** Describe your ideal MBA Program.

1. My ideal MBA program would allow me to select classes I am interested in, taking the courses 2-3 at a time as time allowed while still working.
2. One that allows me to pick my classes, take them online, and didnt cost a ton of money.
3. Something flexible and fast paced where I get to pick extra classes to take
4. Somewhere that allows freedom of the program but also with independence for people who already work full time
5. A flexible program that offers credits and networking while working towards what you desire.
6. A program where I have a lot of flexibility but am still supported and challenged by professors.
7. Flexible classes that give more than a decade of experience, an optional EMBA concentration in the business of health care will help you develop a strategic and integrated perspective on improving health care in the U.S.
8. In my mind is a school that offers both online and in person courses that is close to home. Also a program that allows flexibility with course selection.
9. It is cost efficient, does not have useless classes, and does not take 2 years to earn.
10. Flexible schedule. Not too expensive

**Note:** None of the respondents stated that they prefer a rigid program where faculty or administrators decide on the courses they should take.

**Study 3.** Responses from a sample of UTA Alumni. The majority of respondents report that faculty or program managers decide most of the classes they should take (15/25, 60%). Forty percent (10/25) believe that faculty or program managers decide on some courses (half time) and that they decide on the reminder courses. None of the respondents stated that they "could freely choose courses that pertain to [their] MBA degree."

**Conclusion: Prospects want flexibility.** Over 88% of the prospects in two separate studies (242/274) prefer a flexible MBA were they decide on at least 50% of the courses they should take. Less than 12% of the respondents want faculty or managers to decide on most of the courses they should take.

### 3. Curricula

Prospect evaluations of courses currently offered by UTA. Average scores from 3 groups: 1) UTA Alumni, 2) UTA Senior Undergraduates, 3), TX Senior Undergraduates. Average Score 3 dimensions: 1) 'Not at all useful = 1', 'extremely useful =5', 2) 'Not at all interesting = 1', 'extremely interesting = 5', 3) 'not at all appealing = 1', 'extremely appealing = 5'.

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| FINA 5311, Financial Management | 56 | 2.00 | 5.00 | 4.2500 | .86748 |
| MANA 5330, Negotiations and Conflict | 47 | 2.67 | 5.00 | 4.1064 | .72932 |
| MANA 5336, Strategic Management | 55 | 1.00 | 5.00 | 4.0909 | .83998 |
| MANA 5331, Management of Multinational | 47 | 2.00 | 5.00 | 4.0426 | .78518 |
| MANA 5350, Leadership | 53 | 1.00 | 5.00 | 4.0314 | .98550 |
| ECON 5313, Decisions and Strategies | 54 | 1.00 | 5.00 | 4.0000 | .96043 |
| OPMA 5361, Operations Management | 56 | 2.00 | 5.00 | 3.9762 | .90086 |
| MANA 5337, Ethics and Business Environment | 51 | 1.00 | 5.00 | 3.9020 | 1.12604 |
| MARK 5311, Marketing | 56 | 1.33 | 5.00 | 3.8988 | .84786 |
| BLAW 5330, Legal Environment | 48 | 1.00 | 5.00 | 3.8681 | .99107 |
| ECON 5311, Economic Analysis | 51 | 1.67 | 5.00 | 3.8235 | .89033 |
| OPMA 5364, Project Management | 47 | 1.00 | 5.00 | 3.6383 | .97016 |
| BSTAT 5301, Introduction to Statistics | 55 | 1.33 | 5.00 | 3.5970 | .91944 |
| ACCT 5302, Managerial Accounting | 54 | 1.00 | 5.00 | 3.5802 | 1.13490 |
| INSY 5375, Management of Information Technologies | 54 | 1.00 | 5.00 | 3.5679 | .99185 |
| ACCT 5301, Financial Accounting | 51 | 1.00 | 5.00 | 3.5425 | .96139 |
| BSTAT 5325, Advanced Statistical Methods | 55 | 1.00 | 5.00 | 3.4909 | 1.02410 |
| Valid N (listwise) | 47 | | | | |

**One-Sample Test**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| FINA 5311, Financial Management | 36.663 | 55 | .000 | 4.25000 | 4.0177 | 4.4823 |
| MANA 5330, Negotiations and Conflict | 38.600 | 46 | .000 | 4.10638 | 3.8922 | 4.3205 |
| MANA 5336, Strategic Management | 36.119 | 54 | .000 | 4.09091 | 3.8638 | 4.3180 |
| INSY 5375, Management of Information Technologies | 26.434 | 53 | .000 | 3.56790 | 3.2972 | 3.8386 |
| ACCT 5301, Financial Accounting | 26.314 | 50 | .000 | 3.54248 | 3.2721 | 3.8129 |
| BSTAT 5325, Advanced Statistical Methods | 25.280 | 54 | .000 | 3.49091 | 3.2141 | 3.7678 |

**Are the courses we offer useful?**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| FINA 5311_1 | 55 | 2.00 | 5.00 | 4.5273 | .79009 |
| MANA 5330_1 | 47 | 2.00 | 5.00 | 4.4043 | .79836 |
| MANA 5336_1 | 55 | 1.00 | 5.00 | 4.3818 | .91269 |
| MANA 5331_1 | 47 | 2.00 | 5.00 | 4.2979 | .83184 |
| MANA 5312_1 | 57 | 2 | 5 | 4.26 | .877 |
| OPMA 5361_1 | 54 | 2 | 5 | 4.24 | .910 |
| ECON 5311_1 | 51 | 2.00 | 5.00 | 4.2157 | .87895 |
| MANA 5350_1 | 53 | 1.00 | 5.00 | 4.1887 | 1.02012 |
| BLAW 5330_1 | 47 | 1.00 | 5.00 | 4.1489 | 1.02105 |
| MARK 5311_1 | 54 | 2.00 | 5.00 | 4.1296 | .93256 |
| ECON 5313_1 | 54 | 1.00 | 5.00 | 4.0926 | 1.01440 |
| ACCT 5302_1 | 54 | 1.00 | 5.00 | 4.0556 | 1.17227 |
| MANA 5337_1 | 51 | 1.00 | 5.00 | 4.0196 | 1.12232 |
| ACCT 5301_1 | 50 | 1.00 | 5.00 | 4.0000 | .90351 |
| INSY 5375_1 | 54 | 1.00 | 5.00 | 3.9259 | 1.04343 |
| BSTAT 5325_1 | 56 | 1.00 | 5.00 | 3.9107 | 1.08337 |
| BSTAT 5301_1 | 53 | 2.00 | 5.00 | 3.8868 | .91274 |
| OPMA 5364_1 | 47 | 1.00 | 5.00 | 3.8298 | 1.12905 |
| Valid N (listwise) | 45 | | | | |

**Are the courses we offer interesting?**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| FINA 5311_2 | 56 | 2.00 | 5.00 | 4.2143 | 1.00389 |
| ECON 5313_2 | 54 | 1.00 | 5.00 | 4.0370 | 1.04544 |
| MANA 5350_2 | 53 | 1.00 | 5.00 | 3.9623 | 1.15961 |
| MANA 5330_2 | 47 | 1.00 | 5.00 | 3.9149 | .95165 |
| MANA 5312_2 | 57 | 1 | 5 | 3.89 | 1.064 |
| MANA 5336_2 | 55 | 1.00 | 5.00 | 3.8909 | .99392 |
| OPMA 5361_2 | 55 | 2.00 | 5.00 | 3.8727 | 1.01934 |
| MARK 5311_2 | 53 | 1.00 | 5.00 | 3.8302 | 1.10481 |
| MANA 5331_2 | 47 | 1.00 | 5.00 | 3.8298 | 1.00691 |
| MANA 5337_2 | 51 | 1.00 | 5.00 | 3.8039 | 1.26522 |
| BLAW 5330_2 | 48 | 1.00 | 5.00 | 3.7500 | 1.10126 |
| ECON 5311_2 | 51 | 1.00 | 5.00 | 3.6863 | 1.14000 |
| OPMA 5364_2 | 47 | 1.00 | 5.00 | 3.6383 | 1.11171 |
| BSTAT 5301_2 | 52 | 1.00 | 5.00 | 3.4615 | 1.09296 |
| ACCT 5302_2 | 54 | 1.00 | 5.00 | 3.4074 | 1.31060 |
| BSTAT 5325_2 | 56 | 1.00 | 5.00 | 3.3750 | 1.15306 |
| ACCT 5301_2 | 51 | 1.00 | 5.00 | 3.3725 | 1.19935 |
| INSY 5375_2 | 54 | 1.00 | 5.00 | 3.3333 | 1.21314 |
| Valid N (listwise) | 44 | | | | |

**Are the courses we offer appealing?**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| MANA 5330_3 | 47 | 1.00 | 5.00 | 4.0000 | 1.08347 |
| MANA 5331_3 | 47 | 2.00 | 5.00 | 4.0000 | .90889 |
| MANA 5336_3 | 55 | 1.00 | 5.00 | 4.0000 | 1.01835 |
| FINA 5311_3 | 55 | 2.00 | 5.00 | 3.9818 | 1.09698 |
| MANA 5350_3 | 53 | 1.00 | 5.00 | 3.9434 | 1.11657 |
| MANA 5337_3 | 51 | 1.00 | 5.00 | 3.8824 | 1.16012 |
| ECON 5313_3 | 54 | 1.00 | 5.00 | 3.8704 | 1.18236 |
| BLAW 5330_3 | 47 | 1.00 | 5.00 | 3.8298 | .98509 |
| MANA 5312_3 | 57 | 1 | 5 | 3.82 | 1.136 |
| OPMA 5361_3 | 55 | 2.00 | 5.00 | 3.7455 | 1.12576 |
| MARK 5311_3 | 55 | 1.00 | 5.00 | 3.6909 | .90006 |
| ECON 5311_3 | 51 | 1.00 | 5.00 | 3.5686 | 1.04412 |
| OPMA 5364_3 | 47 | 1.00 | 5.00 | 3.4468 | 1.13843 |
| INSY 5375_3 | 54 | 1.00 | 5.00 | 3.4444 | 1.14376 |
| BSTAT 5301_3 | 53 | 1.00 | 5.00 | 3.3962 | 1.04402 |
| ACCT 5301_3 | 50 | 1.00 | 5.00 | 3.3600 | 1.04511 |
| ACCT 5302_3 | 54 | 1.00 | 5.00 | 3.2778 | 1.35168 |
| BSTAT 5325_3 | 56 | 1.00 | 5.00 | 3.2679 | 1.35501 |
| Valid N (listwise) | 44 | | | | |

**Do Employers Care about Curriculum?**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ECON 5313, Decisions and Strategies | 49 | 1.00 | 5.00 | 4.3946 | .81273 |
| MANA 5312, Management | 49 | 1.00 | 5.00 | 4.3401 | .79492 |
| BSTAT 5301, Introduction to Statistics | 49 | 1.00 | 5.00 | 4.2993 | .90841 |
| ACCT 5301, Financial Accounting | 52 | 1.00 | 5.00 | 4.1795 | .91099 |
| MANA 5350, Leadership | 54 | 1.67 | 5.00 | 4.0988 | .90568 |
| MANA 5336, Strategic Management | 54 | 2.00 | 5.00 | 4.0926 | .94595 |
| ACCT 5302, Managerial Accounting | 49 | 1.00 | 5.00 | 4.0816 | 1.03309 |
| BLAW 5330, Legal Environment | 52 | 1.00 | 5.00 | 4.0641 | .91713 |
| INSY 5375, Management of Information Technologies | 54 | 2.00 | 5.00 | 4.0185 | .91211 |
| MARK 5311, Marketing | 54 | 1.67 | 5.00 | 4.0000 | .90422 |
| ECON 5311, Economic Analysis | 52 | 1.00 | 5.00 | 3.9936 | .96900 |
| MABA 5337, Ethics and Business Environment | 52 | 1.00 | 5.00 | 3.9808 | 1.07540 |
| OPMA 5361, Operations Management | 54 | 1.67 | 5.00 | 3.9630 | .91497 |
| BSTAT 5325, Advanced Statistical Methods | 54 | 1.00 | 5.00 | 3.9568 | .88321 |
| FINA 5311, Financial Management | 54 | 2.00 | 5.00 | 3.9321 | 1.01845 |
| Valid N (listwise) | 0 | | | | |

**One-Sample Test**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | |
| | t | df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| ECON 5313, Decisions and Strategies | 37.850 | 48 | .000 | 4.39456 | 4.1611 | 4.6280 |
| FINA 5311, Financial Management | 28.372 | 53 | .000 | 3.93210 | 3.6541 | 4.2101 |

**Likes and Dislikes**

**Likes, UTA MBA Alumni**

1) Core class offerings
2) Course material
3) I liked the case studies that we covered in certain courses which prepared me for on the job circumstances.
4) Lots of data-driven courses that give solid quantitative skills.
5) Most, if not all, of the professors had real life experience in the subjects they were teaching. They could relate the concepts to something real.

6) The ability to overlap the MBA curriculum with another Masters program for a dual-degree.
7) Relevant assignments, labs, and software as part of my education.
8) Courses were not any different than undergrad - professors even used the same examples.
9) Too much repetition.

**Dislikes, UTA MBA Alumni**

1) Didn't learn much in some classes
2) I would have enjoyed better courses that taught programming skills.
3) There were a lot of presentations in the classes, but there was no real feedback on presentations and how one could improve their speaking. Some people are just naturally good, but there was no room to improve for others since we never got tips on how to improve.
4) Too much repetition
5) The BSTAT class was somewhat difficult for a non engineer person.
6) Some of the instructors were mostly reading through a Powerpoint for classes
7) Some of the classes were bland, not relevant, too academic instead of practical
8) In none of the courses was it necessary to buy the very expensive textbooks.
9) Some class requirements seemed unnecessary or not of value.
10) Economics professor used a weed out approach of a hard long exam at the beginning of the program to create shock effect. Didn't like his lecture style either, but it is what it is. I did fine in his class and it may have worked to get people to drop out, but would have preferred a different more engaging style. Such is life.
11) Classes that are outdated (accounting systems).
12) It would have been nice if there were more simulation type courses besides the capstone course. For example, I do not recall any option to take a negotiation course.
13) I wish there were more electives that we could choose so that we had the option of a focus for the cohort MBA. They could be offered at the Arlington campus but then advertised better on the Fort Worth one. I felt like not all of the cohort classes were beneficial even though we had to take them to complete the MBA.
14) Didn't gave a ton of data driven elements. I think the stats class and might have been the only one that required data sets and using them with sas, etc. would suggest more data analysis work using data sets and summarizing and practicing using excel or other data tools to summarize and display data. Think the business world has shifted and in my program that was missing. So some sort of data analysis class would be very meaningful.
15) I would require more statistics, finance, and programming / data science courses as I have found these subjects to be by far the most valuable skills in the job market.
16) I would include more real-world projects and examples for students to work on while learning the concepts. I feel like I learned the most from those.
17) Option for non finance/accounting specialists to reduce the number of those classes (maybe a combined one semester accounting?). Advertise other study abroad options than Spain+Portugal such as going on a bachelors study abroad and adding a project! Global diversity is important in business!!! Best classes I took were negotiations, management, marketing, international communications, and a bachelor+project study abroad. Also the female Econ teacher I had (Tara?) should win awards! Absolutely phenomenal at making us learn instead of regurgitate. Add an option to learn Six Sigma concurrently with MBA. Allow for dual degree partnership with the Communications department. Allow MBA students to take EMBA classes with teacher recommendation. And please please please clean, fix, and update the COBA bathrooms. So embarrassing...

**Health Care Administration (HCAD) Program Evaluation**

**Teaching Effectiveness**

In addition to traditional end-of-semester course evaluations completed by students and made available to faculty for continuous improvement, the health care administration program has utilized a modified SWOT analysis to engage students in identifying program strengths and weaknesses as a part of the strategic planning capstone course. Also included is student input on the relative value of the strongest and weakest courses in the program.

This input has been accumulated each semester for many years and thus provides trend data for program administrators to use not only for the curriculum review and continuous improvement processes, but also to identify strengths and weaknesses relative to individual classes and faculty members. If issues are detected, additional exploration and appropriate action is taken to ensure and enhance teaching effectiveness.

More recently, in light of COVID and the movement to online and hybrid course delivery, a systematic course review process has been developed by the College of Business to ensure teaching effectiveness in an online environment. The HCAD program was one of the first to step up and volunteer to go through the process. The intention is to do this course by course until all health care administration offerings have been reviewed, regardless of delivery modality. The information learned from this process will be used at the individual course/faculty level as well as collectively aggregated and used to improve overall program effectiveness.

**Student Engagement**

Given the HCAD program's current pursuit of CAHME accreditation, the CAHME criteria provide a framework that tells us exactly what is considered important for health care administration programs nationwide. We are currently in our CAHME self-study year and are therefore in the process of comparing our current activities and outcomes against these criteria, using the information to refocus our efforts, which includes student engagement.

As an additional effort to further enhance student engagement, a planned survey will collect input from students on both 'importance' and 'performance' relative to key program activities and outcomes. Results will be segmented by student *'life cycle'* stage – i.e. prospective students (*prospects*, *qualified leads*, and *applicant* subgroups), current students (early-, mid-, and late-program subgroups); and former students (*entry-*, *mid-level*, and *executive* subgroups for our graduates/alumni). This use of segmentation will allow the HCAD program to tailor its engagement approaches to students in a manner that is most meaningful to them.

**Curricula Management**

In an effort to provide curricula that best meets the needs of students, employers, and other key stakeholders, the healthcare administration program regularly reviews and revises its content. In addition, HCAD seeks to be fully responsive to internal or external forces that require temporary modification to the program. An example is flexibility in course delivery as a result of COVID.
For the 2020/2021 academic year, most HCAD courses are being offered in a hybrid format. Courses are also recorded in either Echo360 or Canvas Conference and therefore available to students 'on demand'.

Longer-term, HCAD intends to conduct an annual survey of its students, including information on course delivery preferences (segmented by prospective and current students). This information will inform ongoing curriculum decisions, including modality.

**Assurance of Learning Improvements and HCAD Core Competencies**

The major content learning areas for the master's degree program in health care administration are as follows:

- Introduction to health care administration
- Health care law
- Healthcare financial management
- Health care financial accounting
- Health care managerial accounting
- Health care leadership
- Teamwork and ethics
- Health care statistics
- Health care quality assessment
- Health care economics
- Health care strategy
- Health care services marketing
- Health care information systems
- Health care internship

During academic year 2018/2019 there were several leadership changes and reassignments within the College of Business. One of the principal tasks of the new leadership was to evaluate the curriculum in each of the academic departments and programs. In academic year 2019/2020 the Health Care Administration Program (HCAD) undertook a thorough review of its curriculum. The first task was to research available competency model alternatives, and then to vet them for relevance and appropriateness to the university's HCAD program mission and target student population. Several competency models were evaluated and after careful consideration of numerous criteria, the National Center for Healthcare Leadership (NCHL) competency model was selected. This selection was based upon input from the Health Care Administration Advisory Board (whose membership contains nearly 50% HCAD program alumni and 50% senior leaders from the health care field). Faculty and senior leadership in the College of Business were also involved in the vetting and selection process.

In 2019/2020 the Health Care Administration Advisory Board participated in an extensive dialogue in their semi-annual meetings to evaluate the appropriateness of the NCHL competency matrix. Following the adoption of the NCHL competency model, the Advisory Board members and the HCAD faculty used a two-round, multiple voting method to narrow the focus of the individual competencies from 28 to 10. Though each of the 28 competencies has individual merit, narrowing of the number of competencies was done to provide an emphasis in the areas that the HCAD program a) was already recognized, or b) wanted to improve.

The results of the Board's evaluation were then shared with the HCAD Graduate Studies Committee and the Department Chairs of the College of Business so that they could be aware of the NCHL model selection and provide any feedback on the model. Following this, virtual and in-person meetings were held with the faculty who teach in the HCAD program.

The consensus of all was to proceed with the adoption and use of the NCHL model. The next task was to compile an inventory map of the competencies contained within and among the course offerings for the HCAD MS degree. Each faculty member who teaches in the HCAD program submitted their syllabus for a preliminary review by the HCAD Program Director and Assistant Director. Each faculty member was then interviewed regarding the competencies that they believed were targeted in their individual course and evaluate the "weight of contribution" of the competencies in the course.

A matrix was then created to visually display the inventory of the competencies across the program for further analysis and consideration. After allowing some time for reflection, a second round of review was conducted with the faculty to determine if they wish to reconsider their initial competency targets, and to determine if there were any key gaps that should be addressed within the program. Each faculty member was asked to ensure the key relevant competencies were explicitly mentioned/referenced in their syllabus and to identify the method of assessment they were going to use so that each student would be aware.

**Student feedback**

As referenced in the teaching effectiveness section above, in the final capstone course of the program the professor solicits anonymous "exit interview" input from the students regarding many facets of the program including program's strengths, weaknesses, and their opinion of the relative value of the strongest and weakest courses in the program. This input has been accumulated for many years and was included in the curriculum evaluation.

**Internship feedback**

Input is regularly obtained from the internship representatives of the various institutions where internships are provided. In 2019/2020 the internship coordinators were asked to use the newly developed competency matrix for their assessments. This then created a feedback loop on competency assessment from the internship coordinators' vantage point.

Two areas of knowledge were identified as opportunities to improve the curriculum. The first course was Strategic Human Capital Management. This course had been a part of the program, but several years ago it was combined into the health care leadership, teamwork, and ethics course to make way for the addition of an additional healthcare finance course. Since the health care field is primarily a labor-intensive service industry, the additional focus on strategic human capital management is essential. The second proposed course is Health Care Data Analytics. This was a knowledge area brought forth from the Health Care Advisory Board. Their observation and recommendation are based upon the skill set that current health care employers are seeking when recruiting for new health care graduates.

The next step in the program and evaluation process will be to assess 1) the sequencing of the courses in the program to ensure that the program learning path is optimal, and 2) if there are any opportunities for integrating key knowledge and skill development across the curriculum. These proposals will then be presented to the faculty who teach within the program, the HCAD graduate studies committee, and the Graduate Assembly. It is anticipated that the final approval will have to come from the University of Texas System level and the Texas Education Coordinating Board. This approval process could be two years in duration.

**Responses to COVID**
The university developed plans to prepare for dealing with the COVID pandemic.
**Safety –**

- State and local government safety requirements were monitored, met, or exceeded
- Faculty and Staff participation
  - Faculty & staff must complete mandatory COVID-19 return to campus training.
  - Faculty & staff must wear masks and complete a temperature and symptom check before coming to campus.
  - Classroom layout must accommodate social distancing.
  - Hand sanitation stations are readily available.
  - Public drinking fountains have been turned off.
  - Ventilation systems were programmed to provide the maximum amount of outside air with single pass, which maximizes amount of fresh air.
- Student participation
  - Students must wear masks while in the building
  - Students must complete mandatory COVID-19 return to campus training
  - Students must maintain social distancing in the classroom, and all other locations in the building.
  - Students must frequently wash hands
  - Hand sanitation stations are readily available.
  - Students were directed to stay home if they had symptoms.
  - Learning and testing accommodations were provided to students who were unable to attend class due to isolation or quarantine.

# Marketing BBA Summary

## Curriculum Content

- Undergraduate students in MARK 3370 are graduating with a reasonable level of competency for using Hootsuite Platform and Google Ads (with external certifications)

## Curriculum Management

### Curriculum Committee (Fall 2019 – Present)

Fall 2019 – to present | Curriculum committee with 3 members charged with completing a comprehensive review of the marketing undergraduate curriculum

Meet ~6 times per year

Conduct online surveys within the department about current / new course offerings, prerequisites, curriculum mapping, degree requirements, and course descriptions

Beginning Fall 2021, we will also conduct an evaluation for our postgraduate marketing program.

When conducting the BBA curriculum review, we came up with 3 main objectives for the Marketing BBA program in the next 5-10 years: (1) Increase accessibility by reducing the amount of prerequisites, (2) Identify areas in which UTA can excel in today and build upon for the future (realizing that building is somewhat limited without additional resources), and (3) Provide course offerings that reflect the demands of the market.

For the first objective, we have already lowered the prerequisite for MARK 3321 from 45 credit hours to 30 credit hours. We hope this increased accessibility allows students the flexibility to try marketing earlier on in their studies and be encouraged to pursue a degree in marketing.

For the second objective we decided that in order to identify areas for growth, we could use external support. We therefore proposed the formation of an advisory board of industry leaders and accomplished professionals with background in the field of marketing who could help the BBA curriculum committee by giving guidance and leadership on issues relating to UTA curriculum, business needs, educational quality, collaboration with industry, and strategic issues that affect the future of the marketing department at UTA.

By following our second objective, we can have more insights for providing course offerings that reflect the demands of the market (our third objective). Based on our curriculum committee research, we have already identified a gap in our curriculum for digital marketing and marketing metrics, which we are moving forward with adding to our curriculum. As we add more "digital" course offerings in the future, we may also consider adding a digital marketing track.

### Course Coordination and Standardized Curriculum

- MARK 3321 – Principles of Marketing
    - Standardized curriculum
    - Starting Fall 2015 Coordinator implemented annual meetings to go over best practices

    - ~6-10 people per meeting
    - Shared best practices and revised standardized guidelines in course
    - AOL instrument discussed as a group and revisions proposed
- MARK 3370 – Social Media Marketing
    - Developed Fall 2016, started Spring 2017
    - Lot of growth (add data)
    - Started with Cengage, changed to Stukent
    - Added Simulation
- BCOM 3360 – Effective Business Communication
    - Standardized curriculum requirements; meetings held 2-3 times per semester
- Sales Program Certificate started 2016
    - More interface with community
    - Changes to Rubric (UEP)
    - Scholarship money for best student presentations (initiated in 2017)

## Engagement

- AMA involvement
- Marketing Internships
- Sales Competitions
- Social Media Marketing Competition

## Innovation, Experiential Learning, Lifelong Learning, and Societal Impact

- Currently developing Marketing Advisory Board for future curriculum management and involvement with courses (came from Fall 2019 Curriculum Committee outcomes)
- BCOM Labs (added 2015)
- Used LinkedInLearning to create our new professionalism badge
- BCOM VMock (added Summer 2017)
- Developing Retail Hybrid course to give students more experiential learning opportunities outside of class

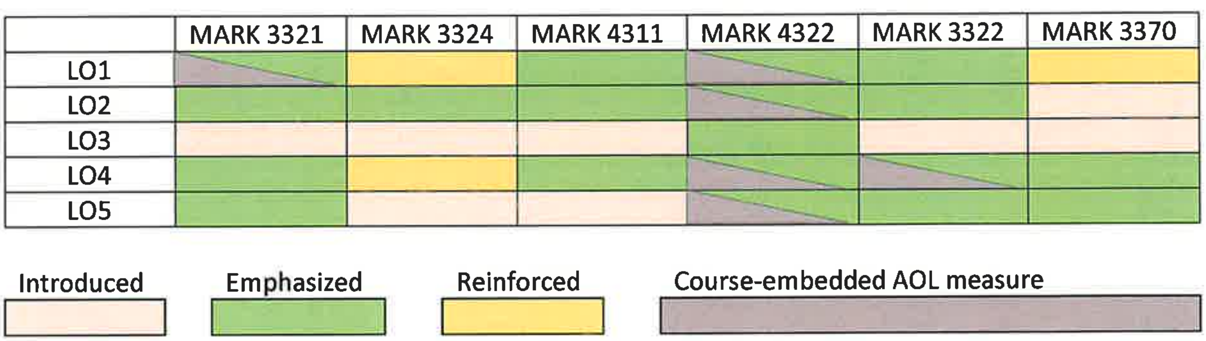
## Assurance of Learning Processes & Curriculum Mapping Summary

| Core Curriculum Objectives | *Intended Outcomes | | | |
|---|---|---|---|---|
| **Core Curriculum Objectives** | **Application of Marketing Concepts** Marketing students completing MARK 3321 and MARK 4322 will ... | **Ability to perform and interpret a market analysis** Marketing students completing MARK 4322 will ... | **Demonstrate strategic problem solving and decision-making ability** Students will be able to evaluate ... | **Marketing Communication Competency** Students should be capable of effectively presenting, ... |
| **Core: Communication** To include effective development, interpretation and expression of ideas through written, oral and visual communication. | ✔ | ✔ | ✔ | ✔ |
| **Core: Critical Thinking Skills** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. | ✔ | ✔ | ✔ | ✔ |
| **Core: Empirical and Quantitative Skills** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. | | ✔ | | |
| **Core: Teamwork** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | | ✔ | ✔ | ✔ |
| **Core: Personal Responsibility** To include the ability to connect choices, actions and consequences to ethical decision-making. | | | | |
| **Core: Social Responsibility** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, nationa ... | | | | |

### UEP Learning Objectives

**Student learning objectives used for UEP (faculty driven process)**

| Marketing students will be able to... | |
|---|---|
| LO1 | understand how managers apply the marketing concept in an everchanging environment |
| LO2 | demonstrate the ability to perform and interpret a market analysis |
| LO3 | demonstrate competency in developing a professional marketing plan |
| LO4 | demonstrate competency in oral and written communication |
| LO5 | show evidence of strategic problem-solving decision-making |




### LO1: Understand how managers apply the marketing concept in an everchanging environment

*MARK 3321*

Students in MARK 3321 will take a standardized quiz with questions related to targeting, positioning, marketing mix, and market orientation. The quiz will be comprised of a set of multiple-choice questions. At least 70% of the students should achieve at least 75% on the test.

| MARK 3321 | Fall 2018 | Spring 2020 |
|---|---|---|
| # of students | 373 | 267 |

| | | |
|---|---|---|
| % of students with 75% or higher | 72.9% | 80.15% |
| Marketing Concept | 72.9% | 79.59% |
| Marketing Mix | 87.4% | 82.02% |
| Targeting | 80.1% | 81.65% |
| Positioning | 74.7% | 91.39% |

*MARK 4322*

All students in MARK 4322 will take a comprehensive final exam with questions that assess student's ability to interpret segmentation, positioning, and targeting processes. The exam is included short answer and essay questions on these topics. The average grade should be at least 75% with no less than 80% of student grades above 70%.

| MARK 4322 Exam | Spring 2019 | Fall 2019 |
|---|---|---|
| # of students | 114 | 90 |
| Average | 76.4% | 70.1% |
| % of students with 70% or higher | 72.8% | 63% |

## LO2: Demonstrate the ability to perform and interpret a market analysis

*MARK 4322*

Students enrolled in MARK 4322 will analyze at least one 'real life' case study as member of a team. The average grade on the "methods" section of these team cases should be at least 85%.

| MARK 4322 Case Study | Spring 2019 | Fall 2019 |
|---|---|---|
| # of students | 114 | 90 |
| Average | 90.2% | 90.2% |
| % of students with 70% or higher | 100% | 98% |

Students enrolled in MARK 4322 will prepare a marketing plan for a real-life client as a member of a team. The average grade on the "methods" section of this team assignment should be at least 85%.

| MARK 4322 Capstone Assignment/Project | Spring 2019 | Fall 2019 |
|---|---|---|
| # of students | 114 | 90 |
| Average | 86.1% | 89.1% |
| % of students with 70% or higher | 100% | 98% |

## LO3: Show evidence of strategic problem-solving decision-making

*MARK 4322*

## LO4: Demonstrate competency in oral and written communication

*MARK 3322*

Students enrolled in MARK 3322 will prepare a professional sales presentation to a 'real life' buyer. Industry professionals will assess the quality of these sales presentations on a 10-point scale. The average score from industry professionals on these presentations should be 7.5/10, with 80% of these grades above 7.0.

| MARK 3322 Sales Presentation | Fall 2018 | Spring 2019 | Fall 2019 |
|---|---|---|---|
| # of students | 128 | 122 | 132 |
| Average | | | |
| % of students with 7.0 or higher | | | 91% |

## UEP Core Curriculum Objectives

Core Curriculum Objectives used for UEP

| Curriculum should focus on... | | |
|---|---|---|
| CO1 | Communication | Effective development, interpretation, and expression of ideas through written, oral and visual communication |
| CO2 | Critical Thinking Skills | Creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information |
| CO3 | Empirical and Quantitative Skills | Manipulation and analysis of numerical data or observable facts resulting in informed conclusions |
| CO4 | Teamwork | Ability to consider different points of view and to work effectively with others to support a shared purpose or goal |

| | MARK 3321 | MARK 3324 | MARK 4311 | MARK 4322 | MARK 3322 | MARK 3370 |
|---|---|---|---|---|---|---|
| CO1 | | | | | | |
| CO2 | | | | | | |
| CO3 | | | | | | |
| CO4 | | | | | | |

Introduced Emphasized Reinforced Course-embedded AOL measure

## Assurance of Learning (AoL) Learning Objectives

We assess four learning goals for the undergraduate program. Learning goals for undergraduate students are as follows:

| Students will be able to... | |
|---|---|
| AoL1 | display an understanding of the multiple business functions |
| AoL2 | demonstrate evidence of critical thinking, problem solving, and decisional ability in dealing with strategic and other business problems and situations |
| AoL3 | show evidence of understanding, analyzing, and using quantitative data to make business decisions and reports to stakeholders |
| AoL4 | communicate effectively in writing |

| | MARK 3321 | MARK 3324 | MARK 4311 | MARK 4322 | MARK 3322 | MARK 3370 |
|---|---|---|---|---|---|---|
| AoL1 | | | | | | |
| AoL2 | | | | | | |
| AoL3 | | | | | | |
| AoL4 | | | | | | |

Introduced Emphasized Reinforced Course-embedded AOL measure

## Marketing Internship Improvements

- Problem: Enrollment in the program was very low for marketing. After some research, it became apparent that the biggest problems were: (1) low awareness, (2) difficult to apply; process was cumbersome.
- Solution: Made changes to increase awareness and make the process easier to enroll and apply (Fewer forms to fill out, less people to hand the forms to because it was more coordinated, and application now being offered online)
- Result: The marketing internship program has grown (up until COVID-19)

Enrollment Counts (Undergrad)

| DEPARTMENT | INTERNSHIP COURSE | Spring 2018 | Summer 2018 | Fall 2018 | Spring 2019 | Summer 2019 | Fall 2019 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|
| ACCT | ACCT 4393. ACCOUNTING INTERNSHIP | 14 | 0 | 8 | 27 | 5 | 0 | 17 |
| ADVT | ADVT 4395. PROFESSIONAL INTERNSHIP | 2 | 0 | 3 | 0 | 0 | 0 | 3 |
| ECONOMICS | ECON 4393. ECONOMICS INTERNSHIP | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| FINANCE | FINA 4393. FINANCE INTERNSHIP | 4 | 7 | 5 | 13 | 17 | 17 | 15 |
| INFORMATION SYSTEMS | INSY 4393. INFORMATION SYSTEMS INTERNSHIP | 4 | 9 | 5 | 7 | 10 | 5 | 5 |
| MARKETING | MARK 4393 MARKETING INTERNSHIP | 1 | 4 | 0 | 15 | 8 | 14 | 23 |
| MANAGEMENT | MANA 4393 MANA INTERNSHIP | 5 | 6 | 7 | 9 | 6 | 9 | 15 |
| OPERATIONS MANAGEMENT | OPMA 4393. OPERATIONS MANAGEMENT INTERNSHIP | 0 | 0 | 0 | 2 | 5 | 2 | 0 |
| LEADERSHIP STUDIES | LSHP 4315. EXECUTIVE INTERNSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BUSINESS HONORS | BHNR 4393. BUSINESS HONORS INTERNSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

- More improvements:
  - Task Force
    - Starting Spring 2020 development of Internship Task Force (4 people: marketing internship coordinator, accounting internship coordinator, career development contact, and advising contact)

        - Purpose: build a vision for the internship program, make it more coordinated, share best practices, develop policies and consistent practices
    - CRM Database (started Sep 18, 2019):
        - Email blast campaign sent every semester to COB students
        - Tracking students coming in and out of program
        - Understand what students are interested and connect with students more throughout the program

## BCOM Improvements

A Business Communication course, focused on writing skills, has been offered for our undergraduate (junior level) students for some time. For several years only two programs, Marketing and Accounting, required this course in their BBA degree. The feedback from employers, however, was clear, and in Fall 2013, the curricula was changed to require this course in all College of Business undergraduate degree plans.

In Fall 2015, we added a professionalism lab to this course, in order to improve students' ability to interview and succeed in business. The lab is moderated by a faculty member, but each session features an outside speaker. Topics include business and dining etiquette, interviewing skills, mock interviews, dress for success (men and women), resume writing, networking, and communication across generations, among others.

**INNOVATION**: To improve written communication skills, a business communication course is now required of all undergraduate students. To improve our students' soft skills, a lab is now attached to the business communication course. The lab covers topics in professionalism. It is moderated by a faculty member, but class sessions are delivered by staff from career services and business practitioners.

In Fall 2016, we had anticipate adding similar professionalism training to MBA and the specialty Masters' students. Our aim was to ensure that these students are employable and promotable upon graduation.

We are now seeking a way to include similar curricula in our MBA program, most likely integrated into each course rather than as a separate lab. We are launching an alumni and employer survey of our students' soft skills next semester, and plan to repeat it every other year in order to evaluate and refine the programming.

### BCOM AOL

College of Business goals for BBA/BS and MBA programs are as follows:

1. Display understanding of multiple business functions (finance, marketing, etc.) and cross-functional problems and issues.
2. Show evidence of critical thinking, problem-solving and decisional ability in dealing with strategic and other business problems and situations.
3. Show evidence of understanding, analyzing and using quantitative data to make business decisions and report to stakeholders.
4. Demonstrate competency in written communication through presentation of clear and concise information.

Goal 4 for the BBA program is assessed in the required Business Communication course for all undergraduate students. A specific writing assignment is created for this assessment by the instructor. The assignment is graded via a standard rubric. Our expectation is at least 70% of the students will score at least 70% in this assessment. Overall our students have met our expectations on this goal.

## Changes to Curriculum Beginning **FALL 2017**

BCOM Lecture

***Résumé Writing***

1. Require that every student write 2 résumés and cover letters as part of BCOM **lecture** coursework. One résumé will be collected at the beginning of the semester BEFORE instruction. One résumé will be collected after the résumé instruction to ensure external validity. Resume instruction needs to be moved up toward the beginning of the curriculum so that interviews can take place at the end of the semester.
2. Teach résumé/cover letter lesson during **lecture** in a classroom where every student actively participates in the writing process by bringing their laptops to class. Students will also do a peer group workshop so that they get feedback on their résumé/ cover letter during class.
3. Require every student to attend a mandatory Résumé/Cover Letter writing session with Lockheed Martin Career Development Center. Résumé and Cover Letter sessions are available every Thursday at 2 PM and every Friday at 10AM in the Training Room at the Career Development Center. Students must register in advance. CDC staff can sign a note saying the student attended, which the students can then upload to Blackboard for a grade.
   *An alternative to this requirement could be a mandatory résumé/cover letter session one-on-one with CDC staff if the student cannot make a group session.
4. BCOM faculty and business students will pick a unique résumé template to use for all UTA business students – graduate and undergraduate to be used in future semesters.
5. BCOM faculty will score the résumés that we collected last semester and sent to the writing center for assessment purposes with our rubric. If there is a disparity, we will meet with the writing center to discuss writing expectations for résumés and cover letters.
6. We can also require a specific score achievement on VMOCK.

***Interviewing***

1. Require every BCOM **lab** student to use Interview Stream, which gives the student ten questions to answer and tapes their answer. Require that student send interview to their peer group to review. The student can upload a copy of the feedback to Blackboard for a grade in BCOM lab. Students must both interview and critique others to receive a grade.
2. Require every BCOM **lab** student to attend a mock interviewing session (after their résumé and cover letter session and after their taped interview stream interview) held

once per semester at the CDC. These interviews will be conducted by alumni and held at the CDC. BCOM faculty will pick one week near the end of the semester.

## Changes to Curriculum Beginning **Spring 2018**

***Course Resources/Textbook***

1. Beginning Spring 2018, switch from McGraw Hill to Pearson.
    1. Incorporate Pearson Professionalism Badges into BCOM **lab** curriculum.
    2. Incorporate new Professionalism textbook into BCOM **lab** course.
    3. Incorporate new BCOM textbook into **lecture** course. Price for student stays the same for all additional components.
    4. *We may want to consider requiring the Pearson EXCEL proficiency for all students for future semesters.

## PhD Program Assessment of Learning

The Ph.D. program in the College of Business continues to focus on improving the ability of our students to succeed as faculty in Texas and the broader world. During this 2019-20 we improved our funding and implemented an academic writing course to better develop students as academic writers. Despite these successes, our assessment of our performance on our five goals this past year shows areas for improvement.

**Goal 1**: Students will show in-depth knowledge of their field of specialization.
**Goal 2**: Students will have a high level of competence in conceptualizing, conducting, completing and disseminating original research
**Goal 3**: Students will be able to design rigorous, impactful, research studies and draw meaningful, valid conclusions from the results.
**Goal 4**: Students will be able to choose appropriate statistical techniques to answer research questions, analyze data using statistical software, and interpret results of data analysis.
**Goal 5:** Students will process knowledge of and be able to use advanced econometric techniques.

The following table lists the core learning objectives in our program.

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| Students will show in-depth knowledge of their field of specialization. | Issue 1: Successfully pass PHD Comprehensive Exam.<br><br>Action Steps: We assess student's in-depth knowledge by requiring a major comprehensive written exam.<br><br>Assessment Methodology: This past year 15 students took the comprehensive exam. Of these, 11 passed, 4 failed (requiring a total retake). Our goal is a 100% passing rate, which was not met.<br><br>Issue 1: Our assessment was that PhD applicant pool is not as strong as we would like, which has sometimes led us to admit weaker students who perform more poorly in the program. As such, we are taking proactive steps to enhance the quality of the applicant pool.<br><br>Action Step 1: Because we often receive applications from talented students who do not have a Master's degree, we added a Bachelor's-to-PhD track to our PhD program. Previously students were required to complete 30 hours at the Master's level before they were eligible for admission to our PhD program which meant successful applicants usually had an MBA. Yet, because the MBA is not a research degree these students were no more well-prepared for PhD study than those with undergraduate degrees. Our new Bachelor's to PhD track allows us to admit students without 30 hours at the Master's level. This enabled admission of two promising students for Fall 2020 who we previously could not have admitted. |

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| | Action Step 2: Many of our top applicants choose other programs because our funding is not competitive. Effective this year we have increased the stipend for the PhD assistantship to \$24,000 for 9 months (raised from \$18,900 for 9 months).<br><br>Action Step 3: We are institutionalizing a process to advertise our PhD program more proactively. The PhD office is contacting all PhD Alumni to share improvements to the PhD program and ask them to recommend the UTA PhD to talented undergrad and Master's students. The PhD office is also sharing news through a new PhD newsletter which is shared with alumni, colleagues at other universities and Deans and Associate Deans of regional universities. |
| Students will have a high level of competence in conceptualizing, conducting, completing and disseminating original research. | Issue 1: We use a rubric to evaluate dissertation quality. This rubric is completed by each student's dissertation chair after the dissertation defense. Our goal is for at least 90% of students to be rated Acceptable or Excellent on all measures.<br><br>Assessment: Our goal was met. All 15 students who defended their dissertations during AY 2019-2020 received ratings of acceptable or excellent on more than 90% of the ratings.<br><br>Action Steps: Although all students met this goal, the biggest weakness identified was ability to write. Last year we offered a writing seminar on an exploratory basis and found students who took the class improved as academic writers. We have now adopted the academic writing class as a permanent class that will be taught every semester by a PhD in English. We are also offering a 1-credit independent study with the same instructor who will work with students to teach them how to edit their own writing. These additions of formal instruction on writing have been well-received by PhD students and faculty who chair dissertations. |
| Students will be able to design rigorous, impactful, research studies and draw meaningful, valid conclusions from the results. | Issue 1: Take course in research design (BSAD 6311). Students are expected to develop a research proposal in their area of research as their final project for BSAD 6311. Our goal is that 90% of students will achieve 80% or higher on their final research proposal project<br><br>Assessment: Of the 13 students enrolled in BSAD 6311 in Spring 2020, 77% (10 of 13) received 80% or higher on their research proposal.<br><br>Action Steps: Some of the students performed more poorly than is typical in BSAD 6311 during Spring 2020. However, the poor performance of a few students can likely be attributed to the tremendous stress the students were under given the mid-semester switch to an online modality due to COVID-19. |

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| Students will be able to choose appropriate statistical techniques to answer research questions, analyze data using statistical software, and interpret results of data analysis. | Issue 1: Take Course in Multivariate Statistics (BSAD 6314). PhD Students will be able to conduct data analysis using multivariate techniques such as regression, factor analysis, MANOVA, discriminant analysis, logistic regression, and structural equation modeling, and interpret results of analyses. Our goal is for 90% of students to 80% or more of final exam questions on these topics correctly.<br><br>Assessment: Our goal was met as 12 of 13 students (92%) answered at least 80% of the relevant questions correctly. |
| Students will possess knowledge of and be able to use advanced econometric techniques. | Issue 1: Take course in Econometrics 2 (BSAD 6318). Students will be able to use econometric techniques such as instrumental variables and analyze panel data. Our goal is that 90% of PhD students enrolled in Econometrics 2 will answer 80% of questions on the final exam correctly.<br><br>Assessment: Our goal was not met as only 6 of 8 students (75%) answered at least 80% of these questions correctly. However, the fact that performance was a little lower than is typical can likely be attributed to the tremendous stress the students faced given the mid-semester switch to an online modality due to COVID-19. |

PLACEMENTS

The College of Business aspires to be a premier business school at a Carnegie R1 institution that will soon be classified as a National Research University in the State of Texas (Texas Tier 1 Research University). To be classified as a National Research University in Texas, UTA must graduate 200 PhD students each year and PhD students who graduate from COB are important to meeting this goal. In AY 2019-2020, UTA met the requirements for National Research University in the State of Texas and is currently undergoing the application process.

The doctoral programs in Business at UTA seek to place students in tenure track faculty jobs at AACSB accredited institutions. We are typically quite successful in doing this, although last year our placement was not as good as typical due to the COVID-19 pandemic. In AY 19-20 we graduated 15 PhD students, 7 took tenure-track jobs at AACSB universities and 4 took tenure-track jobs at non-AACSB universities. Given the extraordinary circumstances of COVID-19, for the 4 graduates who did not place at other universities we created post-doctoral fellow positions for them to work in the UTA College of Business for one year.

Placements for 2019-2020 were:

- California State University-Bakersfield (AACSB accredited)
- Texas A&M International University
- Clarkson University (AACSB accredited)
- Alfred University (AACSB accredited)
- Mary-Hardin Baylor
- Metropolitan State University of Denver (AACSB accredited)
- Valparaiso University (2 graduates placed, AACSB accredited)
- University of Wisconsin-River Falls
- Northeastern State University
- National Cheng Kung University, Taiwan (AACSB accredited)

PhD STUDENT RECRUITING

The goals of recruiting are twofold: 1) to recruit highly competitive applicants with multiple offers, and 2) to recruit applicants from underrepresented minority groups to contribute to the need for faculty similar to our diverse study body. To increase our ability to compete for PhD talent effective AY 20-21 we raised our 9-month stipend for PhD students from $18,900 to $24,000. We also launched a PhD newsletter to facilitate connections between PhD Program alumni and UTA and to serve as a reminder to our alumni to refer talented students to apply to PhD programs in COB. We have always participated in the PhD Project and we have recruited some underrepresented minority applicants this way. However, in the past several years we have had additional success in recruiting more African American/Black students through outreach to academic colleagues (see Tables below). Our outreach efforts include reaching out to friends/colleagues at other institutions (and sending them our newsletter) as well as our alumni and contacting Deans and Associate Deans at schools in Texas and the surrounding community to let them know of our desire for good PhD applicants. Finally, we previously lost good applicants because of PhD programs required applicants have 30 hours of credit at the graduate level to be admitted to the PhD program. Because every year we received inquiries from great applicants who were not eligible for admission because they did not have enough credits at the graduate level, we recently added a Bachelor's to PhD track to our program which allows us to admit students to the PhD program as long as they have an undergraduate degree. We have already admitted 2 students under this track for AY 20-21.

| 2020 | Total | Avg GMAT | Avg GRE | % women | % international | % Hispanic | % Black |
|---|---|---|---|---|---|---|---|
| Applicants | 131 | 520 | 301 | 54% | 74% | 3% | 5% |
| Accepted | 15 | 519 | 310 | 60% | 54% | 7% | 7% |

| 2019 | Total | Avg GMAT | Avg GRE | % women | % international | % Hispanic | % Black |
|---|---|---|---|---|---|---|---|
| Applicants | 161 | 531 | 300 | 47% | 77% | 0% | 5% |
| Accepted | 14 | 548 | 314 | 43% | 79% | 0% | 15% |

| 2018 | Total | Avg GMAT | Avg GRE | % women | % international | % Hispanic | % Black |
|---|---|---|---|---|---|---|---|
| Applicants | 125 | 521 | 300 | 38% | 68% | 5% | 4% |
| Accepted | 11 | 527 | 307 | 55% | 55% | 0% | 9% |

| 2017 | Total | Avg GMAT | Avg GRE | % women | % international | % Hispanic | % Black |
|---|---|---|---|---|---|---|---|
| Applicants | 138 | 523 | 303 | 38% | 72% | 3% | 8% |
| Accepted | 14 | 548 | 308 | 29% | 65% | 0% | 8% |

| 2016 | Total | Avg GMAT | Avg GRE | % women | % international | % Hispanic | % Black |
|---|---|---|---|---|---|---|---|
| Applicants | 164 | 518 | 302 | 45% | 65% | 5% | 10% |
| Accepted | 19 | 535 | 311 | 32% | 79% | 0% | 0% |

CURRENT STUDENTS

We currently have 76 PhD students across 6 different areas of specialization: Finance, Accounting, Management, Marketing, Information Systems, and Operations Management/Management Science, with an average GPA is 3.79. They are 51.3% female, 65.7% international, 3.9% Hispanic, and 15.7% Black.