AACSB
Continuous Improvement Report

University of Houston - Victoria
School of Business Administration
Victoria • Sugar Land • Katy • Online

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Dean

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INTRODUCTION

The University of Houston–Victoria (UHV) is one of four public universities in the University of Houston System (UHS) governed by its Board of Regents. UHV is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor’s and master’s degrees, with the most recent review completing in December, 2014. Four schools make up UHV including the School of Arts and Sciences, School of Business Administration, School of Education and Human Development, and School of Nursing. Since its founding in 1973 as an upper-level institution located in Victoria, Texas, UHV has become a four year university, admitting freshmen in Fall 2010. UHV enrollment over the past five years has increased from approximately 3700 to 4400 students, with the current total including 1400 graduate students.

The following report is a summary of activities of the UHV School of Business Administration (SBA) over the five-year period that includes academic years 2009-10 through 2013-14. The report is based on the 2003 AACSB accreditation standards revised January 31, 2012 and the AACSB Maintenance of Accreditation Handbook updated July 2012. As per the Handbook, this report includes five sections: situation analysis, progress update on items from previous review, strategic management, participants, and assurance of learning. An appendix containing required tables and other SBA reports are also included.
1. SITUATION ANALYSIS

As one of four universities of the University of Houston System (UHS), UHV is an integral part of the UHS Strategic Plan. UHV aligns its mission, goals, and strategic plan with those of UHS. The UHV organization chart is shown in Figure 1 along with the organizational chart for the SBA. Over the past 20 years, UHV has served the Victoria campus and undertaken an outreach program by offering programs online and onsite in the Greater Houston area not served by other UHS universities. Currently, the UH System is developing a strategic plan for the Sugar Land area which may result in the relocation of UHV’s outreach activities.

The SBA currently offers four degrees: the Bachelor of Business Administration (BBA), Strategic Master of Business Administration (SMBA), Global Master of Business Administration (GMBA), and Master of Science in Economic Development and Entrepreneurship (MSEDE).

Since Fall 2009, enrollment in the School of Business Administration has grown from 1,531 to 1,898 students in Fall 2013, including 863 graduate students. Table 1.1 reflects the number of students who have graduated from each of our programs over the past five academic years.

<table>
<thead>
<tr>
<th>Table 1.1: SBA Graduates – Past Five Academic Years</th>
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<td>BBA</td>
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<tr>
<td>Strategic MBA</td>
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<td>MSEDE</td>
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<td><strong>Total</strong></td>
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The SBA offers classes in three locations and online. Student credit hours for Fall 2013 and Spring 2014 totaled 1755 in Victoria, 3795 in Sugar Land, 2499 in Cinco Ranch (Katy), and 16650 online. SBA faculty are actively involved in scholarship, and 44 full-time faculty are academically qualified. Table 1.2 summarizes our faculty’s intellectual contributions over the period of January 1, 2010 to July, 2014.

<table>
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<th>Table 1.2: Intellectual Contributions January 1, 2010 to July, 2014</th>
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<tr>
<td>2010</td>
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In the past five years, the SBA has attracted over $1.4 million in outside funds through community engagement and external support including international initiatives.
Achievements

- **Online delivery** – We continue to enhance our online courses with current instructional technologies. Our Strategic MBA, Global MBA, and BBA are all included among GetEducated.com’s Top 25 Best Buys in accredited online business programs. Create a Career, a leading resource for career information, ranks our BBA program #10 in their list of affordable online business degrees.

- **New concentrations** – The needs of the community are the impetus behind developing two new concentrations for BBA students, Supply Chain Management and Healthcare Administration. Today, we offer seven concentrations for BBA students: Accounting, Finance, General Business, Healthcare Administration, Management, Marketing, and Supply Chain Management. MBA students can select electives to complete a concentration in Accounting, Finance, Management, Marketing, International Business, Entrepreneurship, or Economic Development.

- **Diversity** – We are consistently ranked as one of the best schools for minority students and those with families. In 2013, the Princeton Review and Entrepreneurship Magazine ranked UHV as #2 Greatest Opportunity for Minority Students. The Princeton Review also ranked UHV as #10 for Most Family Friendly. We have students from 25 countries as well as a diverse faculty.

- **Growth** – Enrollment in the SBA undergraduate program has continued to grow, as more people have discovered our high quality programs, affordable tuition, flexible scheduling, and student services. Just recently, the Houston Business Journal recognized the SBA as having the second largest Houston-area MBA program. In order to facilitate enrollment growth and additional concentrations, the SBA has increased its number of full-time faculty. The SBA also added the position of associate dean, a third department to its organizational structure, and another student advisor in Victoria.
• **Physical expansion** – Since the completion of Brazos Hall in 2009, the Sugar Land campus has expanded to include a state-of-the-art library and additional office space for our faculty and amenities for our students. The Victoria campus has added three residential facilities, Jaguar Hall, Jaguar Court, and Jaguar Suites, aiding UHV’s transformation to a destination university. In Fall, 2013, UHV broke ground on the new Academic & Regional Economic Development Building on the Victoria campus, which will be home to the SBA beginning in March, 2015.

![Ground breaking ceremony for the Academic and Regional Economic Development Building, home to the SBA in Victoria](image)

• **International Education** – The Wu-Feng Center for International Business Education was founded in 2013 thanks to a $600,000 contribution from prominent Chinese businessman Bingxin Wu and his wife, Shuqin Feng. This is the largest donation the SBA has ever received and will allow more UHV business students to travel to China and to study international business.

![WU FENG CENTER FOR INTERNATIONAL BUSINESS EDUCATION](image)
• **Endowments and Awards** – Over the past five years, to support faculty research and teaching efforts and enhance students’ educational experiences, the Ron Sardessai Endowed Professorship, the Endowed Professorship in Healthcare Management funded by Regency Post-Acute Healthcare System Inc., Bloomberg BusinessWeek Research and Teaching Awards, the Willis Group Distinguished Speaker Series, and the SBA Partnership Professorships were established. In addition, numerous SBA summer research and teaching grants have been awarded to faculty each year.

![Image](image1.png)

Dean Farhang Niroomand, Heber Lacerda and Donald Kivowitz of Regency Post-Acute Healthcare System, and Interim President Vic Morgan

• **Alumni Involvement** – In the Spring of 2012, the SBA MBA Alumni & Student Association was founded. Its mission is to promote and support the MBA program and, in doing so, increase opportunities for current students and alumni ([http://www.uhvmba.org](http://www.uhvmba.org)). Since its inception, the Association has been instrumental in helping to organize an annual Alumni Week (held each Spring semester), in which prominent alumni return and speak in various classes (both undergraduate and graduate). In an effort to boost student and alumni interaction, the group has also organized several social events and has actively been promoting our Distinguished Speaker series events to alumni.

![Image](image2.png)

UHV MBA Alumni & Student Association, Board of Directors
Nicole Conda, Joseph Babaian, Benny Nguyen, Chris Pemberton, Scott Iller, Ben Gonzalez, Cassandra Vickers
• **Distinctive Program** – The Master of Science in Economic Development and Entrepreneurship is a unique one-of-a-kind program in the United States that combines traditional economic development and entrepreneurship into one program. The program design is based on the reality that economies are built by starting new businesses, growing existing businesses, and attracting new businesses. The program is ideal for aspiring entrepreneurs, those who work with entrepreneurs and small businesses, and those involved in traditional economic development. With its 36-hour completely online curriculum, it may be completed part-time in 2 years. The MSEDE program was designed by a team of practitioners and academics, and the overall consensus was that the program should contain a hands-on project where the student could apply the knowledge and skills learned in the program. As a result, students are encouraged to contact and work with local economic development organizations, community leaders, non-profit organizations, business owners, government agencies, and so on, to solicit projects. Some examples of projects in this program include:

  • Establish an angel network for a community
  • Initiate entrepreneurship education in the schools in a community
  • Work with community leaders to establish an economic strategic plan (the actual plan takes longer than a semester to complete)
  • Work with bankers, foundations, community leaders to establish a micro-lending program
  • Establish an entrepreneur support network
  • Develop a business attraction marketing program for a community or neighborhood
  • Establish a program to encourage minority entrepreneurship
  • Participate in a business plan competition
  • Start a business

This program has attracted students from all over the United States and those living in Europe, Africa, Asia, and South America. As a result of the curriculum and projects in this program, some of the alumni have had a major impact on their communities and respective industries. Following are three outstanding examples of accomplishments of our alumni:

**Steven Kaufman**, a 2011 MSEDE graduate, is founder and owner of Zeus Mortgage in Houston, Texas. Steven and Zeus Mortgage have received several awards and recognitions, such as being one of Houston Business Journal’s Fastest Growing Companies in 2010, one of Inc. Magazine’s Fastest Growing Companies in America, an Ernst and Young U.S. Entrepreneur of the Year Finalists in 2010, and recognized by the National Mortgage Professional Magazine as one of the Most Influential “40 and under 40” Mortgage Professionals in the United States in both 2010 and 2011.

![Steven Kaufman](image)

**Timothy Aramburo** graduated from the MSEDE program in 2013. Timothy is one of the owners of Aramburo Enterprises LLC., a real estate investment and development company with offices in New Orleans and Sugar Land, Texas. As stated on the firm’s website, “They envisioned a self-sustaining real estate investment and development company that would reinvent urban areas into innovative and aesthetically pleasing neighborhoods.” The firm is dedicated to improving the quality of life in the communities they serve.

![Timothy Aramburo](image)

**Monica Cornetti** is a 2008 MSEDE program graduate and is an internationally known author, speaker and business trainer. She owns EntrepreNow! a consulting firm that specializes in effective business development courses. She has also written *Your Face Isn’t Finished Until Your Lipstick Is On: Rules of the Women’s Success Game*, a book to help guide women business leaders. One of her products is a program titled Locally Grown – A Community-Based Entrepreneurship Curriculum that is designed to help communities build their entrepreneurial capacity. The eight-week curriculum was her EDEN 6359 project.

![Monica Cornetti](image)
Strengths of the School

The following is a summary of the major strengths that have emerged from the School’s continuous improvement processes and activities.

- Faculty are high-quality, responsive, and adaptable and embrace continuous improvement.
- Student and online support staff are highly skilled and dedicated.
- Policies and processes have been established to promote excellence in online programs and course delivery.
- Both faculty and staff demonstrate excellent professional flexibility.
- Faculty and staff work as a team.
- Students are prepared for the programs in which they enroll.
- Financial support for faculty research and development is generous.
- The SBA has a demonstrated commitment to access and diversity.
- Campus facilities offer an excellent environment for teaching, learning, development, and collaboration.
- We are well positioned to serve the needs of the global marketplace through programs and research.

Weaknesses of the School

The following is a summary of the major weaknesses that have been identified through the School’s continuous improvement processes and activities.

- Fostering a learning community among non-traditional students is challenging.
- SBA’s brand recognition is limited by the regionality of our university's name.
- Faculty salaries in certain disciplines are below AACSB averages for our comparison group.
- Faculty/business interactions and faculty participation in outreach require further improvement.
- Future actions by UH System may redirect SBA’s outreach programs and initiatives.

Strategic Plan and Mission Development Activities

The School’s mission and its strategic plan, which are revised annually to reflect changes in the environment and the results of assessment, guide our decisions and practices. The SBA follows the strategic planning process by tying strategic priorities and goals to specific action items. The School’s action items represent high-priority continuous improvement efforts we intend to implement over the next two years. The School’s strategic plan also reflects strategies that target the resources needed to achieve our mission and implement the action items.
Action on Accreditation Areas of Improvement

In our AACSB peer-review letter of Spring 2010, we were asked to monitor three items for continuous improvement. Actions taken since then on these items include the following:

1. Activities associated with enrollment growth have been addressed by recruiting and developing high-quality faculty, enhancing student exposure to industry executives, and expanding our students’ professional networks.

2. Recruitment of faculty has resulted in an increase in full-time faculty from 34 to 45. During this time, we offered a variety of faculty development activities, such as teaching and research seminars, that help faculty continuously improve in research and teaching.

3. The expansion of career services has included additional career fairs, career planning events, internship positions, and alumni association mentoring.

Effective Practices

The following effective practices are unique or inherent to the success of our operations.

- **Strategic Planning:** The SBA Executive Team (ET) leads the development and annual updating of the School’s strategic plan, including action steps, with input from faculty, staff, students, alumni, Dean’s Advisory Council, and employers. Changes in objectives occur as new opportunities, weaknesses, and threats are identified through our continuous improvement processes.

- **Assurance of Learning:** Each academic program’s assessment plan begins with its mission statement, which is consistent with and supportive of the SBA mission statement; program mission statements are developed by the School’s Curriculum Planning and Assessment Committees (CPACs) and approved by the SBA faculty. Each program mission statement includes learning goals, which provide statements of expected student achievement in terms of knowledge gained and skills developed. To assess expected program outcomes, direct and indirect assessment methods are specified, with an emphasis on direct measures. While program assessment is a continuous process within the academic departments, each program is reviewed by the appropriate CPAC (graduate or undergraduate). This process is coordinated with a similar periodic review process that is conducted at the University level. The two CPAC committees communicate their findings to the SBA Executive Team and faculty, along with recommendations for correcting any deficiencies and suggestions for improving the academic program or the School’s curriculum planning and assessment process. The ET, which includes the department chairs, then follows up to ensure appropriate action is taken. Guided by these faculty committees, the School has achieved a very high level of faculty involvement in the assessment process and has demonstrably used assessment outcomes toward continuous improvement and closing the loop.

- **Faculty Development and Evaluation:** To support faculty productivity, summer research and teaching grants, endowed professorships, partnership professorships, faculty research seminars, and competitive awards have been established to recognize research and teaching excellence. The School’s Faculty Annual Evaluation Plan (FAEP) was revised in 2013 through a process including leadership by the SBA faculty Policy Review Committee, faculty input including a faculty retreat dedicated to the plan, and final vote of the faculty. The achievement of the School’s mission and objectives requires the recruitment and development of qualified faculty. The SBA encourages and provides support for faculty for continued growth and development in their professional and academic careers in ways that serve the mission and objectives of the School. Faculty support includes: release time for research; grants for conference attendance and research; access to databases (CRSP, Compustat, and Datastream) and
software (SAS, SPSS, Mathematica, and LISREL); in-house online training; “best practices” sessions; and in-house staff support for the development and delivery of online courses. The FAEP provides clear and objective evaluation and merit guidelines that directly support the School’s mission and objectives. Merit allocations are tied directly to the evaluation guidelines which include teaching, research and service. In addition, faculty who consistently meet research requirements are awarded a stipend equal to 6% of their 9-month salary. Faculty summer grants are offered in lieu of summer teaching to assist in advancing research expertise. Summer grants for teaching are also awarded.

• **Student Support:** The SBA has 15 dedicated support staff to ensure that prospects, students, and alumni have timely access to professional, knowledgeable, courteous advisors. Recruiting, advising, enrollment management, prerequisite enforcement and review of graduation applications are accomplished in a manner which promotes a positive student experience. To encourage student involvement, UHV has a chapter of Beta Gamma Sigma and participates in various organizations such as NSHMBA, NBMBAA, and others. We also honor four outstanding graduates each year (two each master’s and bachelor’s level).

• **Online Delivery and Support:** SBA has continuous improvement processes and dedicated support staff to ensure the development and delivery of effective online instruction and services. A unique combination of mentoring, training, policies and procedures, standardization, best practices, dedicated technical support, assessment, continuous improvement, cooperative culture, and incentives has successfully prepared faculty for online instruction and enhanced the quality of online courses and programs. Since the School offered its first online class in 1998, it has upgraded course management systems four times (from IntraKal to WebCT to WebCT Vista to Blackboard to Blackboard Learn 9.1). Since 2001, instructional technology specialists have provided technical assistance to students and faculty throughout each semester. A multimedia specialist to support instructional design and online delivery was added to the School in 2010. The School offers faculty training on how to use Adobe Connect to conduct virtual office hours, how to record video lectures using Panopto, and how to use other software/technology adopted by the School for online instruction. The SBA manages content and account settings for Adobe and Panopto servers for all SBA users to ensure compatibility across all types of devices and platforms (PCs, Apple, Android, iOS, etc.). In 2013, a comprehensive online course inventory was developed and implemented that contains both SACSCOC and The Texas Higher Education Coordinating Board best practices for online delivery. Along with program assessment, the SBA reviews student performance in its online courses versus its face-to-face courses.
• **Diversity**: SBA’s faculty and student composition increasingly reflects the diversity of the global marketplace. The SBA faculty consists of individuals from Belarus, China, India, Iran, Israel, Jordan, Kenya, Mexico, Nepal, Romania, Russia, South Korea, Taiwan, and Turkey. This results in full-time SBA faculty demographics of 40% White, 4.4% Black, 48.9% Asian and 6.7% Hispanic.

As of fall 2013, the SBA student population includes 20 percent Black, 21 percent Hispanic, and 22 percent Asian students; 10 percent of students are international.
• **Global Engagement:** Each of our best practices is characterized by our commitment to engaging with a world grown smaller through communication technologies. Online programs and student support make it possible for students around the world to enroll in SBA programs and engage with their U.S. counterparts. International representation among both faculty and students plays a significant role in our diversity. Our Global MBA is dedicated to preparing students for management in the international context. The SBA has an active study abroad program supported by an international donor, who serves as executive in residence and provides scholarships for study abroad students.

*UHV business students and faculty members pose in front of the U.S. Embassy in Beijing after attending a lecture there during a summer study abroad trip. (Summer 2014)*
2. PROGRESS UPDATE ON ITEMS FROM PREVIOUS REVIEW

After the previous AACSB accreditation maintenance review, we were asked in the interest of continuous improvement to monitor the following three items, as identified within the Peer Review Team Report, and incorporate them in ongoing strategic planning initiatives. Below each item is a list of strategies/actions we implemented to address the item.

**Item 1:** The school should continue to address the needs associated with rapid growth in enrollments, particularly at the graduate level. (Eligibility Criteria C; Standard 4: Continuous Improvement Objectives; Standard 5: Financial Strategies)

**Response to Item 1:** At the time of the previous AACSB review, our graduate enrollment was significantly larger than our undergraduate program with 996 (65%) graduate students and 535 (35%) BBA students totaling 1531 students in Fall 2009. As a result of UHV’s recent focus on downward expansion, in Fall 2013 our undergraduate program became larger than our graduate program with 1035 (55%) BBA students and 863 (45%) graduate students totaling 1898 students. Overall, during this time, our total student enrollment has grown 24%, and we have taken the following actions to address the needs of this growth.

- **Faculty Development & Hiring:** We focus on the development and recruitment of high quality faculty to address our large graduate programs and expanding undergraduate programs.
  
  a. Since the last AACSB report, we have maintained a robust faculty hiring program (growing from 34 to 45 faculty members) with an emphasis on faculty who are focused on being effective teachers and who can develop a steady stream of quality research in peer-reviewed journals. Please see the response to Item 2 for more details.
  
  b. The School has added a third department to its organizational structure to facilitate better coordination of our academic programs and research activities.
  
  c. To develop effective teaching practices within our School, we offer training and “best teaching practices” seminars, provide teaching grants and awards, mentor new faculty members, maintain an average class size of about 30, and monitor student evaluations. We also provide incentives to faculty to adopt SBA best teaching practices in our annual evaluation plan. Please see the response to Item 2 for more details.
  
  d. To facilitate research efforts within the SBA, we provide research grants and awards, offer research seminars, fund research conference presentations (higher quality conferences receive more funding than lower quality conferences), fund faculty development needs (such as professional membership fees, software, and data), and provide partnership professorships to expand research funding for top faculty members. Please see the response to Item 2 for more details.
• **Expose Students to Industry Executives:** The exposure to industry executives is particularly important for our graduate students. As part of the MBA curriculum, students have valuable opportunities to not only learn from faculty, but also to network with industry executives. Executives engage with our students as keynote speakers at school events and through a distinguished lecturer series. We also have an Executive in Residence who teaches for us and the Dean’s Advisory Council made up of industry CEOs and other influential professionals. Members provide feedback on curriculum issues, especially in regard to program demands from industry.

  a. **Distinguished lecture series** - In an effort to enhance our students’ exposure to industry executives and grow their professional network, we schedule multiple distinguished lectures each semester. Prior to the lecture our students are invited to a reception and have the opportunity to meet with our speaker. Students also have the opportunity to ask questions after each lecture. This provides students with a unique opportunity to discuss real issues with CEOs, CFOs, and top-level executives within a variety of industries, including retailing, banking, and oil and gas.

  ![Image](image1.png)

  b. **Keynote speakers at the BBA & MBA conferences** - At the end of the BBA and MBA programs, our students compete in a case conference. To the extent possible, we invite an executive from the company highlighted in the case competition to attend the conference. As part of the event, we also invite a keynote speaker to share best practices and words of wisdom to encourage our students as they prepare for the next stage in their life after graduation.

  ![Image](image2.png)
c. Dean’s Advisory Council - The Dean’s Advisory Council plays an important role in informing our continuous improvement efforts especially in regard to graduate and undergraduate curriculum. We believe it is important to be responsive to industry demands and have made this a priority. As a result, our students have the opportunity to select from various concentrations that are identified as having strong employment outlooks.

- **Alumni engagement:** In addition to expanding our students’ professional network with industry executives and relying on executives to inform curriculum development, we have focused on enhancing the network among students. We now have an active and dynamic MBA student and alumni association. This is a valuable part of our program, and students are realizing the benefits of staying connected to each other through professional and social events.
**Item 2:** Continue to recruit and develop faculty consistent with the increased emphasis on graduate education and the forthcoming introduction of freshman and sophomore level instruction at UHV. (Standard 10: Faculty Qualifications)

Response to Item 2:

- **Hiring:** Since the 2009 AACSB report, we have grown from 34 full-time faculty members to 45 full-time faculty members. During this time, we hired 18 new faculty members (7 faculty members have been replaced since the previous review). Our recruitment of faculty has been a top priority to meet the needs of our growing student body.

- **Faculty development:** Over the past five years, we have implemented research and teaching development initiatives for faculty. These opportunities are designed to keep faculty engaged in their disciplines and motivated to continuously improve in research and teaching.

  **Research:**
  
  a. Competitive summer research grants of $10,000 each.
  b. Faculty research seminars to showcase quality faculty research projects.
  c. Annual research award ($2,500) sponsored by a major organization.
  d. Increased faculty travel funds for higher quality conference presentations.
  e. Annual evaluation process distinguishing journal quality in research ratings.
  f. Endowed professorships established.
  g. Annual partnership professorships established.

  **Teaching:**
  
  a. Competitive summer teaching grants for course development of $5,000 each.
  b. Faculty teaching best practice seminars to showcase quality teaching methodology.
  c. Two annual teaching awards ($2,000 each) sponsored by a major organization.
  d. Technology training with stipends and equipment/software upgrades.
  e. Annual evaluation process going beyond student evaluations and considering instructional methodology, instructional material, instructional technology, and the evaluation of student learning.
**Item 3:** The school should continue to augment career service staffing and programming. (Standard 8: Staff Sufficiency – Student Support)

**Response to Item 3:**

- **Career services:** Students have access to university career services which include assistance with résumés and cover letters, interview resources, job postings, and career exploration databases (O*NET Online, Occupational Outlook Handbook, America’s Career InfoNet, EducationUSA, JobStart, etc). Students also have access to Interview Stream which allows students to practice interviews online anytime and anywhere.

- **Career fair:** Every semester, we host recruiters to our BBA and MBA case conferences for a mini-career fair. Recruiters have come from companies such as Regency Post-Acute Healthcare System, MD Anderson, and Gulf Bend Center (all for healthcare administration), GEICO (insurance), Briggs & Veselka (CPA’s), HCSS (software), and Donovan & Watkins (HR consulting). Over the last several years, numerous students have been offered jobs and accepted employment because of opportunities facilitated through these career fairs.

- **Internship course:** In an effort to provide our students more opportunities to gain practical experience and build their résumés, we created undergraduate and graduate internship courses. Students who have completed the business core curriculum can receive three hours of elective credit (BUSI 4390 and BUSI 6390) for SBA approved internships in their chosen field of study. Through contacts with the Dean’s Advisory Council and local business organizations, the SBA has been able to facilitate internships in management, marketing, accounting, finance and healthcare administration. Since Spring 2013, fourteen BBA students and four MBA students have taken advantage of this opportunity, and three have been hired permanently. Examples of industries where our students have obtained internships include Oil & Gas (Sunoco Logistics), Financial (Post Oak Bank and U.S. Financials), Healthcare (Next Level Urgent Care and Memorial Hermann Sugar Land Hospital), and Non-Profit (Fort Bend Habitat for Humanity). This opportunity is particularly attractive to international students who otherwise could not work off campus but can do so now given that SBA approved internships qualify as CPT (curriculum practical training).

- **Panel events:** We hold several events to aid in career planning. These include résumés building and interviewing strategy seminars. We have events in which entrepreneurs serve on a panel so students have the opportunity to ask questions about starting their own businesses. We also have events to help students communicate in the business world. Students are exposed to communication and presentation experts. All of these events are aimed at preparing students to advance in their careers.
• **Alumni Association Mentoring:** Several members of the Alumni Association have offered mentoring services for current students. 1999 MBA alum Laquitta DeMerchant, for example, volunteers her services at our BBA and MBA conferences, helping students with their résumés and job search strategies. These activities complement those offered by UHV Career Services and have proved valuable to many students.

• **MBA Associations:** The SBA has a Beta Gamma Sigma chapter for undergraduate and graduate students and is involved with the National Society of Hispanic MBAs (NSH MBA), National Black MBA Association (NBMBAA), and National Association of Women MBAs (NAW MBA).
3. STRATEGIC MANAGEMENT

Since the State of Texas appropriates funds to Universities every two years, the SBA develops a two-year strategic plan before each State appropriation cycle. The SBA strategic plan, mission and goals are aligned with the UHV strategic plan, mission and goals. The UHV strategic plan and mission are consistent with the UH System strategic plan.

The SBA strategic plan begins with the School’s mission and goals. A detailed SWOT analysis is performed every two years. Action items are identified to meet strategic goals. Action items that require new funding receive particular attention and are reviewed and approved by the UHV budget committee. A mid-cycle review of the strategic plan is conducted the second year of the two-year cycle in order to determine if any changes are required to the plan and action items.

3.1. Mission Statement and Summary of Strategic Plan

Vision

Prior to 2005, our long-term vision was to achieve AACSB International accreditation, which symbolizes quality and continuous improvement, and to be nationally ranked for the quality of our online programs. In 2005, the SBA was initially accredited by AACSB International and recognized as a potential national model for delivery of online programs. As a result, the SBA developed a new vision concerning the internationalization of our programs and outreach. Having made significant strides in this area, we put forth the following new vision to emphasize our priorities related to enhancing brand recognition of our programs.

_The UHV School of Business Administration aspires to be recognized for our high-quality, accessible, affordable and flexible programs through collaborative partnerships to provide innovative, adaptive and technology-driven courses that prepare students from diverse backgrounds for careers in the local and international segments of the marketplace._

Mission

The mission of the School of Business Administration is to serve the educational needs in the region by providing high-quality, affordable, flexible and competitive programs at the undergraduate and graduate levels. The School emphasizes accessibility of educational programs to capable students who might otherwise lack the opportunity. Our mission is supported by hiring and retaining qualified faculty who ensure that our graduates possess the knowledge and skills necessary for successful careers in the local and international segments of the marketplace.

We dedicate ourselves to continuous improvement in the following areas:

- **Curriculum:** Providing adaptive programs and competitive concentrations, at both the graduate and undergraduate levels, that prepare our graduates for successful business careers in a rapidly changing, global and technological environment.
Outreach: Offering educational opportunities to underserved constituencies through a variety of delivery modes (e.g., off-campus sites and Internet) and collaborative arrangements and offering internships and support for economic development efforts through sponsored centers and community engagement.

Intellectual Contributions: Fostering intellectual contributions that emphasize the application of knowledge to improve management practices, with a lesser emphasis placed on the discovery of new knowledge and the enhancement of knowledge related to instructional development.

Service: Providing a balanced array of services to the institution, profession and community, within the constraints of our primary focus on teaching and research.

Core Values
- We recognize our responsibility to serve a broad constituency, and we believe that students are our primary constituents.
- We are committed to a student-oriented faculty and staff who are responsive, adaptive and flexible.
- We embrace diversity in students, faculty and staff.
- We are open to change, responsive to emerging issues, and committed to continuous improvement.
- We are committed to excellence in research, professional development, and life-long learning among faculty and staff to foster excellence in student learning.
- We strive for and support a culture of mutual respect, cooperation, collegiality, and teamwork among faculty, staff and students.
- We embrace the highest standards of ethics, responsibility and accountability.

Strengths
The following is a summary of the major strengths that have emerged from the School’s continuous improvement processes and activities.
- Faculty responsiveness to students and educational needs: A major strength of SBA is the quality, responsiveness and adaptability of its faculty. The faculty has embraced continuous improvement in our academic programs, their professional and academic development, and scholarly activities.
- Student Support Services responsiveness to students and educational needs: SBA’s student support staff is characterized by dedication and continuity, ensuring that prospective students, enrolled students and alumni have timely access to professional, courteous advisors. Recruiting, advising, management of section enrollments, prerequisite enforcement, and review of graduation applications are accomplished in a manner that promotes a positive student experience.
- Online Support responsiveness to students and educational needs: The SBA has continuous improvement processes and dedicated support staff to ensure students have timely technical assistance for online courses. A unique combination of mentoring, training, co-teaching, policies and procedures, standardization, best practices, dedicated technical support, assessment, continuous improvement, cooperative culture, and incentives has successfully prepared faculty for online instruction and enhanced the quality of online courses.
• Flexibility: The flexibility of our faculty and staff allows us to operate on three different campuses as well as online.

• Teamwork: Faculty and staff teamwork creates success in program implementation and continuous improvement.

• Academically able students: UHV students are usually motivated, mature students with diverse life and work experiences that enhance classroom learning. They are highly valued by employers after graduation. UHV graduates had the fourth highest median first-year earnings of bachelor’s degree graduates out of 37 public universities in Texas, and the median salary of $44,157 is ahead of all state flagship universities including Texas A&M, the University of Texas at Austin, and Texas Tech as reported by CollegeMeasures.org. UHV master’s degree graduates with their first-year master’s degree graduate earnings of $68,540 are ranked third in the state.

• Faculty development support: UHV provides generous financial support for faculty research and conference attendance through an endowment for faculty development and through commitment of operating funds (e.g. research databases and software). Training and support for instructional technologies are well funded.

• Commitment to access and diversity: UHV has a history of taking instruction to where the students are, and of offering it at times and in ways that recognize student obligations to work and family. The SBA commitment to access and diversity is evidenced by our diverse student body, by the varied methods used to deliver programs to a geographically dispersed population, and through commitment of financial resources. Through conscientious recruitment of new faculty, we have achieved an exceptional level of faculty diversity as well. For example, our number of female faculty has increased, and the SBA faculty has representatives from Belarus, China, India, Iran, Israel, Jordan, Kenya, Mexico, Nepal, Romania, Russia, South Korea, Taiwan, and Turkey. Thus, we have a high-performing faculty which more appropriately reflects the diversity of our student population with each passing year.

• Facilities and location: Campus facilities are relatively new with good parking and new student residential housing in Victoria. The campuses are conveniently located and provide individual office space for all SBA faculty, classrooms, and state-of-the-art instructional technology.

• Academic Initiatives: The SBA rapidly responds to demands for programs and concentrations that serve local, national, and global constituents.

Weaknesses
The following is a summary of the major weaknesses that have been identified through the School’s continuous improvement processes and activities.

• SBA brand recognition has improved but continued emphasis needs to be placed on building more widespread recognition. UHV is a small, regional university, and our name highlights this challenge.

• Due to institutional caps, faculty salaries in certain disciplines fall below AACSB peer and aspirant schools in the south.

• Competing priorities for students’ time: A large portion of SBA’s students are both non-traditional (with the average age of undergraduates being 28 and of graduates being 34) and part-time and balance many of life’s competing priorities such as work, family and school; this may increase the amount of time to complete a program and limit the amount of time students have to spend on their course work.
• The SBA needs to expand faculty-business interactions and to foster broader faculty participation in our outreach initiatives.

• The Greater Houston sites that the SBA serves through our outreach mission change as UH System revises its strategic plan and the roles played by its four universities. This emphasizes the need for creativity and flexibility as the SBA continues to grow enrollment and improve academic programs.

Opportunities

• Growth in the Greater Houston service area: The expanding population on the north and west sides of Houston add considerably to the institution’s growth potential.

• Increasing diversity in service areas and the designation as an Hispanic Serving Institution (HSI) offer opportunities to attract more diverse students.

• Potential to attract international students through international partnerships and online delivery of programs.

• Changing demand and delivery present opportunities for professional certificate programs given the profile of our student body.

• Downward expansion has increased opportunities for attracting lower-division students and more traditional students on the Victoria campus.

• Community college partnerships and articulation agreements offer another avenue for additional recruitment of undergraduate students.

• Recognized by AACSB for our model online program, we have a competitive advantage as a leader in offering quality, effective and affordable online education within UH System.

• Continued quality improvement through our systematic use of performance assessment, especially of learning outcomes, can lead to continuous improvement in teaching effectiveness and efficiency.

• Competition for online enrollment is strong and likely to increase. In the competition for students in the Coastal Bend area of Texas, UHV’s advantages are quality, affordability and flexibility. Even in an age of high tech, high touch will remain a very attractive asset, and SBA’s history of responsiveness to students and central advising are key to attracting and retaining students. Also, given reasonable travel distances, the SBA can effectively mix methods of delivering instruction to suit the demands of the subject matter and the needs of our students.

• Collaboration among UH System institutions and with other schools in UHV presents opportunities to expand access, enable more efficient use of resources, and provide a wider array of program options.

• Globalization and economic realities create opportunities for expanded international involvement for our students and faculty. These conditions also create opportunities for research.

Threats

• Intense competition: More and more universities are entering the Houston market and/or are offering online programs at both the undergraduate and graduate levels. Despite the superior quality of our programs, the intensive marketing efforts by corporate and private universities combined with the increasing number of schools engaged in dual delivery require us to be
cognizant of competition from multiple sources. These universities are actively advertising on radio, cable TV, billboards and in local newspapers and business journals. If UHV does not increase its marketing efforts in order to gain awareness, we are at risk of losing students to these new competitors.

- Demographic trends: Though the population of the Victoria region is growing modestly, the growth is mainly in the Hispanic sector, where college participation rates have been significantly lower than the average for the greater population. This trend would seem to require strong university intervention and student success strategies.
- Formula funding uncertainties: The future impact of possible state funding changes forces institutions to consider options for alternative funding.
- Faculty shortages: The well-recognized PhD shortages in certain business disciplines will make it difficult to attract and retain academically qualified faculty, especially given the fact the UHV business faculty salaries are lower than AACSB average salaries.

The school’s strategic priorities and goals are covered in the next two sections.

3.2 Strategic Management Process and Outcomes

The SBA develops a two-year strategic plan and updates it annually to incorporate new data and information. The strategic plan includes mission, goals, key indicators, SWOT analysis, and action items. The SBA Executive Team (ET), with the Dean, Associate Dean, and Department Chairs as members, seeks input from faculty, staff, students, alumni, Dean’s Advisory Council, and employers when developing the strategic plan and seeks UHV approval for curriculum changes and initiatives that require new funding. Figure 3.2-1 delineates the SBA strategic planning process.

The SBA has two faculty committees, one graduate and one undergraduate, that initiate and review curriculum activities and coordinate the assessment process concerning the School’s academic programs. The Graduate Curriculum Planning and Assessment Committee (GCPAC) includes six elected faculty members and coordinates the Strategic MBA, the Global MBA, and the Master of Science in Economic Development and Entrepreneurship programs. In Fall 2014, the membership of this committee will increase to seven faculty. Within the GCPAC, two lead co-coordinators have been established for each of the three degree programs. Thus, GCPAC, as a whole, reviews general activities associated with graduate programs and assessment processes, while the lead co-coordinators focus on the primary mission and assessment activities of each program. All members of the GCPAC committee are qualified, terminally degreed graduate faculty within their disciplines. Each lead co-coordinator is qualified for his or her specific program based on an academic background in a discipline that is included in the corresponding graduate program.
Figure 3.2-1: Strategic Planning Process Flow Chart

- **Summer**
  - SBA Executive Team
  - Further SBA faculty input and review at faculty meeting or retreat
  - Final Strategic Plan
  - Dean attends UHV President’s retreat
  - SBA Executive Team recommends new budget items to UHV administration
  - UHV Budget Committee approves new budget items
  - SBA begins implementing approved items
  - Dean assesses performance on key strategic indicators and prepares unit assessment report

- **Fall Semester**
  - Employers and Community
  - Dean’s Advisory Council input
  - Alumni input
  - Student input
  - UHV administration and UH System input
  - Dean
  - Associate Dean
  - Student Services
  - Input and data collection
  - Preliminary Strategic Plan
  - SBA Executive Team

- **Spring Semester**
  - Faculty
  - UCPAC
  - GCPAC
  - Department Chairs
  - UHV administration and UH System input
  - Dean
  - Associate Dean
  - Student Services
  - Input and data collection
  - Preliminary Strategic Plan
  - SBA Executive Team
  - Final Strategic Plan
  - SBA Executive Team recommends new budget items to UHV administration
  - UHV Budget Committee approves new budget items
  - SBA begins implementing approved items
  - Dean assesses performance on key strategic indicators and prepares unit assessment report

Notes:
- Fall Semester activities include input from employers, community, dean’s advisory council, alumni, and students.
- Spring Semester activities include input from employers and community, faculty, and students.
- Summer activities involve strategic planning processes and decision-making by the SBA Executive Team.
The Undergraduate Curriculum Planning and Assessment Committee (UCPAC) includes six elected faculty members and coordinates the Bachelor of Business Administration program and its seven concentrations. In Fall 2014, the membership of this committee will increase to eight for more faculty involvement in new BBA concentrations. The UCPAC members together address activities related to the BBA core curriculum and assessment processes. In addition, individual members of the committee serve as lead coordinators of individual concentrations. Coordinators are chosen based on their association with the concentration by related discipline and/or teaching in the concentration. All members of the UCPAC committee are qualified, terminally degreed faculty within their disciplines.

As part of the School’s strategic planning process, key performance indicators are identified and monitored annually. These are shown in Table 3.2-2.

### Table 3.2-2: Performance Indicators

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Key continuous improvements since last accreditation review

In fulfilling our mission, the SBA identifies strategic priorities to guide long-range and annual planning efforts. Each strategic priority has strategic goals designed to achieve continuous improvement in the priority area. The following are the four SBA strategic priorities over the last five years and the accomplishments of the related strategic goals. Academic program continuous improvement achievements as a result of assurance of learning and assessment processes are included in Section 5 of this report.

**Strategic Priority 1 - Quality Improvement:** The SBA will continue to improve the quality of all instructional, research and service activities.

- **Goal 1 – Recruit, develop and retain academically qualified and diverse faculty.** To support enrollment growth in our BBA and graduate programs, the SBA netted an increase of 11 full-time faculty members since 2009 (hired 18 faculty of which 7 filled vacated lines).

- **Goal 2 – Continue to improve the quality of academic programs.** The SBA completed two assessment reviews over the past five years for each of the four SBA programs. Program assessment included funding increases for additional graduating students attending the BBA conference and taking the ETS exam. To increase classroom real-world examples, the SBA continued Bloomberg BusinessWeek subscriptions for students in graduate programs. The SBA initiated keynote speakers at the BBA and MBA conferences and started an evening distinguished speaker series in 2011. Program improvements are included in Section 5 of this report.

- **Goal 3 – Increase number of Internships.** In response to student demand and local employer opportunities, the SBA increased its efforts to establish internships. We added an internship course at the undergraduate level and at the graduate level and developed contacts with members of the Dean’s Advisory Council and local employers. In the past five years, we increased from one SBDC internship per year to the current 14 undergraduate and 4 graduate internships over the past 18 months. See Section 2, Item 3, for more details.

- **Goal 4 – Enhance online course delivery.** We enhanced our online course review by developing a course inventory that incorporates online instructional best practices from SACS/COC and The Texas Higher Education Coordinating Board. The SBA added a multi-media staff position to assist faculty and students with Panopto, Adobe Connect, and other instructional software. The current Blackboard Learn system used by UHV allows faculty and students to access their online course content, upload files, send emails, and post discussion board responses using a variety of mobile devices.

- **Goal 5 – Improve career planning and placement services.** Led by the Associate Dean of Graduate Programs and External Affairs, the SBA began bringing in recruiters each semester at the BBA and MBA conferences, holding panel events for career planning, and posting job openings on the SBA web site. The school also improved access to résumé writing, online job databases, and student networking with alumni. See Section 2, Item 3, and Section 4.1 for more details.

**Strategic Priority 2 – Responsive Growth and Access:** SBA enrollment will grow 5 percent annually.

- **Goal 6 – Recruit students.** SBA enrollment over the past five years has increased 24 percent with undergraduate enrollment increasing 93 percent and graduate enrollment declining 13 percent. Undergraduate enrollment increased with downward expansion and enhanced recruiting efforts in the Greater Houston area. Graduate enrollment declined mainly due to additional competition in the
Greater Houston area and online. The SBA added a student advisor in Victoria to serve the increase in demand due to downward expansion.

- **Goal 7 – Expand programs.** Responding to student demand and local employer needs, the SBA added BBA concentrations in Healthcare Administration and Supply Chain Management. In 2010, with the School of Nursing, the SBA developed a joint Master of Science in Nursing/MBA program. The program was not approved by the Texas Higher Education Coordinating Board. With the recent UHV School of Nursing move to UH main campus, the SBA does not plan to pursue this joint degree.

- **Goal 8 – Establish new international partnerships.** The Wu-Feng Center for International Business was founded in 2013 with a $600,000 contribution. This Center will assist UHV business students studying international business. For example, our 2014 study abroad program had the largest enrollment to date for the School with 29 students.

**Strategic Priority 3 – Accountability and Administrative Efficiency:** The SBA will be accountable for the effective use of resources.

- **Goal 9 – Increase faculty and staff productivity.** The SBA provided additional support and resources promoting quality contributions to scholarship and encouraging faculty to publish in higher quality journals. Merit raises were provided based on productivity, and faculty were awarded stipends based on academic qualifications. The number of student Graduate Assistants has increased with the number of assistants employed each semester varying from nine to thirteen students depending on faculty work needs. The partnership with Bloomberg BusinessWeek established one annual research and two annual teaching awards for SBA faculty. The SBA awarded twenty six $10,000 summer research grants and one $5,000 summer pedagogical grant over the past five years. Two endowed professorships were established, one in 2012 and the other in 2014. Sixteen faculty members have been recognized as Partnership Professors and have received $3,000 of faculty development funds. An in-house faculty research seminar series began in 2010 to encourage input and collaboration among SBA faculty.

For student services staff productivity, the school has developed an in-house student database and management system that supplements the University system. With the SBA system, student recruiters and advisors can keep track of prospective students before they enter the UHV system. During the early stages of prospect relationships, the School system is used to aid in initiating information packets and open house invitations and in following up on contacts. After student acceptance, the system aids the SBA in sending school welcome letters and degree plan cover letters, tracking the signatures on degree plans, and other facets of student services.

- **Goal 10 –Prioritize SBA resources.** SBA is fiscally responsible and carefully reviews use of school resources. The SBA regularly reviews the utility of expensive database purchases and funds those most used by SBA Faculty. Purchased databases in the last five years include DataStream, Compustat and CRSP. To assist in high quality publications, the SBA gives priority funding of travel to national conferences organized by the top academic associations in each field. Travel to regional or local conferences are funded at a lower level. Travel to multi-disciplinary conferences associated with publications that require payment are not supported, nor are faculty memberships in such associations.
**Strategic Priority 4 – Community Engagement:** The SBA will participate in business interactions and engage with the community through initiatives that enhance the quality of academic experience for our students.

- **Goal 11 – Expand Dean’s Business Advisory Council.** Fifteen influential business executives representing numerous industries make up the current advisory council. The executives provide advice, feedback and financial support to the SBA.

- **Goal 12 – Expand interaction with local Chambers of Commerce and support economic development initiatives.** With the SBDC, the SBA has begun co-sponsoring workshops and seminars for the community such as IRS Regional Practitioner meeting, Governor’s Small Business Forum, Texas Friendly Customer Service Workshop, Basics of Business Law, Crowdfunding, Building Better Credit, and Worldwide Leadership conference. Over the past five years, several SBA faculty have provided their expertise to local business organizations. For example, in Fall 2009 Dr. Joseph Ben-Ur made a presentation to business leaders in Bay City, Texas, in conjunction with UH Coastal Plains Small Business Development Center. In Spring 2011 Dr. Jun Yang conducted a study for the Willis Group regarding staffing needs in the Electronic Medical Record market. In Spring 2012 graduate students led by Dr. Uche Nwabueze conducted a study for the Texas Medical Center Chief Nurses group to help them develop a business plan to establish a TMC Nursing Institute. In Fall 2012 Drs. John Kagochi and David Summers conducted a study to estimate the economic impact of UHV downward expansion in Victoria and the surrounding area. In Spring 2013 graduate students led by Drs. Jeff Blodgett and Jun Yang conducted a marketing research study for First Colony Community Association, which serves over 20,000 households in over 50 communities. In 2013, in partnership with the SBDC, Dr. Stephanie Solansky provided a half day teamwork and leadership development training seminar with 20 banking executives and followed up with a customized consulting report for each of the 20 branch organizations. In 2013 she was the keynote speaker and in 2014 she served as an expert panelist at a Chick-fil-A Leardercast in Victoria. In 2014 Dr. Solansky also put on a Leadership Development Seminar for the Houston CPA Society CFO/Comptroller Conference.

- **Goal 13 – Increase fundraising and grant funding.** The School secured $1.4 million in external fundraising over the past five years including the Wu-Feng Center for International Business Studies, two endowed professorships, Partnership Professorships, annual teaching and research awards, and other fundraising as described in this report. Although the SBA did not receive new grant funding in this reporting period, faculty are encouraged to seek grants and some have succeeded in receiving access to data such as, for one year, the Chicago NORC Seat Sponsorship that provides secure remote access to the Kauffman Foundation data bank, valued at approximately $5200.
3.3 Financial Strategies

The SBA uses financial resources to develop and support its strategic plans and achieve its mission and goals. Each year, after the SBA updates its two-year strategic plan, it submits to the University Budget Committee (composed of the president, vice president of finance, and provost) a report of how the previous year’s allocated funding has been used to meet strategic objectives and a proposal for new fund allocations to support the upcoming year’s strategic plan.

Sources of financial support include Texas State legislated appropriations (operating), self-supported funds (graduate business fees), and external resources. The SBA financial strategies support competitive compensation for faculty and staff relative to other AACSB peer schools funded through increased tuition, fees, and state appropriations. Faculty participation in faculty development related to research is encouraged through the funding of professorships and summer grants, databases and software, graduate assistants, and faculty workshop and conference attendance. Extracurricular student events and programs (both graduate and undergraduate) are also funded through graduate business fees.

The Small Business Development Center (SBDC), an outreach arm of the SBA, receives funding through three sources: the University, the South-West Texas Border Small Business Development Network, and the U.S. Small Business Administration.

The SBA recruits and retains an excellent, diverse faculty and staff to enhance academic and research excellence and accommodate enrollment growth funded by state appropriations and graduate business fees. Faculty who support our AACSB accreditation through intellectual contributions and other professional activities receive an additional stipend. International partnerships are further developed using M&O and support funds. Supplemental funds from external gifts and discretionary funding help develop new concentrations and continue to improve the quality of existing programs. In addition, further development of student organizations is funded through graduate business fees.

Funding to support the SBA mission, strategic priorities and goals is derived from the following:

- Tuition from academic programs
- Graduate program business fees
- Texas State legislated support
- External private sources

Table 3.3-1 summarizes the SBA budget over the past five years as well as the SBA 2014-15 academic year budget.

Table 3.3-2 summarizes the 2014-15 and 2015-16 academic year budget implications of the SBA Strategic Priorities and Goals.
Table 3.3-1: SBA Budget Summary 2014-15 Academic Year (thousands of dollars)

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<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AACSB Accreditation Maintenance</td>
<td>16</td>
<td>7</td>
<td>20</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Promotion &amp; Marketing</td>
<td>97</td>
<td>100</td>
<td>103</td>
<td>115</td>
<td>123</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,795</td>
<td>5,029</td>
<td>5,754</td>
<td>5,868</td>
<td>6,312</td>
</tr>
<tr>
<td>Small Business Development Center</td>
<td>455</td>
<td>484</td>
<td>494</td>
<td>493</td>
<td>499</td>
</tr>
<tr>
<td>External and Private Funding</td>
<td>-</td>
<td>9</td>
<td>16</td>
<td>36</td>
<td>275</td>
</tr>
<tr>
<td><strong>Endowments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBA Endowments</td>
<td>71</td>
<td>129</td>
<td>491</td>
<td>523</td>
<td>977</td>
</tr>
<tr>
<td>Memorial Scholarships</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>
Table 3.3-2: Budget Implications of SBA 2014-2016 Strategic Priorities and Goals

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Strategic Goal</th>
<th>Academic Year 2014-15</th>
<th>Academic Year 2015-16</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1 - Quality Improvement: The SBA will continue to improve the quality of all instructional, research and service activities.</td>
<td>Goal 1: Recruit, develop and retain academically qualified and diverse faculty and staff.</td>
<td>Hire Accounting, Healthcare Management and Management (total 3) - $305,000</td>
<td>Hire Economics, Actuarial Science, International Business (total 3) - $300,000</td>
<td>Dean and Department Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Merit raises – 2.5%</td>
<td>Merit raises – 2.5%</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AACSB stipend – 6%</td>
<td>AACSB stipend – 6%</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer grants, databases and conference travel - $40,000</td>
<td>Summer grants, databases and conference travel - $40,000</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td>Goal 2: Continue to improve the quality of academic programs.</td>
<td>Continuous improvement surveys - $5,000</td>
<td>Continuous improvement surveys - $5,000</td>
<td>Director of Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AACSB conference attendance - $5,000</td>
<td>AACSB conference attendance - $5,000</td>
<td>SBA Executive Team</td>
</tr>
<tr>
<td></td>
<td>Goal 3: Increase global expertise</td>
<td>Developing international partnerships – $10,000-15,000</td>
<td>Develop new international partnerships - $10,000-20,000</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting scholar exchange program - $10,000</td>
<td>Visiting scholar exchange program - $10,000</td>
<td>Department Chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide faculty opportunity for exchange program – $20,000-30,000</td>
<td></td>
<td>SBA Executive Team</td>
</tr>
<tr>
<td></td>
<td>Goal 4: Improve career planning and placement services.</td>
<td>Hosting new recruiters at BBA and MBA conferences – $3000-$5000</td>
<td>Hosting new recruiters at BBA and MBA conferences – $3000-$5000</td>
<td>Associate Dean</td>
</tr>
<tr>
<td></td>
<td>Goal 5: Enhance SBA and UHV image (brand) within the business community.</td>
<td>Continue advertising in diverse media to enhance awareness and position SBA as a major player in an increasingly competitive marketplace - $75,000</td>
<td>Continue advertising in diverse media to enhance awareness and position SBA as a major player in an increasingly competitive marketplace - $75,000</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Strategic Priority</td>
<td>Strategic Goal</td>
<td>Academic Year 2014-15</td>
<td>Academic Year 2015-16</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Priority 2 – Responsive Growth and Access</strong>: SBA enrollment will grow at least 3 percent annually.</td>
<td>Goal 6: Recruit undergraduate and graduate students.</td>
<td>Increase partnerships with community colleges; continue to increase collaboration and partnerships with international colleges/universities; as an HSL, continue to recruit Hispanic and under-served students; continue to provide educational opportunities that are accessible to non-traditional students; continue to sponsor open houses - $4,000</td>
<td>Add student advisor in Victoria - $32,000</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Associate Dean, and Manager of Student Services</td>
</tr>
<tr>
<td></td>
<td>Goal 7: Expand program offerings.</td>
<td>Add international Business concentration to BBA program (resources included in Priority 1 Goal 1 above)</td>
<td>Add new BBA and MBA concentrations to meet employer needs (resources included in Priority 1 Goal 1 above)</td>
<td>SBA Executive Team</td>
</tr>
<tr>
<td></td>
<td>Goal 8: Continue international partnerships.</td>
<td>Explore opportunities for partnerships with foreign universities and businesses (resources in Priority 1 Goal 3 above).</td>
<td>Explore opportunities for partnerships with foreign universities and businesses (resources in Priority 1 Goal 3 above).</td>
<td>Dean and Associate Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore marketing opportunities for attracting foreign students (resources in Priority 1 Goal 5 above).</td>
<td>Explore marketing opportunities for attracting foreign students (resources in Priority 1 Goal 5 above).</td>
<td>SBA Executive Team</td>
</tr>
<tr>
<td><strong>Priority 3 – Accountability and Stewardship</strong>: The SBA will be accountable for the effective use of resources.</td>
<td>Goal 9: Increase faculty effectiveness in teaching.</td>
<td>Continue summer teaching grants</td>
<td>Continue summer teaching grants</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SBA Executive Team</td>
</tr>
<tr>
<td></td>
<td>Goal 10: Increase faculty effectiveness in research.</td>
<td>Add summer research grants - $10,000-20,000</td>
<td>Add summer research grants - $10,000-20,000</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create new endowed professorship - $250,000 (fundraising)</td>
<td>Create new partnership professors - $9,000 (fundraising)</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add software for SBA use - $5,000</td>
<td>Add databases and software for SBA use - $25,000</td>
<td>Department Chairs</td>
</tr>
<tr>
<td></td>
<td>Goal 11: Increase staff effectiveness.</td>
<td>Identify and encourage professional development, as applicable to position - $7,000</td>
<td>Identify and encourage professional development, as applicable to position - $7,000</td>
<td>Director of Services and Manager of Student Services</td>
</tr>
<tr>
<td>Strategic Priority</td>
<td>Strategic Goal</td>
<td>Academic Year 2014-15</td>
<td>Academic Year 2015-16</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Goal 12: Prioritize SBA resources.</td>
<td>Review SBA budget for opportunities to redeploy financial resources toward more effective support of goals and continue surveying students so that program and course offerings meet demand.</td>
<td>Review SBA budget for opportunities to redeploy financial resources toward more effective support of goals and continue surveying students so that program and course offerings meet demand.</td>
<td>SBA Executive Team and Manager of Student Services</td>
<td></td>
</tr>
<tr>
<td>Goal 13: Dean’s Advisory Council</td>
<td>Collaborate with DAC to review curriculum and program mission and expand business interactions, corporate training, internships, scholarships and guest lecturers</td>
<td>Collaborate with DAC to review curriculum and program mission and expand business interactions, corporate training, internships, scholarships and guest lecturers</td>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td>Executive in Residence - $55,000</td>
<td>Executive in Residence - $55,000</td>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor of Practice - $15,000</td>
<td>Professor of Practice - $15,000</td>
<td>SBA Executive Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 14: Fundraising</td>
<td>Develop proposal of new center for financial services in Victoria</td>
<td>Establish SBA Center for Financial Services - $200,000</td>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td>Add student scholarships - $5,000</td>
<td>Add student scholarships - $5,000</td>
<td>SBA Executive Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 15: Advancement of student and faculty networking opportunities</td>
<td>Internships, job opportunities, seminars, and consulting projects</td>
<td>Internships, job opportunities, seminars, and consulting projects</td>
<td>Associate Dean</td>
<td></td>
</tr>
<tr>
<td>Award ceremonies and banquets - $5,000</td>
<td>Award ceremonies and banquets - $5,000</td>
<td>Associate Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguished speakers - $6,000</td>
<td>Distinguished speakers - $6,000</td>
<td>Associate Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 16: Small Business Development Center</td>
<td>Continue to co-sponsor seminars and workshops with SBDC for the community.</td>
<td>Continue to co-sponsor seminars and workshops with SBDC for the community.</td>
<td>Dean and SBDC Director</td>
<td></td>
</tr>
<tr>
<td>Goal 17: Chamber of Commerce and economic development council relationships.</td>
<td>Invite members of local Chambers of Commerce and Economic Development councils to be guests or panelists at BBA and MBA conferences; invite these organizations and local businesses to submit real-life business problems for use as student case studies.</td>
<td>Invite members of local Chambers of Commerce and Economic Development councils to be guests or panelists at BBA and MBA conferences; invite these organizations and local businesses to submit real-life business problems for use as student case studies.</td>
<td>Dean and Associate Dean</td>
<td></td>
</tr>
</tbody>
</table>
3.4 New Degree Programs

All new UHV programs, revisions and additions go through a rigorous internal review which begins within the School of Business Administration and concludes with a vote by the UHV Faculty Council. Changes are submitted to the Provosts’ Council of UH System and forwarded to the Texas Higher Education Coordinating Board for final approval. No new degree programs were added in the SBA during the past five years. The SBA planned to offer a joint Master of Science in Nursing/MBA program. However, the program did not materialize, since it did not receive approval from the Texas Higher Education Coordinating Board, and the UHV School of Nursing is moving to UH main campus.

3.5 Intellectual Contributions

Based on our School’s mission, our objective for faculty intellectual contributions is to “foster intellectual contributions that emphasize the application of knowledge to improve management practices, with a lesser emphasis placed on the discovery of new knowledge and the enhancement of knowledge related to instructional development.” Table 2-1 in Appendix 1 presents the intellectual contributions of SBA faculty for the four and one-half year period of January 1, 2010 through July 15, 2014.

Our 45 full-time faculty have doctorate degrees and are involved in the publication of articles in journals across all SBA disciplines. The main component of the School’s portfolio is peer-reviewed journals (PRJ). As shown in Tables 2-1 and 2-2 of Appendix 1, over the four and one-half year period, there are 246 peer-reviewed publications and acceptances of which 185 are unique, and they are distributed across 131 different journals resulting in an average of 5.5 publications per full-time faculty member. Approximately 90% of the publications are discipline-based applied research, and fewer than 10% of the articles are pedagogical in nature. Faculty also participate in academic conferences with 207 presentations over the 4.5 year period resulting in an average of 4.5 presentations per full-time faculty. As indicated in Tables 2-1 and 10-1, located in Appendix 1, 44 of our full-time faculty members are classified as AQ.

Table 2-2 in Appendix 1 shows the array of our publication outlets. The faculty have engaged in contributions to the discipline, contributions to the practice, and contributions to learning and pedagogical scholarship. The majority of publications and research activities are classified as Discipline Based Scholarship. Since our mission places the highest weight on applied research and discipline-based publications, our portfolio of ICs, shown in Table 2-1 is consistent with our mission and the programs we offer.
4. PARTICIPANTS

4.1 Students

Changes in enrollment trends

Since the last AACSB report, SBA student enrollment has increased by 24%. This is the net result of a large increase in undergraduate enrollment due to more effective recruiting in Greater Houston and downward expansion in Victoria offset somewhat by a decrease in graduate program enrollment due to additional competition in the Greater Houston area and large graduating classes. SBA recruiting personnel are working to rebuild the graduate student pool and continuing to improve overall enrollment growth. The table below shows enrollment changes since Fall 2009.

Table 4.1-1 Student Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 09</th>
<th>Fall 13</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>535</td>
<td>1035</td>
<td>93%</td>
</tr>
<tr>
<td>MBAs and MSEDE</td>
<td>996</td>
<td>863</td>
<td>-13%</td>
</tr>
<tr>
<td>Total</td>
<td>1531</td>
<td>1898</td>
<td>24%</td>
</tr>
</tbody>
</table>

Student diversity

The table below shows the changes in student demographics since Fall 2009. Increases in Sugar Land and Cinco Ranch (Katy) undergraduate enrollment plus downward expansion in Victoria has resulted in more full-time undergraduate students and a slight decrease in the average age of undergraduate students. However, more part-time graduate students have enrolled in SBA programs. As of fall 2013, the SBA student population includes 20 percent Black students, 21 percent Hispanic, and 22 percent Asian; 10 percent of students are international.

Table 4.1-2 Student Diversity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>Full Time</td>
<td>37.1%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Part Time</td>
<td>62.9%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Average Age</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Male</td>
<td>41%</td>
<td>55%</td>
</tr>
<tr>
<td>Female</td>
<td>59%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Changes in admission requirements

Beginning in Fall 2010, UHV admits freshmen as a result of downward expansion. The SBA has not made any changes in admission requirements since the last AACSB review.

SBA response to downward expansion

Downward expansion has increased opportunities for attracting lower-division students and more traditional students on the Victoria campus. As a result, we have added four sophomore year core courses, two courses in accounting and two in economics. We have also responded to the demand of traditional students in Victoria by increasing our number of face-to-face course sections and by moving sections to daytime hours. Before downward expansion, our courses in Victoria were offered only in the evening. Starting in Spring 2015, 50 percent of our face-to-face offerings in Victoria will be daytime courses. We expect the trend of offering more
daytime face-to-face courses in Victoria to continue so that we can serve the needs of this student population. Beyond adapting our course offerings, we are recruiting additional staff members in Victoria to better meet the needs of these students. One staff position will serve advising needs and the other will serve technological and instructional needs. We are also in the process of recruiting Management and Accounting faculty members to better serve this growing student population in Victoria.

Support services:

Advising changes

- Online degree plans: Beginning Fall 2014, new admitted students will be able to access their degree plans through the MyUHV system, allowing for real-time updated degree requirements. Students admitted before Fall 2014 will continue to use paper degree plans, unless they update their program or return following a lapse in enrollment of one year or more.
- Advising staff: Changes in student enrollment have resulted in student services positions taking on a more advising-focused role. In Spring 2014, seven student services staff members primarily focused on advising, with the remaining services staff focusing on student recruitment. In Fall 2014, the SBA hired an additional advisor in Victoria, bringing the advising-focused staff count to eight.

Career services changes

- Career services: Students have access to the university career services which include, since the last AACSB report, expanded services in the preparation of résumés and cover letters, interview resources, job postings, and career exploration databases (O*NET Online, Occupational Outlook Handbook, America’s Career InfoNet, EducationUSA, JobStart, etc.). Students also have access to Interview Stream which allows students to practice interviews online anytime and anywhere.
- Career fair: Each Fall and Spring, we host recruiters at our BBA and MBA case conferences. These recruiters take part in a career fair customized to the business students.
- Internship course: In an effort to give our students more practical experience and build their résumés, we created a course designed to give credit for internships.
- Panel events: We hold several events to aid in career planning. These include résumé building and interviewing strategy seminars. We have events in which entrepreneurs serve on a panel and students have the opportunity to ask questions about starting their own businesses. We also have events to help students communicate in the business world. Students are exposed to communication and presentation experts. All of these events are aimed at preparing students to advance in their careers.

Other student development initiatives

- Distinguished lecture series: In an effort to enhance our students’ exposure to industry executives and grow their professional network, we schedule multiple distinguished lectures throughout each semester. Prior to each lecture our students are invited to a reception and have the opportunity to meet with our speaker and other guests.
- Outstanding student awards: The SBA recognizes an outstanding undergraduate student and an outstanding graduate student each semester with a $500 award.
- Keynote speakers at the BBA & MBA conferences: At the end of the BBA and MBA programs, our students compete in a case conference. As part of each event, we invite a keynote speaker to share best practices and words of wisdom to encourage our students as they prepare for the next stage in their life after graduation.
• Student and alumni engagement: We are focusing on enhancing the networking among students. We now have an active and dynamic MBA student and alumni association. This is a valuable part of our program, and students are realizing the benefits of staying connected to each other through professional and social events. We have plans to do the same for our BBA students and alumni.

### 4.2 Faculty Management Policies

The SBA has two major sources of documentation of policies and practices for faculty management: the UHV Faculty Manual and the SBA policies and procedures. The following is an overview of these policies and practices.

#### UHV Faculty Manual and Other University Policies and Procedures

The University of Houston-Victoria (UHV) Faculty Manual effective 2012 with revisions May 2, 2014, includes the University’s policies concerning searching, hiring, employing, evaluating, and promoting faculty. The Faculty Manual defines tenure, promotion, tenure-track positions, non-tenure track positions, part-time positions, time in rank, criteria for tenure, and criteria for promotion. The Manual also provides the University policies for faculty workloads and compensation and for faculty leave (sabbaticals) and university sponsored research grants. The University provides support to all schools as follows:

**Computer Equipment, Support and Education**

A personal computer (or laptop) and printer is provided to each faculty member. Faculty computers are upgraded or replaced approximately every four years. All staff have similar equipment. All computers are connected via a local area network. The Office of Information Technology services computer equipment and provides and supports standard software. In addition, the Office of Information Technology regularly offers faculty and staff training.

**Library Resources**

The Library serves the curricular and research needs of faculty with a variety of services tailored to in-house and distant users. A team of professional librarians are available to assist in research and provide services via chat, email, phone and in-person. The Library also supports electronic reserve for course readings as well as interlibrary loan, which is free to all faculty, staff and students. To serve its patrons, the Library is committed to cooperation and the sharing of resources through TexShare, OCLC, and other library consortia.

**Audiovisual Services**

SBA faculty have access to classrooms and computer labs equipped with computers and overhead and LCD projectors where content from computers, portable media and document cameras can be shared with students. Faculty also have access to ITV rooms that are equipped with videoconferencing capabilities and have been adapted for concurrent, multi-site teaching.

**Distance Learning Academy**

SBA faculty may participate in the UHV *Distance Learning Academy*, an intensive half-day program, which meets for six weeks, and is designed to teach faculty members a variety of current technologies that can be used to enhance their classes. Faculty may repeat the Academy, space permitting, to continue to update their technology skills.
Student Success Center
The UHV Student Success Center provides testing services, support & tutoring of students, and instructional resources for faculty to promote their professional development and their career advancement.

Grant Support
The UHV Office of Research Development disseminates information to faculty and staff concerning federal, state and organizational grants, highlights grants appropriate for each school, assists schools in grant writing, and provides other data.

Faculty Research Grants Awards
UHV provides up to four awards between $4,000 and $6,000 each year to support pilot projects that can lead to the development and submission of proposals to external agencies for significant funding. Grants are competitive. A university committee consisting of faculty from each school recommends recipients after evaluating each applicant’s proposal and budget.

Junior Faculty Summer Research Grants
UHV provides two awards of $10,000 each year to junior faculty working towards tenure to support their research projects. Grants are competitive. A university committee consisting of faculty from each school recommends recipients after evaluating each applicant’s proposal and budget.

Excellence Awards
UHV provides three annual awards to faculty, one for teaching, one for research and one for service. Each award recipient is recognized with the honor at the UHV commencement ceremony in May as well as at the President’s Annual Report event in the Fall and receives a monetary gift and plaque.

Sabbatical Faculty Development Leave
UHV provides up to two awards each year to tenured faculty to support their research projects. Sabbaticals are competitive. A university committee consisting of faculty from each school recommends recipients after evaluating each applicant’s research proposal. Faculty selected for a sabbatical can select one year of release time at half-pay or one-half year release time at full pay.
School of Business Administration Policies and Procedures

The SBA has outlined policies and procedures that apply to the School in accordance with the mission of the School and its programs. The SBA mission establishes curriculum, outreach, intellectual contributions, and service as important areas of focus. Continuous improvement in these areas requires the recruitment and development of qualified faculty. Evaluation guidelines and reward structures supportive of excellence and goal attainment are essential.

Faculty Hiring Procedures

The Dean and Department Chairs are responsible for identifying the need of new faculty lines. In coordination with the University’s HR department, an ad is written with the requirements for the position clearly identified. The ad is published in the Chronicle of Higher Education and at least one other outlet that is a more specific fit for the discipline in need. A search committee is formed with at least 2 members in the same teaching discipline as the position being sought. After a thorough research of qualifications and phone interviews, the committee provides a short list of candidates that should be considered for campus visit. The Dean invites candidates for campus visit where they present their current research to the faculty. The search committee receives feedback from faculty and a final recommendation is made to the Dean, who will make an offer to selected candidates.

Faculty Selection

The Dean and Department Chairs evaluate each personnel decision for consistency with the mission of the School and achievement of its strategic goals. The SBA strategic plan contains the general goal of recruiting, developing and retaining high-quality faculty and the specific goal of continuing efforts to achieve demographic diversity among the School’s faculty. Faculty selection also takes into consideration the terminal degree, excellence in teaching, demonstrated research capabilities, service, online teaching experience, and organizational fit of the individual being considered for hire.

Faculty Deployment

The deployment of SBA faculty is student focused, where courses are offered at three UHV teaching locations and online and at times that meet student demand. Deployment takes into consideration academically qualified (AQ) and professionally qualified (PQ) faculty for each degree program. The SBA also considers faculty workloads and sets overall target goals for average number of course preparations per faculty member and average class size.

Faculty Promotion and Tenure Policies

The Promotion and Tenure process is described in UHV’s faculty manual. For the SBA’s role in the process, once an application has been received, the Dean seeks input from three external reviewers working at AACSB accredited institutions that are considered experts in the teaching area of the applicant. Tenured and eligible faculty participate in a school-wide committee that reviews an applicant’s research portfolio based on School requirements for P&T and teaching and service requirements based on university requirements and cast a vote. All tenured associate and full professors vote on tenure and on promotion to associate professor. Full professors vote on promotion to full professor. Based on faculty feedback and the reviews received by external reviewers, the Dean writes a recommendation that goes to the University P&T committee.
Faculty Development in SBA

The SBA encourages and provides support for faculty to continue growth and development in their professional and academic careers in ways that serve the mission and objectives of the School. The SBA and University programs have been developed to assist in faculty development and retention. A variety of faculty development resources are available to the School’s faculty.

Release Time

According to the UHV Faculty Manual, the normal teaching load at UHV is 12 semester credit hours of organized classes per regular semester (Fall and Spring). However, SBA faculty who are considered Academically Qualified (AQ) for the coming academic year receive one course release each for the Fall and Spring semesters. The AQ status is reviewed every summer, and faculty not AQ by July 15th go back to the normal teaching load of 12 credit hours per semester. New faculty are assigned a three-course load for the first three years with UHV. (New faculty are expected to publish at least one quality journal or higher by the end of the fifth semester of employment with UHV in order to continue on a three-course load).

SBA Training Assistance

In addition to the UHV Distance Learning Academy, the SBA holds “best practices” workshops at School faculty meetings. Best practices sessions are designed to introduce faculty members to state-of-the-art practices geared to continuous improvement in instruction and research. In addition, the SBA Online Services Team provides faculty with one-on-one training sessions, such as when new faculty come on board and when new online software is used for the first time. Topics for these sessions range from general subjects such as improving online communication effectiveness to specific topics such as incorporating a Webinar into the faculty member’s course.

Online Teaching Support

The SBA Director of Online Services is a tenured faculty member and serves as a member of the SBA Executive Team. The SBA Online Support Team includes Instructional Technology Specialists and a Multi-Media Specialist. This team supports faculty and students in many ways throughout each semester including: providing training in online course management, assisting in course layout and design, recording and editing live presentations for inclusion online, supplying technical support for webinars, uploading files and converting files to compatible online formats, setting up quiz modules, organizing the discussion board structure, supplying web links when needed, printing major student assignments for faculty review and grading, providing technical assistance during midterm and final exams, providing a helpdesk environment for answering student technical questions, preparing instructions for students in areas such as submitting assignments and taking exams, and supplying design and technical support for faculty web pages.

Faculty Mentoring Policy

Department Chairs are responsible for coordinating the mentoring process. All new faculty members (tenure-track, visiting and adjunct) are assigned a mentor by the Department Chair. New faculty members with online teaching responsibilities are assigned a second mentor to cover online training and support. The mentor’s role is to provide a resource for answering questions and for giving support and advice in course development. Mentors help explain SBA policies concerning uniform syllabi and selection of textbooks by faculty committee when multiple course sections are offered, the School’s culture and core values, the semester calendar and exam schedule, assurance of learning and program assessment, and so on. Mentors are expected to be in regular contact with their mentees and are rewarded with service points for their contributions in their annual evaluations.
Support for Presentations at Academic Conferences

The SBA encourages faculty to present their research in professional associations and institutes that lead to peer-reviewed journal articles. Attending such conferences enables faculty to receive feedback on their manuscripts and to keep current with innovations related to teaching and research, develop liaisons with colleagues at other universities, and increase opportunities for professional development. The SBA funds conference travel organized by academic associations affiliated with journals SBA rates as quality or above; funding is not provided to attend multi-discipline conferences with journals that tie publications to presenting or to journals that require payment.

Faculty Development Fund

Each faculty member can request up to $300 in school funds to support his or her individual development such as academic association membership fees, professional association fees, and certification fees. Faculty can also use these funds to purchase databases and computer hardware and software (such as MicroFit, Gauss, Lisrel, Mplus and Arena) that are beyond the standard equipment and software normally provided by the school (such as laptop, printer, headsets, webcams, SPSS, Amos, and SAS).

Administrative Support

The SBA secretarial staff assist in faculty travel documentation, direct student inquires, order office supplies, arrange for the mailing of business communications and packages, arrange for conference rooms and other logistical support, assist in desk copy textbook ordering, and provide limited fax and copying support to faculty. The SBA Director of Services manages the development and maintenance of the School’s faculty data system and Web site, maintains the School’s interface to the SEDONA professional activity reporting system, deals with school budget accounts, and prepares various AACSB surveys.

Student Services Support

The SBA Student Services Team, under the direction of the SBA Director of Services, markets and recruits students into all SBA programs, provides degree planning and academic advising, manages the School’s enrollment tracking system, and organizes student activities such as the MBA and BBA Conferences and student award ceremonies. (See section 4.1 for more details.)

Graduate Assistants

To support research, teaching and service efforts, each semester the School has between nine and thirteen graduate assistants, depending on the allocated budget and workload. Graduate assistants are assigned to the faculty by the Department Chairs each semester.

School level grants

In addition to UHV’s faculty development grant and leave programs (found in the UHV Faculty Manual), the SBA provides Summer Research Grants and Summer Teaching Grants on a competitive basis. Faculty seeking summer research or teaching support send an application to their Department Chair. A faculty committee is formed to judge the merit of the proposals, and recommendations are made to the Dean. Faculty awarded a Research Grant receive $10,000 in lieu of summer teaching. Faculty awarded a Teaching Grant receive $5,000 and can teach one course over the summer. SBA summer grant awards over the past five years have totaled $260,000 for research grants and $5,000 for teaching grants.

Bloomberg BusinessWeek Awards

In addition to UHV’s research award, for the last three years the SBA has been able to provide research and teaching awards in the amount of $2500 and $2000, respectively, to the best researchers in the School and those professors incorporating material from Bloomberg BusinessWeek as a pedagogical tool in their courses.
Applicants to these awards send their materials to their Department Chair, and a faculty committee makes a recommendation to the Dean.

**Partnership Professors**

Starting in 2011, faculty identified as outstanding in their discipline by the administrative team have been rewarded with a Partnership Professorship of $3000 that can be used by receiving faculty members for purposes related to their professional development such as conference travel, computer equipment, software, data purchase, membership fees, and so on. Funds can be used until exhausted.

**Databases**

To support the productivity of faculty and in particular to provide the Accounting, Economics and Finance faculty members with current information, subscriptions to DataStream, Compustat, CRSP and other databases is paid by the School on a regular basis.

**Overview of Faculty Development**

Table 4.2-1 is a summary of the development resources available to faculty in the SBA. This summary categorizes the resources according to the key areas of professional responsibility (teaching, research and service) that each resource supports.

**Table 4.2-1: Summary of SBA Faculty Development Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBW Awards</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conference Attendance (presentations)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Development Fund</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OL teaching Support (Blackboard, Panopto, etc.)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Release Time</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Secretarial Support</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summer Grants</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Training in Best Practices</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services Support</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership Professorships</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Databases</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University level resources also available to SBA Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Equipment</td>
</tr>
<tr>
<td>Library Resources</td>
</tr>
<tr>
<td>Audiovisual resources</td>
</tr>
<tr>
<td>Student Success Center</td>
</tr>
<tr>
<td>Grants support</td>
</tr>
<tr>
<td>Excellence Awards</td>
</tr>
</tbody>
</table>
Annual Review and Evaluation

One of the primary benefits of the annual review and evaluation is to assist the faculty in developing to their full potential. Tenured, tenure-track and visiting faculty receive reviews on an annual basis. The annual performance evaluation is designed to provide a feedback mechanism so faculty members know how the administration assesses their overall performance. The Faculty Annual Evaluation Plan 2013 (FAEP 2013) describes the evaluation process and includes the activities by which faculty will be evaluated, the evidence faculty need to show concerning their performance, and the weights used to measure performance by category. This FAEP, in Appendix 3, was developed in 2012 and was approved by faculty to be effective January 1, 2013 and supersedes the previous one called Faculty Development and Evaluation plan, FDEP 2009, effective Spring 2010. The annual performance evaluation process follows these steps:

1. As soon as the calendar year ends, the Department Chairs notify the faculty that it is time to submit evidence of their annual performance in the SEDONA database system.

2. After performance materials are submitted, the Department Chair reviews each faculty member according to the evidence submitted following the procedure outlined in the Faculty Annual Development Plan (FAEP 2013)

3. After the Chairs complete the reviews, the Chairs meet with the Dean to finalize the annual reviews to ensure consistency and fairness across departments.

4. The Chair presents the written results of the review to the faculty member. Those results include numerical ratings for the areas of teaching, research, service, and an overall rating.

5. The Chair schedules individual conferences with faculty members to discuss the performance review. The conference may be waived if both Chair and faculty member agree to the waiver by written mutual consent. At this meeting, probationary faculty members and the Chair discuss progress toward tenure. For those performing below expectations as specified in the Categories of Evaluation section, the Chair and faculty member will write a remediation plan. Approval of the plan rests with the Dean.

6. The Dean submits the ratings summary of each tenured, tenure-track and visiting faculty member's evaluation to the provost office.

The Appeals Process

The SBA has an Appeals Process where a faculty member, dissatisfied with his or her assigned rating or remediation plan, can appeal, in writing, to the Department Chair. Upon review of the faculty member’s written appeal and relevant performance and evaluation information, the Department Chair makes a recommendation to the Dean, who resolves the issue. If a faculty member is dissatisfied with the Dean’s resolution of the issue, the faculty member may grieve to the University Grievance Committee. Procedures for grievance are in the UHV Faculty Manual.

Categories of Evaluation

The annual performance evaluation results in a written statement to accompany a numerical rating for each category of evaluation: teaching, research, and service. There is also a numerical rating assigned to the faculty member’s overall performance. The ratings scale has five levels:

1. Performance well below levels expected or required.
2. Performance below levels expected or required.
3. Performance at levels expected or required.
4. Performance above levels expected or required.
5. Performance far above levels expected or required.
Faculty members whose evaluation in teaching, research or service places them in the lowest overall category will be notified in writing by the Chair that their performance has not met the level of performance expected of a faculty member. The Chair will indicate in a remediation plan the deficiencies in performance and offer suggestions as to how they can be corrected.

Evidence of Performance
At the beginning of the Spring semester, the Chairs call for evidence of performance from the faculty members. Faculty members list all teaching, research and service activities and accomplishments for the evaluation period (the previous calendar year) in the School’s SEDONA database system.

Weighting of Performance Areas
As of 2013, faculty members set percentages as follows per the UHV Faculty Manual:

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>50-60%</td>
</tr>
<tr>
<td>Research</td>
<td>25-40%</td>
</tr>
<tr>
<td>Service</td>
<td>5-15%</td>
</tr>
</tbody>
</table>

Percentages can be set outside these ranges if the Dean, Chairs and faculty member agree (examples include faculty development leave, leave of absence, and administrative assignment).

Merit Raise
Once the weights have been set for each faculty member, the SBA overall composite rating (OCR) is calculated as a weighted average of the Teaching, Research and Service components of performance.

\[ \text{OCR} = W_{\text{Teaching}} \times \text{Teaching Rating} + W_{\text{Research}} \times \text{Research rating} + W_{\text{Service}} \times \text{Service rating} \]

As per the Faculty Manual, this is the number used to rank faculty in the determination of merit raises.

Definition of Academic Qualifications

Academically Qualified Faculty
In defining academically qualified (AQ) faculty, the SBA is guided by the School’s mission and the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation revised January 31, 2012, the AACSB white paper Deploying Academically Qualified Faculty: An Interpretation of AACSB Standards revised March 2009, and the white paper AQ/PQ Status: Establishing Criteria for Attainment and Maintenance of Faculty Qualifications – An Interpretation of AACSB Standards dated November 2009.

Per AACSB International Eligibility Procedures and Accreditation Standards for Business Accreditation, revised January 31, 2012, pages 42-49, each faculty member that is AQ must meet original academic preparation requirements and complete activities that maintain or establish preparation for current teaching responsibilities. Please see Table 10-1 in Appendix 1 for academic preparation of each faculty member.

Maintaining Academic Qualifications
To maintain academic qualifications, each SBA faculty member must publish, at a minimum, at least three peer-reviewed academic journal articles over the most current five-year period. The SBA considers a publication peer-reviewed when the publication is listed in any of the following:
Tenured, tenure-track and visiting professors who are AQ per the definition above are awarded an AACSB stipend. Please see Table 2-1 in Appendix 1 for a summary of each faculty member’s intellectual contributions.

Part-Time Faculty Policies and Procedures

Part-time faculty members are valued contributors to the SBA’s instructional effort. The SBA employs part-time (adjunct) faculty and an executive in residence in order to broaden the range and number of courses offered in various degree programs. Part-time faculty are hired based on their academic credentials, professional experience, and expertise in the teaching area, as well as evidence of potential effectiveness in teaching. The SBA qualifies adjunct faculty by determining if each potential hire meets the professional qualifications defined below or academic qualifications defined earlier in this report.

Professionally Qualified Faculty

Though other SBA faculty members could meet professional qualifications, the SBA PQ requirements are currently applicable to part-time faculty. Guided by the SBA mission and the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation revised January 31, 2012, the AACSB white paper Deploying Professionally Qualified Faculty: An Interpretation of AACSB Standards revised March 2009, and the white paper AQ/PQ Status: Establishing Criteria for Attainment and Maintenance of Faculty Qualifications – An Interpretation of AACSB Standards dated November 2009, the following is the SBA definition of professionally qualified (PQ) Faculty:

Criteria for Determining PQ Status at the Time of Hire

At the time of hire, a faculty member must meet the requirements of both academic preparation and professional experience, as described below, to be considered PQ by the SBA.

1. Academic Preparations: Must have a graduate or professional degree (example of a professional degree is J.D.).
   In addition:
   a. A general MBA degree is sufficient to teach introductory undergraduate business courses.
   b. Advanced BBA courses and graduate program courses should be taught by instructors having a graduate or professional degree with a major or concentration in the teaching area.
2. Professional Experience: Professional experience related to the teaching field will be evaluated as follows:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Introductory Undergraduate Business Courses</th>
<th>Advanced BBA courses</th>
<th>Graduate Program Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional experience related to the teaching area</td>
<td>3 years</td>
<td>5 years</td>
<td>7 years</td>
</tr>
</tbody>
</table>

| Level of responsibility | Professional assignment with involvement in teaching area | Professional assignment with involvement in teaching area | Professional assignment with involvement in strategic planning and decision making |

Criteria for Maintaining PQ Qualifications

PQ faculty need to be engaged in at least five of the following activities related to the teaching area in the most recent five-year period:

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Description of Activity Conducted Over the Past 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licenses and Certifications</td>
<td>Professional licenses or certifications related to the teaching area (each license or certification counts only once every 5 years)</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Current full-time industry work experience in teaching area (one point for each full year of work over the past five years related to the teaching area)</td>
</tr>
<tr>
<td></td>
<td>Consulting and expert testimony (one point for each significant activity)</td>
</tr>
<tr>
<td>Other Professional Contributions</td>
<td>Member of Board of Directors (each Board position counts once in a five-year period)</td>
</tr>
<tr>
<td></td>
<td>Leadership position in professional association (each leadership position counts once in a five-year period)</td>
</tr>
<tr>
<td></td>
<td>Teaching seminars or conducting workshops related to the teaching area (each seminar or workshop counts as one point)</td>
</tr>
<tr>
<td></td>
<td>Significant and active involvement in entrepreneurial activities (one point for each significant entrepreneurial activity)</td>
</tr>
<tr>
<td></td>
<td>Serving as panelist at UHV SBA MBA or BBA conferences (one point per five-year period)</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Attendance at professional or academic conferences (one point per conference related to teaching area)</td>
</tr>
<tr>
<td></td>
<td>Continuing education credit (one point per course related to teaching area)</td>
</tr>
<tr>
<td>Academic Contribution</td>
<td>Published peer-reviewed journal article (one point per article related to teaching area)</td>
</tr>
<tr>
<td></td>
<td>Publication in trade journal or book (one point per journal or book related to teaching area)</td>
</tr>
<tr>
<td></td>
<td>Presentation at conference (one point per significant presentation related to teaching area)</td>
</tr>
<tr>
<td></td>
<td>Publication of conference proceedings (one point per proceedings related to teaching area)</td>
</tr>
<tr>
<td></td>
<td>Other publications (One point per significant publication related to teaching area)</td>
</tr>
</tbody>
</table>
Adjunct Faculty Hiring Procedures

Department Chairs are responsible for hiring adjunct faculty in the SBA. Adjunct instructors should meet either Academic or Professional qualifications as defined by the SBA in order to meet the mission of the SBA and AACSB and SACSCOC standards. The duration of the contract for adjunct faculty is one semester. Adjunct instructors are hired for a specific semester to provide instruction for a specific course. The amount of adjunct hires is limited to the standards set by AACSB. The SBA’s current target goal for adjunct instructors is 10% of total course sections taught. In general, PQ faculty are hired to teach undergraduate courses.

Adjunct Faculty Mentoring Policy

Department Chairs are responsible for coordinating the mentoring process for adjunct instructors. Similar to tenure-track and visiting professors, new adjunct faculty members are assigned a mentor by the Department Chair. If the new adjunct faculty member is teaching online, a second mentor is assigned to that faculty member to cover online training and support. Mentor duties for new adjunct faculty are similar to those of mentors for new tenure-track and visiting professors.

SBA Online (Blackboard) Support

Part-time adjunct faculty receive the same online support as full-time faculty (tenured, tenure-track and visiting professors) as described earlier in this document.

Faculty Evaluation

Adjunct faculty are evaluated each semester for teaching performance and maintenance of academic or professional qualifications. Adjunct faculty use the same textbooks, have the same course syllabi and course objectives, and provide student data for assurance of learning and program assessment activities similar to full-time SBA faculty teaching the same course. Student feedback is obtained each semester and reviewed by the Department Chair. Appropriate counseling is provided by the Department Chair.

Services

Adjunct faculty have access to the same administrative, instructional-support and library services as full-time faculty members in carrying out their SBA instructional duties. Shared office space is provided, including computer and telephone. Parking and UHV email accounts are provided.

Organizational Changes since the last review

Faculty have grown from 34 members in Fall 2009 to 45 members in 2014. To accommodate this level of growth, the SBA has undergone a reorganization in the Administrative (Executive) Team since the last AACSB visit. In 2009, the School had two Department Chairs and the Dean. The current structure includes the Dean, an Associate Dean, and three Department Chairs. The reorganized departments are: Accounting, Economics and Finance; Marketing and Management; and Strategy and Decision Sciences.
Faculty Teaching, Qualifications and Deployment

Participating and Supporting Faculty

For the tables prepared in this report, we consider participating faculty all SBA full-time faculty and the SBA executive in residence. All others are considered support faculty. Table 9-1 in Appendix 1 shows the number of student credit hours covered by participating and support faculty by discipline, by online and face-to-face courses, and by program. All AACSB minimum requirements are covered by our School. Table 10-1 shows the summary of faculty qualifications and Table 10-2 shows the deployment of qualified faculty.
5. ASSURANCE OF LEARNING

UHV is accredited by SACSCOC to award bachelor’s and master’s degrees. Programs are proposed by the School faculty and must be approved by the university, UH System, and the Texas Higher Education Coordinating Board. Because the SBA is committed to outreach, we offer courses online and at off-campus sites in Sugar Land and Cinco Ranch (Katy) in addition to our home campus in Victoria, Texas. In fulfilling its mission, the SBA strives to achieve continuous improvement in all degree programs so as to ensure that graduates receive an educational experience of the highest quality.

The SBA currently offers four degrees: Bachelor of Business Administration (BBA), Strategic Master of Business Administration (SMB), Global Master of Business Administration (G MBA) and Master of Science in Economic Development and Entrepreneurship (MSEDE).

Under the BBA degree, the SBA offers one major in Business Administration, and within the major, seven concentrations: Accounting, Finance, General Business, Healthcare Administration, Management, Marketing, and Supply Chain Management. For master’s degrees, the SBA offers a variety of concentrations. For example, for the SMBA, the SBA offers concentrations in Accounting, Economic Development, Finance, Entrepreneurship, International Business, Management and Marketing.

As discussed in Section 3 of this report, the SBA has two faculty committees that review curriculum and coordinate the assessment process concerning the School’s academic programs. As of Fall 2014, the Graduate Curriculum Planning and Assessment Committee (GCPAC) includes seven elected faculty members and coordinates the Strategic MBA, the Global MBA, and the Master of Science in Economic Development and Entrepreneurship programs. The Undergraduate Curriculum Planning and Assessment Committee (UCPAC) includes eight elected faculty members and coordinates the Bachelor of Business Administration program and its seven concentrations. All members of the GCPAC and UCPAC committees are qualified, terminally degreed faculty within their disciplines.

5.1 Curriculum Development

BBA Program

The BBA program review resulted in the following additions and changes being approved and implemented by the SBA faculty:

- BBA program core curriculum:
  a. MGMT 4322 (Strategy and the Business Environment) was dropped from the core curriculum since it was believed there was an overlap in the content of this course with other core management courses. However, subsequent program reviews resulted in MGMT4322 (renumbered MGMT4308) being added back into the core curriculum to fully cover the ethics portion of the BBA program and to assess program Learning Goal 4.
  b. QMSC 3321 (Quantitative Decision Making) was renamed and redesigned as MGMT3321 (Operations & Supply Chain Management), which is a course that provides students with a foundation in manufacturing and service operations along with supply chain management.

- Added two BBA concentrations to meet industry demand for healthcare administration and supply chain management professionals:
  a. Added 18-hour Healthcare Administration Concentration
  b. Added 18-hour Supply Chain Management Concentration
• Changes within the BBA concentrations:
  a. Each BBA concentration received an extensive review of its learning goals and assessment for SACSCOC requirements and review. The SACSCOC 2014 review accepted this assessment without comment.
  b. Accounting: The accounting concentration sequence was reviewed and several course prerequisites were revised.
  c. General Business concentration: The required 21 hours of business electives from at least 3 areas was changed to require four courses (MGMT4320 Organizational Behavior, MGMT4303 Entrepreneurship, MGMT4316 International Management and MKTG4311 Buyer Behavior) plus 9 hours of upper-level SBA electives from at least 2 areas. This change ensures that each student is exposed to organizational and buyer behavior plus international business and entrepreneurship, which are important knowledge areas of business.
  d. Management concentration: MGMT 4303 (Entrepreneurship) was replaced with a management elective to allow students in this concentration to place greater emphasis on other management areas such as HR, Leadership, and/or Organizational Behavior.
  e. Marketing concentration: one of the four marketing electives was replaced with any upper-level SBA course to provide students with more flexibility and an opportunity to broaden their knowledge base. Also, the prerequisites for MKTG 4340 Marketing Management were revised.
• Added one undergraduate elective course: a 3-credit hour BUSI 4390 internship course for students with approved, unpaid internships.
• Added four sophomore year core courses: Because of downward expansion in Victoria, the SBA added two sophomore year courses in accounting and two in economics.

MBA Programs
The Strategic and Global MBA programs were reviewed and compared with our key competitor universities. Faculty attended the AACSB Redesigning the MBA Symposium and the AACSB Experiential Learning Seminar. Input on graduate curricula was sought from students, alumni and the Dean’s Advisory Council. At the time of these reviews, the SBA faculty, as a whole, found that there was insufficient need to revise the core curricula of the Strategic and Global MBA programs. Over the next year, these two MBA programs will be reviewed to determine if changes are needed to meet the new AACSB 2013 academic standards.

There were changes made in the graduate accounting concentration. ACCT6371 Advanced Auditing was added as a required course in the accounting concentration and several accounting elective prerequisites were revised.

Also, two graduate electives were added: a 3-credit hour BUSI 6390 internship course for students with unpaid, approved internships, and a 3-credit hour graduate ACCT 6374 Seminar in Accounting Ethics, which is a requirement of the Texas State Board of Public Accountancy for taking the CPA exam.

Master of Science in Economic Development and Entrepreneurship
The MSEDE is a program that integrates two areas of knowledge, economic development and entrepreneurship. In the past five years, using assessment data, the faculty have been improving the integration of these two knowledge areas into the curriculum and courses. Over the next year, the MSEDE program will be reviewed to determine if changes are needed to meet the new 2013 AACSB standards.
5.2 Assessment Tools and Procedures

The assessment process is the procedure of determining whether students are learning what they are expected to learn in a program and enhancing the program to improve student performance. The SBA has an assessment process that includes the SBA Executive Team (Dean, Associate Dean, Department Chairs and Director of Assessment), the SBA Graduate Curriculum Planning and Assessment Committee (GCPAC) and Undergraduate Curriculum Planning and Assessment Committee (UCPAC) as leaders of the assessment effort and whose members populate the program coordinator positions, and a staff facilitator. Due to increasing assessment requirements, the SBA four-member Curriculum Planning and Assessment Committee of 2005 has grown to today’s two committees, with the GCPAC having seven elected faculty members and the UCPAC having eight elected faculty members as of Fall 2014.

Learning goals have been developed for each of our academic programs.

Table 5.2-1: SBA Program Learning Goals

<table>
<thead>
<tr>
<th>BBA Program:</th>
<th>The BBA program prepares graduates for professional positions in business. Such an education produces graduates who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Comprehend the business environment and functions.</td>
<td></td>
</tr>
<tr>
<td>· Demonstrate effective communication skills.</td>
<td></td>
</tr>
<tr>
<td>· Demonstrate computer usage skills.</td>
<td></td>
</tr>
<tr>
<td>· Employ ethical principles in business situations.</td>
<td></td>
</tr>
<tr>
<td>· Demonstrate the ability to work effectively on teams in organizational situations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic MBA Program:</th>
<th>Strategic MBA graduates will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Analyze business operations and processes.</td>
<td></td>
</tr>
<tr>
<td>· Analyze changes in the business environment to develop strategies that respond to emerging opportunities and threats.</td>
<td></td>
</tr>
<tr>
<td>· Apply leadership skills to work effectively with individuals and teams in organizational situations.</td>
<td></td>
</tr>
<tr>
<td>· Apply cross-functional approaches to organizational issues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global MBA Program:</th>
<th>The Global MBA seeks to develop in each graduate the capacity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Analyze the changing global environment.</td>
<td></td>
</tr>
<tr>
<td>· Analyze cultural differences to address organizational issues from a global perspective.</td>
<td></td>
</tr>
<tr>
<td>· Apply theories, models or tools to solve global business issues.</td>
<td></td>
</tr>
<tr>
<td>· Apply functional knowledge and skills to address cross-disciplinary issues in the global marketplace.</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Science in Economic Development and Entrepreneurship:** MSEDE graduates will be able to:

- Apply the entrepreneurial process to develop a business idea into a business plan.
- Analyze the business viability of a mature firm.
- Prepare an economic development strategy for a community or region.
- Analyze the economic impact of a development project.

The School’s comprehensive planning and assessment policies align mission, program goals, and embedded assessment measures. Since Dr. Kathryn Martell, an expert in AACSB assessment practices, visited the SBA in 2006 and assisted in the development of our assurance of learning program, SBA faculty and administrators have continued to enhance our assessment practices to help ‘close the loop’ and enhance academic program learning outcomes.

The SBA uses the following five-step AACSB assurance of learning process:

- **Step 1** – Define learning goals and objectives.
- **Step 2** – Align curriculum with goals.
- **Step 3** – Identify instruments and measures.
- **Step 4** – Collect, analyze and disseminate assessment data.
- **Step 5** – Use assessment data for continuous improvement.

Except for the ETS exam, all SBA program learning goals are assessed using direct, course embedded measures. The SBA developed most of the embedded measurement rubrics used, with each rubric containing at least four traits. The general expectations are that 75% of students will meet or exceed the performance criteria defined for each trait of each rubric. Faculty teams assess each learning goal and make recommendations for continuous improvement. UCPAC summarizes BBA program recommendations and GCPAC summarizes graduate program recommendations and review these recommendations with the entire SBA faculty at semi-annual faculty meetings. Implemented program enhancements are those approved by the SBA faculty. For more details, see Figure 5.2-2 flow chart.

Per AACSB requirements, each of our four programs were assessed twice over the past five years, and this review cycle was accepted by SACSCOC during the 2014 review without comment. The assessment process used is as defined by AACSB’s five steps, shown above. In addition, SACSCOC requires that we assess the BBA concentrations. All SBA undergraduate students take the BBA program core curriculum, and each student chooses one of seven concentrations (accounting, finance, general business, healthcare administration, management, marketing or supply chain management). The core BBA program has five learning goals and each BBA concentration has two learning goals.

In the 2012-13 academic year, the SBA documented its assessment process and results over the past seven years as per the University’s SACSCOC assessment documentation requirements. This resulted in the documentation of the last three assessment cycles for each of our four programs and each BBA concentration spanning the 2007-2013 timeframe. SACSCOC accepted SBA’s assessment process, results, continuous improvement enhancements, closing the loop activities, and documentation without comment.
Figure 5.2-2: SBA Assurance of Learning Flow Chart

- **BBA program**
  - UCPAC develops plan for program assessment
  - Collect data
  - Assess each Learning Goal with faculty teams
  - Faculty assessment teams make BBA continuous improvement recommendations
  - Review and final suggestions by UCPAC

- **Graduate programs**
  - GCPAC develops plan for program assessment
  - Collect data
  - Assess each Learning Goal with faculty teams
  - Faculty assessment teams make Graduate program continuous improvement recommendations
  - Review and final suggestions by GCPAC

- **SBA faculty body review and approve continuous improvement recommendations**

- **BBA recommendations not needing UHV approval are implemented**
  - Faculty Council / Undergraduate Affairs Committee review and recommendations
  - Faculty Council review and approval
  - SBA implements approved BBA continuous improvement recommendations

- **BBA recommendations needing UHV approval**
  - Faculty Council / Graduate Studies Committee review and recommendations
  - Faculty Council review and approval
  - SBA implements approved graduate continuous improvement recommendations

- **Graduate recommendations needing UHV approval**
  - Faculty Council / Graduate Studies Committee review and recommendations
  - Faculty Council review and approval
  - SBA implements approved graduate continuous improvement recommendations

- **Graduate recommendations not needing UHV approval are implemented**

**Closing the loop**
Highlights of SBA Assurance of Learning Process 2010-2014

The following are highlights of SBA’s Assurance of Learning (AoL) program, assessment activities, and accomplishments since the last AACSB reaccreditation visit. The SBA follows AACSB standards for assessing each of our four academic programs, implements recommendations for continuous improvement, and documents closing the loop. During the Spring 2010 AACSB review, the SBA was commended in that ‘The school has implemented an exemplary Assurance of Learning (AoL) process and is commended for its achievement in closing the loop and faculty involvement.’

The following are highlights of the SBA assessment process over the 2010-2014 timeframe. The highlights include program enhancements as well as improvements to our assessment process. A year-by-year account of SBA assessment activities and accomplishments for each program is included in Appendix 2. Examples of embedded assessment rubrics are also included in Appendix 2.

BBA Program

All SBA full-time faculty members have been involved with assessing portions of the BBA program during this review cycle. Student performance in four of the five BBA core program learning goals, in general, met expectations. However, student performance in Learning Goal #1, comprehend the business environment and functions, has declined over the past few years and needs improvement. The SBA has been using the national ETS exam to measure Learning Goal #1, but the school has not been able to determine how to improve student performance using the information supplied by the ETS exam. In Spring 2014, the SBA faculty voted to develop our own in-house comprehensive exam to help determine what areas of the BBA curriculum need improvement. Led by UCPAC, a pilot exam was developed Summer 2014 with input from 32 SBA faculty members, including faculty representing each school discipline, and implemented Fall 2014.

Assessment has found that the concepts of ethical principles and effective teamwork need additional program content. Results of oral presentations show the need for students to be more effective in time management and less reliant on note cards or PowerPoint slides. Students should also be given more opportunities to practice functions and advanced features of Microsoft Excel throughout the program.

SACSCOC requires that the SBA assess the BBA program concentrations. Led by UCPAC, each BBA concentration underwent a review by SBA faculty teams, and learning goals for each concentration were developed or confirmed. Assessment of these concentrations revealed areas needing improvement, and SBA faculty made recommendations to enhance each concentration. Assessing the concentrations, overall, improved the BBA program.

MBA Programs

Led by GCPAC, 37 SBA faculty members were involved in assessing portions of the MBA programs over the past five years. In general, students in the Strategic MBA and Global MBA programs are meeting expectations in the program learning goals. However, assessment has revealed areas needing improvement. For both the Strategic MBA and Global MBA programs, several courses have gone through course content and textbook review to determine how to more effectively integrate program knowledge. For example, assessment has shown that student performance in developing pro forma financial statements needs improvement, and faculty members in finance, accounting and strategic management are reviewing alternatives on how and where in the program to provide more content in this area.

For the Strategic MBA program, assessment has revealed the need to develop an Excel template for the finance course project and to use real data for the operations management course project. More emphasis needs to be
placed on the concepts of strategic position, capital structure, and leadership traits and styles. All courses with embedded measures need to include and discuss additional examples to prepare students to develop more fully their assessment assignments. For continuous improvement of the entire program, during this assessment cycle, the SBA faculty decided to increase expectations to 80% of students meeting or exceeding expectations for each and every program embedded measure trait.

For the Global MBA program, assessment has shown the need for more program emphasis on globalization, driving forces, competitive analysis, hedging, forward premium calculations, market segmentation and targeting, and cost/benefit analysis. During this assessment cycle, to improve the entire Global MBA program, the SBA faculty decided that each program embedded assessment rubric will include an additional trait to more thoroughly assess each learning goal.

**Master of Science in Economic Development and Entrepreneurship**

Eight SBA faculty members were involved in assessing the MSEDE during the past five years. The assessment of the MSEDE has helped to integrate the two conceptual bases of the program, economic development and entrepreneurship. In the current review cycle, assessment has identified the need for more program emphasis on competitive analysis, financial analysis, viability analysis, and economic impact. In addition, assessment results suggest providing specific databases for example cases, adding a more standardized industry analysis format to program assignments, and the possible need for software such as IMPLAN to improve student learning and project writing.

**Online Course Assessment**

Our online and face-to-face course sections are assessed using the same learning goals and the same embedded measurement rubrics. A comparison of face-to-face student performance at Victoria, Sugar Land and Cinco Ranch (Katy) found no significant difference by location. However, prior to 2010, the SBA found that, in graduate programs, students in online course sections performed similarly to those in face-to-face course sections for Bloom’s Taxonomy level 2 (comprehension) and 3 (application) learning but not in Bloom’s level 4 (analysis) learning. To improve online learning, the SBA faculty recommended enhancements to online course sections such as making written assignment instructions more explicit, providing students with a sample paper to illustrate program expectations, and using the discussion board to cover cases and situations similar to those in the assessment assignment. Since 2010, closing the loop documentation supports the general conclusion that these online recommendations have been implemented and that student performance in online sections has increase to the performance in face-to-face sections for Bloom’s level 4 learning.

In the 2012-13 academic year, with SBA participation, UHV developed an online course inventory that includes the best practices outlined by SACSCOC and the Texas Higher Education Coordinating Board for online instruction. Each SBA online course is reviewed by the appropriate department chair to assess the extent that each online course includes the recommended online course inventory items.

**Improving the Assessment Process**

Since incorporating the AACSB assurance of learning process, our assessment procedures and practices have improved. We have learned how to develop effective rubrics for our programs and how to involve faculty in the assessment process. Appropriate SBA faculty members and leaders have attended AACSB conferences and seminars to learn about current best practices in program assessment. We continue to incorporate feedback to improve our program assessment process.
Assessment of course embedded measures is completed by faculty teams. This assessment is typically done the next semester after the course is taught and the data is collected. The number of faculty members per team has increased to at least four members. A faculty team usually includes a member of UCPAC or GCPAC (depending on whether the assessment is for the BBA program or a graduate program) and the faculty members teaching the course that includes the embedded measure. At times, the teams also include junior faculty who use the team experience to learn about our assessment process and procedures. Typically, results of closing the loop and recommendations for continuous improvement are determined by the faculty assessment teams, reviewed and augmented by GCPAC or UCPAC, and then summarized and presented to the SBA faculty body for approval during semi-annual faculty meetings.

Further information about SBA program assessment over the past five years is provided in the following Tables in Appendix 2 of this report:

Table 5.2-3 – SBA Program Assessment Schedule (2010 to 2014)
Table 5.2.4 – SBA Assessment Activities and Accomplishments for Each Program (2010 to 2014)
Table 5.2.5 – BBA Program Curriculum Alignment with Mission and AACSB Standards
Table 5.2.6 – Strategic MBA Program Curriculum Alignment with Mission and AACSB Standards
Table 5.2.7 – Global MBA Program Curriculum Alignment with Mission and AACSB Standards
Table 5.2.8 – MS Economic Development and Entrepreneurship (MSEDE) Program Curriculum Alignment with Mission and AACSB Standards
Table 5.2.9 – Representative Assessment Rubrics for SBA programs