International Association to Advance Collegiate Schools of Business (AACSB)

Continuous Improvement Report
2017-2022

The University of Texas at Tyler
Soules College of Business
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Executive Summary

Guiding Principles

The following addresses the Soules College of Business (Soules COB) at the University of Texas at Tyler's adherence to AACSB Guiding Principles.

Ethics and Integrity

- Ethical behavior is formally listed as one of the core values of the Soules College of Business; ethics issues are integrated into the curriculum and courses contain ethics discussions.
- Faculty value academic integrity. One of the persistent issues regarding academic integrity has been students' understanding of plagiarism. In Fall 2022, a taskforce was created within the College to develop a plan to ensure plagiarism and academic integrity are discussed in multiple core courses of the curriculum, thus ensuring continuous learning throughout a student's journey in the College.
- All faculty and staff complete required UT Tyler compliance training which includes ethics and how to handle ethical situations.

Societal impact

- Contributing to positive societal impact is important to faculty and administration as reflected in the core values of the Soules College of Business. Standard 4 and Standard 9 in the CIR report provide examples of students, staff, and faculty making positive contributions to society.
- As an emerging Hispanic-serving institution, where a large number of Soules College of Business students are first-generation in college, the completion of their degree leads to upward mobility.

Mission-Driven Focus

- Three key concepts in the mission statement are "engaging our learners, faculty, industry, and community members", "deliver innovative undergraduate and graduate programs to foster the success of our learners", and "stimulate impactful faculty research."
- Stakeholder engagement provides learners with high quality learning experiences.
- The College provides varied opportunities for learners to achieve their educational goals and prepare for a successful professional career.
- High quality faculty research enhances teaching to provide excellent education to learners which results in better job opportunities.

Peer Review

- On November 7th, 2022, a face-to-face pre-visit was held between the Soules College of Business and Dr. Marilyn Macik-Frey, chair of the AACSB review team, for the purpose of early information, transparency, and addressing any early concerns.
- The Soules College of Business will facilitate the Team's efforts by providing timely, easily accessible supporting documents and coordinating well organized meetings during the visit.

Continuous improvement

- Curriculum revisions are a standard process in the College. Curricula are revised and removed as business trends change, along with input from industry and advisory councils.
- Regular peer reviews of teaching ensure continuous improvement of teaching and a periodic review of journal list quality ensures continued high-quality faculty research.
- The online MBA ranked in the Top 100 according to the latest US News and World Report.

Collegiality

- Faculty appreciate the collegial environment in the Soules College of Business. During the faculty hiring process, the collegiality of a potential candidate is evaluated and discussed. In addition to research, teaching, and service, collegiality is taken into consideration during the annual evaluation process and the tenure and promotion process.
- Shared governance is valued in the Soules College of Business and has been stressed by the Dean since his hire. Faculty committees are consulted and involved in decision-making whenever appropriate.

Agility

- The successful adjustment of all courses to online modality during the pandemic in late Spring 2020 is a testament to faculty's agility.
- Responding to industry needs and feedback through program curricula review provides students with the necessary skills to compete in the business world. The creation of a certificate in compliance and diversity as well as the MS in Cybersecurity and Data Analytics are wonderful examples.

Global Mindset

- International Business is a core business course for all undergraduate business majors. Global Business Perspectives is a core course in the MBA program. In addition, global issues are addressed in several courses across departments.
- The University and College have numerous MOUs with international universities to foster international education.

Diversity and Inclusion

- A new course, GENB 4350 Diversity in Organizations has been designed and is being offered in Spring 2023 as part of a new Compliance and Diversity certificate.
- A "Minority in Business" student organization was established in Fall 2020.
- Dr. Veronda Willis was selected to serve as the Soules College of Business representative on the newly created Presidential Justice, Equity, Diversity, and Inclusion (JEDI) Council.
- UT Tyler is considered an "emerging" Hispanic-serving institution due to significant increases in Hispanic enrollment.

Continued Adherence to AACSB Guiding Principles and Business Standards

- The Soules College of Business has been continuously accredited since 1998, demonstrating the commitment to the AACSB Guiding Principles and Business Standards.

Mission

The Soules College of Business Mission Statement: The Soules College of Business pursues excellence in business education by engaging our learners, faculty, industry, and community members. We cultivate and deliver innovative undergraduate and graduate programs to foster the success of our learners and stimulate impactful faculty research. We prepare the next generation of leaders and professionals to pursue career opportunities in East Texas and beyond.

The Soules College of Business Core Values: We value the role that business plays in recognizing, responding to, and solving societal problems: quality education, gender equality, decent work & economic growth, reduced inequality and industry, innovation and infrastructure.

- We value existing and emerging industry standards and needs that make our learners competitive in the marketplace.
- We hold ourselves to the highest ethical standards and responsibly manage the resources of the Soules College of Business.
- We respect and value diversity in ideas, peoples, and cultures.

To fulfill its mission, the Soules College of Business has three strategic goals:

- Engage learners in learning activities that will enhance their future careers.
- Expand opportunities for learners and faculty to engage the community.
- Foster an environment of continuous improvement by committing to basic, applied, and pedagogical research, service, and professional development of faculty and staff.

Strategic Management and Innovation

Continuous input from all the Soules College of Business's key stakeholders (faculty, staff, learners, and community) informs the College on its strategic plan. The College maintains a process that leads to the maintenance of a strategic plan with a clear and focused mission (as is

articulated in the prior section of the executive summary), as well as goals, objectives, tactics, and metrics for success. As part of its continuous monitoring, a risk analysis has identified four risk factors ranked by the likelihood of the risk occurring and the impact if it occurred. A continued decline in graduate (online MBA) enrollment due to an increasingly competitive MBA environment since the COVID-19 pandemic and the expected retirement of several tenured faculty members over the next 2-3 years were identified as the two potentially most severe risks.

The College of Business and Technology was renamed the Soules College of Business in 2018 after John Soules Foods, Inc. made the largest single private contribution to the University of Texas at Tyler at the time. Soon after, in the summer of 2018, the Soules College of Business moved into a new 140,000 square foot, four-story, highly visible building, incorporating the latest technology. This, together with continued support from the University, ensures the College has access to financial resources to fulfill its mission and strategic plan. Successes include the addition of the Small Business Development Center (SBDC) and the East Texas Entrepreneurship Center (ETEC), which increased stakeholder engagement, the addition of an innovative MS in Cybersecurity and Data Analytics, and the creation of the Soules Endowment that will spur additional impactful student and faculty research.

Learner Success

Learner success is a hallmark of The University of Texas at Tyler and the Soules College of Business. It is ingrained in the culture within the college and the university. Assurance of Learning (AoL) and assessment activities have been adapted and integrated into the college. In support of its mission, one of the core values of the Soules College of Business reads: "we value existing and emerging industry standards and needs that make our learners competitive in the marketplace." To ensure that programs are aligned with industry standards and learners are competitive in the marketplace, input is solicited from the Soules College of Business Advisory Council and Accounting Advisory Council members.

The Soules College of Business has a well-defined curriculum process that facilitates curriculum management. The faculty have ownership of the courses and program curriculum. The College uses primarily direct measures for assessment but has begun implementing more indirect measures where the faculty deem appropriate. Assurance of Learning data, industry changes, and advisory council feedback are frequently considered in curriculum review and revision decisions. Many curriculum additions and changes have been made at both the graduate and undergraduate levels to ensure learners have the required competencies. For example, many curriculum changes reflect that data driven decision-making is increasingly important in all areas of business, whether it be accounting or marketing. Another example of alignment with industry is that all undergraduate learners can participate in our newly introduced Compliance and Diversity certificate program, which addresses an increased focus on diversity and inclusion initiatives within business entities that have created a need for employees who are attuned and trained to handle these initiatives.

The Soules College of Business provides many opportunities for academic and professional engagement. They include involvement in student organizations, competitions, internships and recruiting events, academic and industry conference participation and experiential learning opportunities.

Thought Leadership, Engagement, and Societal Impact

Business faculty in the College generated a portfolio of intellectual contributions (ICs) diversified across multiple categories of research and types of products. Faculty produced 253 ICs from basic or discovery scholarship. 59 were applied in nature and 94 were focused on teaching and learning. This distribution is in broad alignment with the research portfolio emphasis embraced by the College and supports the mission of the University.

Considering the regional mission of the Soules College of Business, the priorities as mentioned in the UT Tyler five-year strategic plan, and the guidance provided by the UN in its "17 sustainable development goals" reference framework, the Soules College of Business Strategic Planning Committee and the Soules College of Business Leadership Council decided to strategically focus on the following five "UN sustainable development goals" deemed applicable and appropriate for our region: Goal #4: Quality Education, Goal #5: Gender Equality, Goal #8: Decent Work and Economic Growth, Goal #9: Industry, Innovation and Infrastructure, and Goal #10: Reduced Inequalities.

The outreach centers within the Soules College of Business play an important role in contributing to the level of engagement and societal impact the Soules College of Business has in the region. Specifically, three outreach centers are elevating the Soules College of Business's level of engagement and societal impact in the pursuit of Goal #8: Decent Work and Economic Growth and Goal #9: Industry, Innovation and Infrastructure: the HIBBS Institute for Business and Economic Research, the East Texas Entrepreneurship Center, and the UT Tyler Longview Small Business Development Center. Soules College of Business faculty and staff are involved with the activities in each center, whether it is as consultants, fellows, guest speakers, mentors, etc.

The Soules College of Business is advancing diversity and inclusion in several ways. What follows are a few examples of how this commitment to advance diversity and inclusion is reflected in curriculum, thought leadership, and internal and external activities (society as a whole).

Curriculum

- A new course, GENB 4350 Diversity in Organizations, has been designed and is being offered in Spring 2023 as part of a new Compliance and Diversity certificate.
- In several of the business core courses such as MANA 1300 Introduction to Business, BLAW 3301 Business Law and Corporate Social Responsibility, and MANA 3311 Fundamentals of Management, issues of diversity, equity and inclusion are discussed.

Faculty Research

- Faculty are campus leaders for the UT Louis Stokes Alliance for Minority Participation (LSAMP) grant program, which is a summer research academy intended to encourage underrepresented populations' participation in STEM.
- Cowart, T. W. (2020). Anger and the Law - Free from Passion? in *Righteous indignation: Christian philosophical perspectives on anger*, Lexington Books – discusses the "me too movement".
- Hong, J. H. & Byun, K. A. (2020). Attracting prosocial lenders from different cultures to help others in microlending. *Journal of Consumer Marketing*, *37*(2), 205-214 - addresses how to help the poor through microlending.

Internal and External Activities

- Minorities in Business (student organization) was established in Fall 2020 to provide leadership opportunities to minority students majoring in business, to cultivate a supportive community for minorities, and to promote the various business professions.
- Women in Computing (student success initiative): to increase the number of successful course sequence completers who identify female.
- Dr. Veronda Willis is the Soules College of Business representative on the Presidential Justice, Equity, Diversity, and Inclusion (JEDI) Council.

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Soules College of Business Strategic Plan

Overview

University History and Organization

The University of Texas at Tyler was established in 1971 as Tyler State College, renamed as Texas Eastern University in 1975, and joined The University of Texas System (UTS) as The University of Texas at Tyler in 1979. As one of nine academic institutions. UT Tyler is governed by the Office of the System Chancellor and the UTS Board of Regents in compliance with all UTS policies and procedures. In 2018, UT Tyler moved up in Carnegie Classification to Doctoral/Professional University. In December 2021, UT Tyler moved up again to R2: Doctoral Universities-High Research Activity. In 2021, UT Tyler was officially named as a full member of NCAA Division II by the national committee.

In 2020, the UTS Board of Regents announced the consolidation of UT Tyler and The University of Texas Health Science Center at Tyler (HSC) into one institution operating as UT Tyler and announced plans to establish a School of Medicine. The Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) Board of Trustees approved the proposal for the merger in December 2020. The UTS Board of Regents named Kirk A. Calhoun, MD, FACP as the fifth President of the new unified UT Tyler in January 2021. In December 2022, SACSCOC approved the new M.D. program and announced successful decennial reaffirmation. The Fifth Year Interim Report to include the Quality Enhancement Plan (QEP) Impact Report will be in 2027.

The University of Texas at Tyler offers more than 98 baccalaureate and master's degree programs, two post-baccalaureate certificates, two professional doctoral programs, three Ph.D. programs, one DNP program, and one Ed.D. program. The university awards approximately 3,000 degrees a year. The University is organized into five academic colleges and three schools: College of Arts and Sciences, College of Education and Psychology, College of Engineering, The Ben and Maytee Fisch College of Pharmacy, the Soules College of Business, School of Medicine, School of Nursing, and School of Health Professions.

More than 1500 full-time academic employees are employed including full-time faculty teaching at the main Tyler campus, the Health Science Center, the Houston Engineering Center, the Longview University Center, and the Palestine off-campus instructional sites. The University receives revenue from a variety of sources, including state appropriations, federal appropriations, philanthropic donations, and tuition revenue.

UT Tyler Mission Statement: UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public services, and advanced healthcare delivery.

UT Tyler Vision Statement: We aspire to be an impactful, values-centered institution unified in common purpose; a community that fosters opportunity, committed to providing a uniquely balanced student experience and improving the quality of human life.

UT Tyler Values:
Servant Leadership: We put the needs of our students, patients, colleagues, and community, first.
Excellence: We work collaboratively every day to be better and strive to establish and achieve exemplary outcomes.
Accountability: We hold ourselves to the highest ethical standards and manage the resources of UT Tyler wisely.
Diversity: We respect and value diversity in ideas, peoples, and cultures and strive to create an inclusive and equitable community.

The university is dedicated to supporting students primarily within the 14-county East Texas region. However, UT Tyler students come from around the United States and dozens of countries around the world. The university is committed to providing a setting for free inquiry and expects excellence in teaching, research, artistic performances and professional public service provided by faculty, staff, and students. As a community of scholars, the university develops the individual's critical thinking skills, appreciation of the arts, humanities and sciences, an international understanding for participation in a global society, and professional knowledge and skills to enhance economic productivity with a commitment to lifelong learning.

Students learn from faculty scholars with national recognition as experts in their disciplines and in professions as medicine, engineering, public administration, education, business, health sciences, and technology. Within an environment of academic freedom, faculty and students engage in research and creative activity, both to develop and maintain their own scholarly expertise and to extend human knowledge. The results of that research and other creative efforts are made available to students in the classroom and to the general public through publication, technology transfer, and public service activities. The institution seeks to serve individuals who desire to enhance their professional development, broaden their perspectives, or enrich their lives.

The University of Texas at Tyler is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of The University of Texas at Tyler may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Soules College of Business Organization

The College of Business and Technology was renamed the Soules College of Business in 2018 after John Soules Foods, Inc. made the largest single private contribution to the University of Texas at Tyler at the time. Soon after, in the summer of 2018, the Soules College of Business moved into its new (current) home. The current facility housing the College is a 140,000 square foot, four-story, highly visible building, incorporates the latest technology, and is the newest building on the UT Tyler campus.

The Soules College of Business includes the business disciplines of Accounting, Finance, Management, Marketing and Computer Information Systems (CIS). These disciplines are organized into the Department of Accounting, Finance, and Business Law, the Department of Marketing and Management, and CIS within the Computer Science Department. The Computer Science Department also includes the Computer Science and Information Technology degrees and are excluded from this review. The other non-business (excluded) disciplines administratively in the Soules College of Business are the Department of Technology which is accredited by ATMAE and the Department of Human Resource Development. The organization chart is shown in Appendix 1: Organizational Chart.

The Soules College of Business offers a BBA in Accounting, Finance, Management, and Marketing, and a BS in General Business and CIS. At the graduate level, the MBA and Master of Accountancy (MAcc) are offered. In addition, the Texas Board of Higher Education recently approved a Master of Science in Cybersecurity and Data Analytics degree to be offered starting in the spring of 2023. The BS in General Business is completely online while the BBA is offered face-to-face with some classes offered online. The Macc is face-to-face, while the general MBA is offered with both face-to-face and online classes. The accelerated MBA (Healthcare Management, General Marketing, and Cyber Security concentrations) is offered only online in a seven-week format. In Spring 2022 there were 1422 undergraduate students and 700+ graduate students enrolled in the business programs in the Soules College of Business.

Soules College of Business Outreach Centers

The Soules College of Business has several outreach centers and institutes to support its mission:

- Center for Retail Enterprises
  https://www.uttyler.edu/center-for-retail-enterprises/mission/
- Center for Family and Small Enterprises
  https://www.uttyler.edu/center-for-family-and-small-enterprises/mission/
- Hibbs Institute for Business and Economic Research
  https://www.uttyler.edu/hibbs-institute/
- East Texas Entrepreneurship Center (ETEC)
  https://www.uttyler.edu/entrepreneurship-center/

- Small Business Development Center (SBDC) in Longview
  https://www.uttyler-longviewsbdc.org/
- Texas Productivity Center
  https://www.uttyler.edu/texas-productivity-center/
- Center for Cybersecurity
  https://www.uttyler.edu/center-consumer-cybersecurity/

Mission Statements for the centers and institutes are presented in Appendix 2: Mission Statements - Outreach Centers and Institutes**.**

Soules College of Business Challenges

The Soules College of Business graduate enrollment grew dramatically between 2012 and 2017. Since then, multiple internal and external challenges have put continuous downward pressure on (online) graduate enrollment. It is anticipated that the hyper competitive MBA market will continue to be a challenge to graduate enrollment.

In response to this challenge, it is important for the Soules College of Business to recognize where we stand in the market and where we have opportunities to grow. The Texas Board of Higher Education recently approved a Master of Science in Cybersecurity and Data Analytics degree to be offered starting spring of 2023.

Progress Update - Prior Peer Review Visit

In the 2018 communication, the peer review team noted four areas of concern to be addressed prior to or at the time of the next review. Each of the areas are noted below along with the actions taken.

"The strategic planning process should incorporate faculty management plans (recruitment and retention) so that expected and continued growth in enrollment can be supported, especially in the area of online programs. Additionally, financial strategies for funding additional faculty resources should be accounted for in the budgeting process and reflected in the financial strategies table. (Standard 3: Financial Strategies and Allocation of Resources; Standard 5: Faculty Sufficiency and Deployment)"

Since 2018, multiple internal and external challenges have put continuous downward pressure on (online) graduate enrollment. It is anticipated that the hyper-competitive MBA market will continue to be a challenge to graduate enrollment. In response to this challenge, it is important for the Soules College of Business to recognize where it stands in the market and where it has opportunities to grow. While this considerable decline in online graduate enrollment has presented challenges, it also has provided some level of "right-sizing" faculty to student ratios in online graduate courses.

In addition, the Office of Academic Affairs, as part of the planning stage for new academic programs, and before providing approval to move forward with further curriculum development of a new academic program, now requires that faculty, Chairs, and Deans make the "business case" for the program. This includes but is not limited to a five-year cost and revenue projection for the delivery of the program, which includes a detailed listing of faculty needs.

For example, the Texas Board of Higher Education recently approved a Master of Science in Cybersecurity and Data Analytics degree to be offered starting Spring of 2023. The program will be delivered entirely online. As part of the academic process and before approval of the new program by the UT System and the State of Texas, funding for two additional faculty supporting the program was requested and received from the office of Academic Affairs at UT Tyler.

Finally, in Fall 2022, UT Tyler hired an Associate Provost of Online and Continuing Education to help ensure the different academic units not only develop in-demand programs, but also request and receive the resources to successfully launch and grow these programs.

"Given the development and launch of new academic programs in Computer Information Systems and General Business and issues related to closing the loop for several learning goals, the program should continue to enhance its AOL process and make appropriate curricula changes based on the results of that process. (Standard 8: Curricula Management and Assurance of Learning)."

Following the Soules College of Business's last Continuous Improvement Review in 2018, the College made changes to the AOL review process to address the issues related to closing the loop. The College previously had a separate Assurance of Learning committee and a separate College-level Curriculum committee. The two committees were combined into the Curriculum and Assessment committee. There were two branches of this committee, one dealing with assessment and curriculum changes at the undergraduate level, and one for the graduate level.

The process is now more seamless as the same group of faculty representatives is viewing the assessment results, analyzing these results, implementing the necessary curriculum changes based on the results, and then closing the loop after reviewing the impact of the changes. Committee members are faculty representatives from each department in the Soules College of Business, and the chair of the committee serves on the University's Undergraduate or Graduate Curriculum committee.

"Given the average and growing size of online classes, faculty should measure student-student and student-faculty engagement to determine if the engagement is appropriate and sustainable across all program delivery methods. (Standard 10: Student-Faculty Interactions)"

Soules College of Business faculty, who teach in our online courses, provide a multitude of resources to our learners so they can engage with their instructor and fellow learners. These tools include required Canvas graded discussion boards, synchronous Zoom sessions, Flipgrid assignments, Kahoot game-based quizzes, collaborative team projects, and graded team

evaluations, video discussions, and many more. While the University does not have an office policy for faculty, faculty in the Soules College of Business are strongly encouraged to provide learners opportunities to engage with them. Many faculty have embraced this request by posting virtual office hours and/or providing learners the opportunity to schedule one-on-one virtual sessions with the instructor. Two examples of syllabi from courses in which the above is reflected are attached in Appendix 3: Student Engagement in Online Courses.

Additionally, the UT System provided funding for a professional development program offering a Certificate in Effective College Instruction by the Association of College and University Educators (ACUE). Fourteen Soules College of Business faculty have successfully completed and received this nationally recognized certificate to improve online class engagement. Also, several courses in the MBA have received the Quality Matters Official Course Review by external reviewers, which helps ensure quality course design in online and innovative learning environments. To ensure quality in high stakes exams, MBA courses use online proctoring by ProctorU with live or artificial intelligence proctoring.

Furthermore, enrollment in the MBA program, which is predominantly delivered online and accounts for a majority for the online courses in the Soules College of Business, has declined from 936 students in Fall 2017 to 631 students in fall 2021. While this obviously presents a challenge financially, it has "rightsized" the average size of online classes in the program. It has also ensured that student-student and student-faculty engagement is easier to manage and sustain.

Finally, the combined effort of faculty, staff, students, and community stakeholders resulted in the Soules College of Business online MBA program's recognition as a top 100 program in the 2021- 2022 *U.S. News and World Report* ranking as well as 53rd in the US according to Fortune magazine's most recent ranking.

"The MBA program has recently instituted an accelerated, cohort-based online delivery in addition to their traditional face-to face flexible delivery format. While the requirements are the same, the populations served are very different. There should therefore be a separate AOL process for each of the two delivery modes so that the specific needs of the two populations can be better realized. (Standard 8: Curricula Management and Assurance of Learning)"

Assurance of Learning results have been disaggregated between the online MBA, face-to-face MBA, accelerated MBA, and executive MBA programs so that the Soules College of Business can measure the needs for all the different delivery modes. Results for the different delivery modes are presented in Table 5-1: Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program.

New Degree Programs in Soules College of Business

As previously reported, the Texas Board of Higher Education recently approved a Master of Science in Cybersecurity and Data Analytics degree to be offered starting spring of 2023. The program will be delivered entirely online.

Additionally, several new certificates, graduate, and undergraduate courses were developed during the review period. An overview is provided in the Curricula Revisions section of this report.

Business Accreditation Standards

Standard 1: Strategic Planning

Strategic Planning Process and Timeline

Since the last CIR in 2018, the University of Texas at Tyler and the Soules College of Business experienced many changes in leadership roles. At the College level, there have been four different (interim) Deans with different priorities. The current Dean, Dr. Krist Swimberghe, served in an Interim capacity until December 2021. After an exhaustive national search and recruitment process, Dr. Krist Swimberghe was announced as the permanent Dean on January 1st, 2022. At the University level, after the merger with the University of Texas Health Science Center in 2020 and substantial changes in the University leadership team, a new UT Tyler strategic plan was released in September 2022 (see Appendix 4: UT Tyler Strategic Plan).

While there have been frequent leadership changes at the top levels of both the University and the College, significant stability exists at both the department, chair, and faculty level, characterized by very little turnover during the aforementioned time period. Even though the tenure of several of the (interim) Deans during the period was too short to result in a new formal strategic plan, departmental faculty and discipline-specific business advisory councils in areas such as accounting continued to meet and provide stakeholder input. This, for instance, ensured course changes were made in the accounting curriculum to ensure programs properly prepare and provide the desired outcomes for learners, such as successfully passing the CPA exam. This also enabled not only the completion of several strategic initiatives identified in the prior CIR report but also allowed different departments to continue to strategically make progress.

Examples of this include the securement of a five-year grant in fall 2018 totaling $564,250 from the U.S. Economic Development Administration, which transformed what was formally the Entrepreneurship Innovation Institute (EI^2) into the East Texas Entrepreneurship Center (ETEC). Dr. Roger Lirely and Dr. Kerri Camp, both faculty at the Soules College of Business, were instrumental in securing this grant and served as co-principal investigators.

Strategic faculty hires were made during the period such as Dr. Kacie Pei, who helped create courses such as internet marketing and social media marketing which strategically facilitates the future deployment of a digital marketing certificate or micro-credential. In the Accounting discipline, new hires were made who had specific expertise in data analytics to ensure new CPA exam content is covered in accounting courses.

The different College faculty committees continued to function and fulfill their responsibilities. For example, in 2019 this resulted in the redesign of the MANA 3300 Critical and Analytical Thinking course as a critical “closing the loop” action in improving the critical thinking student learning outcome.

Most recently in 2021, as the Soules College of Business prepared for the selection of a new "permanent" Dean and the University prepared its new five-year strategic plan, the Soules College of Business Strategic Planning committee moved forward in reviewing and advising the Dean according to the below timeline.

Time	Action
October 2021	College Strategic Planning Committee forms. Review of the Soules College of Business's mission and vision statements as well as a UT Tyler proposed non-public draft of its new mission and vision statements.
November 2021	College Strategic Planning Committee requests input from Soules College of Business faculty and staff and from Soules College of Business advisory council members.
January 2022	College Strategic Planning Committee meets to discuss input from both the Soules College of Business faculty and staff and advisory council members.
February 2022	College Strategic Planning Committee drafts revised Soules College of Business mission and vision statements and solicits further feedback from faculty and staff during workshop.
March 2022	College Strategic Planning Committee presents draft of the Soules College of Business mission and vision statements to Soules College of Business student representatives and the Soules College of Business advisory council members and solicits feedback.
April 2022	College Strategic Planning Committee drafts final version of the Soules College of Business mission and vision statements for approval to the Soules College of Business leadership team
May 2022	The Soules College of Business mission and vision statements are discussed and approved by the Soules College of Business leadership team and made public.
September 2022	The College Strategic Planning Committee makes recommendations on how societal impact is reflected in the Soules College of Business mission and vision statements using the "United Nations (UN) 17 sustainable development goals" (https://sdgs.un.org/goals) as a reference framework.
September 2022	The Soules College of Business leadership team discusses and approves with minor changes to the recommendations of the College Strategic Planning Committee.
September 2022	The University of Texas at Tyler unveils its new five-year strategic plan.
October 2022	Data is collected from faculty to help take inventory on how societal impact is currently being addressed in the curriculum, faculty research and external activities.
Next	The Soules College of Business Strategic Planning Committee reviews the new UT Tyler five-year strategic plan and suggests revisions as needed to ensure the Soules College of Business strategic plan contributes to the goals of the UT Tyler five-year strategic plan.

As per the Soules College of Business Governance Policy and Bylaws section 4.G.3, "The Strategic Planning Committee (SPC) will meet at least once each academic year to review and advise the Dean on the College strategic plan" (see Appendix 5: Governance Policy and Bylaws).

Vision Statement

The Soules College of Business will be a leader in developing talent which will sustain, grow, and diversify the economy in East Texas and beyond.

Mission Statement

The Soules College of Business pursues excellence in business education by engaging our learners, faculty, industry, and community members. We cultivate and deliver innovative undergraduate and graduate programs to foster the success of our learners and stimulate impactful faculty research. We prepare the next generation of leaders and professionals to pursue career opportunities in East Texas and beyond.

Core Values

We value the role that business plays in recognizing, responding to, and solving societal problems: quality education, gender equality, decent work & economic growth, reduced inequality and industry, innovation and infrastructure.

We value existing and emerging industry standards and needs that make our learners competitive in the marketplace.

We hold ourselves to the highest ethical standards and responsibly manage the resources of the Soules College of Business.

We respect and value diversity in ideas, peoples, and cultures.

Strategic Goals

- Engage learners in learning activities that will enhance their future careers.
- Expand opportunities for learners and faculty to engage the community.
- Foster an environment of continuous improvement by committing to basic, applied and pedagogical research, service, and professional development of faculty and staff.

The Soules College of Business strategic plan outlines objectives and tactics under each of the strategic goals. The strategic plan also includes measures of success and identifies resources needed (see Table 2-1: Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle).

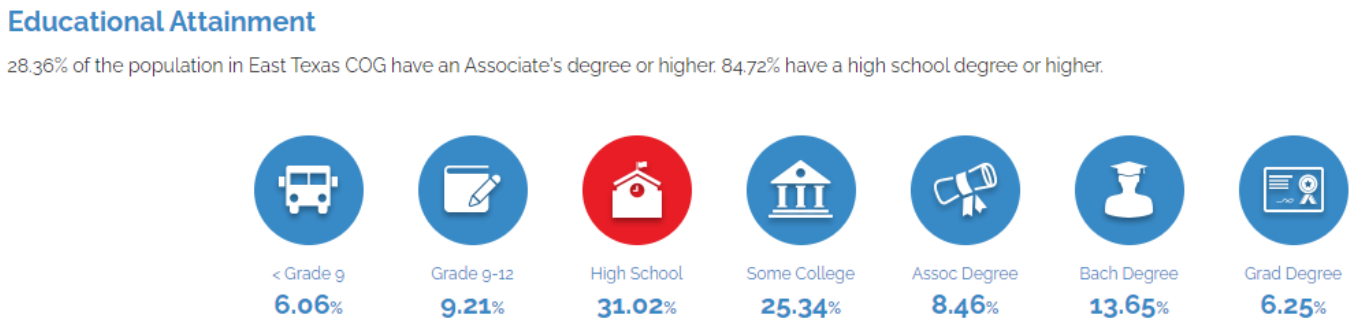
The longer-term strategic goals for the next Accreditation Cycle of the Soules College of Business reflect some of the mitigating actions required to offset several of the risks as identified in the Risk Analysis and Remediation Plan in the Risk Analysis and Remediation subsection of this section.

Table 2-1: Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds
Diversify and market portfolio of graduate degrees	$ 500,000 - $ 1,000,000	Source: Academic Affairs
Upgrade and replace existing technology throughout the Soules College of Business	$ 500,000	Source: College Budget (Instructional Support Fees)
Create a Soules College of Business value proposition and develop advancement proposal to build out the Soules College of Business fourth floor	$ 10,000,000	Source(s): State funds & Private Donor(s)
Become a National Center of Excellence in Cybersecurity Defense Education/Research	$ 150,000	Source: Academic Affairs

Societal Impact

Educational attainment levels in the East Texas region are some of the lowest in the state. According to the East Texas Council of Governments and the Hibbs Institute of Business and Economic Research, less than 20% of the population has a bachelor's degree or higher and only about 28% of the population in East Texas has obtained an associate degree or higher.



Furthermore, the median household income of East Texas families is well below the Texas and U.S. median household incomes.

$55,005

Median Household Income

0%	more than the county
17%	less than the state
19%	less than the nation

Additionally, one of the priorities of the new UT Tyler five-year Strategic Plan is to "Elevate Economic Opportunity and Social Mobility of our Students" (see Appendix 4: UT Tyler Strategic Plan).

Considering the regional mission of the Soules College of Business, the priorities as mentioned in the UT Tyler five-year strategic plan, and the guidance provided by the UN in its "17 sustainable development goals" reference framework, the Soules College of Business Strategic Planning Committee and the Soules College of Business Leadership Council decided to strategically focus on the following five "UN sustainable development goals" deemed applicable and appropriate for our region:

- Goal #4: Quality Education
- Goal #5: Gender Equality
- Goal #8: Decent Work and Economic Growth
- Goal #9: Industry, Innovation, and Infrastructure
- Goal #10: Reduced Inequalities

A listing of current activities addressing the development goals in the curriculum, research, and service activities are provided in Table 9-1.

Diversity and Inclusion

The Soules College of Business is advancing diversity and inclusion in several ways. As mentioned in the prior section, two of the five "UN sustainable development goals" that the Soules College of Business Strategic Planning Committee and the Soules College of Business leadership has decided to strategically focus on are Goal #5: Gender Equality and Goal #10: Reduced Inequalities. What follows are just a few examples of how this commitment to advance diversity and inclusion is reflected in curriculum, faculty research, and internal and external activities.

Curriculum.

- A new course, GENB 4350 Diversity in Organizations, has been designed and will be offered in spring 2023 as part of a new "Compliance and Diversity" certificate offering. (https://www.uttyler.edu/soules-college-of-business/accounting-finance-and-business-law/business-law-certificates/)
- In several of the business core courses, such as MANA 1300 Introduction to Business, BLAW 3301 Business Law and Corporate Social Responsibility, and MANA 3311 Fundamentals of Management, issues of diversity, equity and inclusion are discussed.

Faculty Research.

- Faculty are campus leaders for the UT Louis Stokes Alliance for Minority Participation (LSAMP) grant program, which is a summer research academy intended to encourage underrepresented populations' participation in STEM. (https://www.uttyler.edu/news/pressrelease/2018/11082018.php)
- Cowart, T.W. (2020). "Anger and the law - Free from passion?" in *Righteous Indignation: Christian Philosophical Perspectives on Anger* – discusses the "me too movement".
- Hong, J.H., and Byun, K.-A. (2020). Attracting prosocial lenders from different cultures to help others in microlending. *Journal of Consumer Marketing*, *37*(2), 205-214 - addresses how to help the poor through microlending.

Internal and External Activities.

- Minorities in Business (student organization): established in Fall 2020, to provide leadership opportunities to minority students majoring in business, to cultivate a supportive community for minorities, and to promote the various business professions.
- Women in Computing (student success initiative): to increase the number of successful course sequence completers who identify as female.
- Dr. Veronda Willis is the Soules College of Business representative on the Presidential Justice, Equity, Diversity, and Inclusion (JEDI) Council. The Presidential JEDI Council is committed to improving the lives of the UT Tyler community by creating a tailored approach to the way our students, faculty, and staff interact with each other as well as with the institution. This group, with a focus on the 'big picture' is working to create a campus where everyone who learns, works, or visits can be their full, authentic self and feel a sense of belonging in every space on campus.
- Numerous faculty members serve on boards of directors of civic and professional organizations that promote diversity, equity, and inclusion.

Risk Analysis and Remediation

Appendix 6: Risk Analysis and Remediation Plan summarizes the risks facing the Soules College of Business during the next accreditation cycle. Risks are rated high, medium, or low along three variables: the likelihood of the risk occurring, the impact if the risk occurred, and the severity based on the impact and probability.

Four main risks are identified. The most likely and the most impactful and, therefore, the most severe risk is a continued decline in graduate, specifically online MBA enrollment, due to the increasingly competitive online MBA landscape. Improved retention efforts and the development of a more diversified portfolio of in-demand graduate programs will be needed to mitigate this risk.

Related to the above is the risk of legislative action prohibiting or restricting higher education institutions from using third-party or outside program management (OPM) companies. The Soules College of Business has been successful in partnering with an OPM. Thus, anticipating such legislation and collaborating with the UT Tyler Marketing Department or fee for service providers in helping market its programs is required should legislative action occur.

The subsequent most severe risk to the Soules College of Business is the potential retirement of several faculty who hold leadership positions in the College. An increased effort to recruit, mentor, train, and prepare junior faculty for leadership roles in the College is required to mitigate this risk factor.

The least severe risk to the Soules College of Business is UT Tyler's increased emphasis on healthcare and related professions. This may provide a more challenging fundraising environment for the College. Formulating a clear value proposition for the Soules College of Business to community stakeholders and improving our alumni effort becomes even more essential moving forward.

Standard 2: Physical, Financial and Virtual Resources

Physical Resources

The College of Business and Technology was renamed the Soules College of Business in 2018 after John Soules Foods, Inc. made the largest single private contribution to the University of Texas at Tyler at the time. Soon after, in the summer of 2018, the Soules College of Business moved into its new (current) home. The current facility housing the College is a 140,000 square foot, four-story, highly visible building, which incorporates the latest technology, and is the newest building on the UT Tyler campus. The fourth floor of the building currently remains unfinished.

The building features student meeting spaces, classrooms, computer labs, specialized experimental labs, as well as faculty and staff offices, a courtyard, specialized landscaping, and a

second-floor terrace. Of note is the specialized finance analytics lab on the first floor. In addition, the University "Welcome Center" is located on the second floor of the building.

Virtual Resources

Teaching

The Soules College of Business classrooms are equipped with the latest technology to facilitate learning regardless of modality, whether it be face-to-face, hybrid or online. A replacement schedule to ensure technology remains up to date has recently been put in place. For example, in August 2022 approximately $120,000 in instructional support fees was allocated toward the replacement of a 60-computer specialized classroom. Each faculty has office space and either an up-to-date desktop computer or laptop. Specific faculty needs are addressed by the individual department chairs and funded through operating funds.

The University's Office of Digital Learning (https://www.uttyler.edu/digital-learning/)exists to innovate and advance the use of digital technologies in meaningful experiences for learners, faculty, and staff. A support specialist from the Office of Digital Learning, dedicated to the Soules College of Business, works with College faculty, programs, and departments to serve digital learning needs and provide support, ideas, and collaboration. Instructional designers provide both pedagogical and technological course and program support. This includes resource repositories for faculty, course design templates and starter course shells, website resources including badges and online credentialing, and online/on- demand programs and workshops to address specific course, program, and department needs.

The Office also administers learning systems support including Canvas and department digital and physical resources. Video equipment checkout as well as recording and production services are available at a faculty member's request. Canvas support includes enrollment and user presence, system functionality, integration, user experience, and system modification and tuning for all faculty and students.

Additionally, in order to ensure the integrity of examinations in online courses, the University funds the use of ProctorU for faculty who desire it as well as the use of coaches in order to help faculty manage their course logistics.

Research

The University, the College, and the Departments ensure that faculty have access to tools that allow them to fulfill their research responsibilities. Among others, the University maintains licenses for Qualtrics and SPSS Statistics while the College and the department allocate resources to provide faculty with software, access to databases such as Refinitiv Eikon, Nielsen and other discipline-specific databases and tools with which to conduct research.

Additionally, the Robert R. Muntz Library (https://www.uttyler.edu/library/)provides and/or facilitates access to scholarly databases discipline-specific journals. A partnership between the

Office of Academic Affairs, the Soules College of Business and the Muntz Library also provides funding to faculty who are interested in publishing in open access journals.

Financial Resources

The Soules College of Business receives its budget allocation from the University budget. Beyond the annual operating budget, the College has revenue available from discretionary funds (external sources and self-funded), endowments, outreach center revenues, instructional support fees, and student success fees allocated by the Dean of Undergraduate Studies. With a change in University leadership in 2017 came an end to the University sharing of College-generated summer funds.

The Soules College of Business budget for the business programs is shown below in the Soules College of Business Financial Resources table. This does not include the budgets associated with the non-business programs of Computer Science, Technology, and Human Resource Development.

Soules College of Business Financial Resources

	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
State Funds					
Salaries	5,138,250	5,671,578	5,973,022	6,067,326	6,448,649
Operating Funds	185,491	183,931	183,931	183,931	183,931
Co-Curricular	10,735	7,784	8,318	9,350	8,787
Additional Revenue Sources					
Dean's Discretionary Funds	283,556	383,492	339,359	385,529	562,611
Endowments	25,450	29,309	31,343	73,421	70,505
Outreach Centers	121,595	120,750	119,941	246,112	236,096
Instructional Support Fees	976,197	814,023	853,876	759,152	692,453
Summer Self-Funded	179,719	0	0	0	0
Student Success Fees			75,000	75,000	75,000
Total Budget	**6,920,993**	**7,210,867**	**7,584,789**	**7,799,821**	**8,278,033**

While total budgeted faculty salaries have increased over the past five-year period due to small faculty salary increases and the addition of a faculty (former UT Tyler President), a substantial number of open faculty lines were frozen at different times of the period. In Spring 2020, for instance, and with the emergence of COVID-19, several faculty lines were frozen for the upcoming academic year (2020-2021). Since then, most budgeted faculty lines, but not all, have been filled. Operating funds have remained the same for almost a decade or more.

The Dean's discretionary fund revenue line has increased substantially. This increase is primarily due to an increase in the revenue generated by the self-funded Executive MBA program which began in January 2017, additional annual voluntary donations by Soules College of Business advisory council members, and partial funding of the John Soules Foods, Inc. commitment that resulted in the naming of the College. The John Soules Foods, Inc. financial commitment to the College also accounted for the increase in endowment funds.

A decrease in the number of graduate students and a larger "tax" from the Office of Academic Affairs is primarily responsible for the decrease in instructional support fees.

Standard 3: Faculty and Professional Staff Resources

Faculty Management

The Soules College of Business Governance Policy and Bylaws were developed by a faculty committee in the Fall of 2013 and are periodically reviewed by the Faculty Governance Committee. The most recent update dates to December 2018.

The faculty are formally evaluated each year. The Soules College of Business evaluation policies and processes flow from the general University guidelines but are developed specifically for the College. The College employs common Promotion and Tenure (P & T) policies (Appendix 7: Soules Tenure and Promotion Policy) and a post-tenure review process (Appendix 8: Periodic Performance Evaluation of Tenured Faculty) across all disciplines and departments. All Soules College of Business policies can be found at https://www.uttyler.edu/soules-college-of-business/policies-and-procedures/. The journal lists referred to in the P & T document are revised every five years as set forth in the P & T document. The most recent update was made in 2022 (see Appendix 20: Soules Approved Journal Rankings).

The faculty recruitment process follows the UT Tyler process with the request for faculty flowing from the Department Chairs to the Dean. The Dean typically submits an annual budget request to the Provost for input into the University budget process. When new programs are proposed, faculty needs are part of the presentation made to the Office of Academic Affairs and budget is approved prior to moving the approval of the program forward. The University process is shown in Appendix 10: UT Tyler Faculty Recruitment Policy.

To recruit quality faculty, the Soules College of Business provides a moving stipend for new faculty along with appropriate office equipment including a new computer and necessary software. New faculty will have had the opportunity prior to joining the University to have a conversation with the Office of Research, Scholarship, and Sponsored Programs to negotiate a start-up fund for the development of their research program. The teaching load for new tenure-track faculty is two courses each semester for the first year (compared to the standard three course load).

Faculty Qualifications

Standard 3 requires accredited schools to develop policies, aligned with the Soules College of Business (Soules COB) mission, which provide criteria for classifying faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement. Faculty are to be classified into one of four categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). The definition of these categories and the criteria to obtain and maintain the specific faculty status are outlined in the Soules College of Business Faculty Qualifications and Engagement (FQE) document for which the hyperlink is included below. All full-time faculty are expected to qualify for one of the four categories. Note that maintaining a particular faculty status is independent of annual evaluation criteria, performance levels required for continuation of employment, or promotion/tenure criteria. Qualifying as a SA, for example, in no way implies or guarantees a positive annual evaluation or meeting the criteria for promotion or tenure (or vice- versa).

Details on how faculty are classified or maintain their qualification can be found in the Soules College of Business policies and procedure section of the College website. This CIR report uses the criteria that were required during the AY 2021-2002 in order to classify faculty. However, to better align the faculty qualifications with its mission, and after a comparison of faculty AACSB qualification requirements at regional peer institutions, the criteria were revised during the fall 2022 semester (see Appendix 11: Soules Faculty Qualification and Engagement Policy).

To retain a specific qualification in the Soules College of Business for this CIR report, faculty must meet the minimum qualifications as outlined in the previous FQE document. For Scholarly Academics (SA) it was generally required they produce a minimum of three (now two) refereed publications within the last five years. We employ a worksheet with different point values assigned to A+, A, and B publications from our journal list (see Appendix 20: Soules Approved Journal Rankings) as well as additional intellectual contributions and/or qualified validating activities that may be used to maintain status. In addition, all faculty at the University of Texas at Tyler teaching at the graduate level must go through the credentialing process and be members of the Graduate faculty. The process and guidelines for graduate faculty credentialing can be found at the following link: https://www.uttyler.edu/graduate/gradfaculty/credential/

Table 3-1: Faculty Sufficiency and Qualifications Summary provides further documentation of each faculty member's classification status. All except one faculty member, Dr. Geunhwan Shin, meet or exceed the criteria that allows them to be qualified as either SA, PA, SP, or IP. While Dr. Shin holds a terminal degree in Finance, he has failed to meet the criteria. After consulting with his Department Chair and the Dean, Dr. Shin agreed to follow the guidance of a faculty development plan developed for him in 2020.

Faculty by qualification status in support of degree programs for academic year 2021-2022 is shown in Table 3.2: Deployment of Faculty by Qualification Status in Support of Degree Programs.

All standards for all degrees when viewed by credit hours were met, except for the Executive MBA Healthcare Management (EMBA-HCM).

The EMBA-HCM Program targets healthcare professionals with a least three years of managerial experience and is delivered in an executive turnkey cohort format specifically designed for working professionals. Learners in the EMBA-HCM Program can expect to gain a practical understanding of the major facets of business operations along with applications of business in the healthcare field. Faculty teaching in the program are a blend of participating and supporting faculty. The supporting faculty teaching in the EMBA all have academic credentials that either qualify them as SA, PA or IP and have unique high-level professional healthcare experience. Because of the unique nature of the cohort of learners in the EMBA, who are exclusively healthcare professionals, and the career outcomes these learners are seeking from pursuing the EMBA, it is critical that faculty teaching in the program have the necessary business expertise and experience in the healthcare industry to meet learner expectations. Examples of career outcomes by learners in the EMBA are seen in Appendix 12: EMBA Learner Career Progression, which shows positions at which learners began the EMBA-HCM program in 2021 and their positions after graduation.

Faculty Sufficiency and Deployment

The Soules College of Business uses the following Participating Faculty and Supporting Faculty definitions.

Participating Faculty

Participating faculty are those who participate in activities beyond the instruction of their classes. All full-time continuing faculty are designated as participating faculty regardless of rank, and are expected to provide effective and meaningful instruction, engage in course/curricular decisions, advise students, conduct research, complete service assignments, and have a voice in relevant policy decisions. In addition, adjunct faculty and part-time faculty members who engage in course/curricular decisions and take part in and vote in faculty meetings for these purposes are designated participating faculty.

Supporting Faculty

Supporting faculty are those who are assigned to instructional responsibilities without any expectations for involvement in course/curricular decision making, research, or service activities.

The deployment of Participating and Supporting faculty is shown as part of Table 3.1.

Across all AACSB accredited business disciplines in the Soules College of Business participating faculty delivered nearly 90% of the programs during our year of record, AY 2021-2022, clearly exceeding the 75% threshold as set forth in the 2020 AACSB guiding principles and standards.

Participating faculty in all programs but Business Law delivered at least 60% of teaching in the discipline.

The Soules College of Business does not have a degree or major in Business Law or Legal Studies, yet all undergraduate business majors are required to take BLAW 3301 Business Law and Social Responsibility. Thus, the need for additional instructional resources. Mr. James Rowan received a Juris Doctor in 2019, is a practicing attorney and served as an adjunct Professor during our year of record. In Fall of 2022 the Soules College of Business hired a full-time, tenure track faculty which will increase the participating versus supporting faculty ratio and elevate it to the required standard.

Staff Resources

The number of professional staff members supporting the Soules College of Business has remained stable over the CIR review period. The only shift that occurred was the loss of the College Marketing Coordinator at the end of AY 2017-2018, and the additions of a career success coach in AY 2018-2019 and an in-house computer specialist beginning AY 2019-2020.

The Outstanding Staff Award is given out by the College Faculty/Staff Awards and Research Committee. Staff are eligible after two years of service within the college and self-nominate to the committee. The committee then makes a recommendation to the dean based upon the criteria set forth in Appendix 13: Staff Award Service Evaluation Criteria. This award began three years ago, and the recipient receives $1,000.

Soules College of Business Staff Resources

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Marketing Coordinator	1	0	0	0	0
Administrative Services Officer	1	1	1	1	1
Administrative Assistants	5	5	5	5	5
Graduate Advisors	3	3	3	3	3
Undergraduate Advisors	4.5	4.5	4.5	4.5	4.5
Assurance of Learning Director	1	1	1	1	1
LMS Coordinator	1	1	1	1	1
In-House Computer Specialist			1	1	1
Career Success Coach		1	1	1	1
Totals	16.5	16.5	17.5	17.5	17.5

Standard 4: Curriculum

Curriculum Process

The University of Texas at Tyler's Soules College of Business has a well-defined curriculum process that facilitates curriculum management. The College offers three undergraduate degree programs and two graduate degree programs subjected to AACSB accreditation: the BBA, BS in Computer Information Systems, BS in General Business, MBA, and MAcc. The faculty have ownership of the courses and program curriculum. Assurance of Learning data, industry changes, and advisory council feedback are frequently considered in curriculum review and revision decisions.

Curriculum changes typically originate with the faculty, but departments, program directors, and College committees can also propose changes. Any faculty member can submit a revision to the curriculum. The faculty member will bring the discussion to their department curriculum committee for approval. The departments will meet at least once a semester to discuss the curriculum, more if the faculty members feel there is a need for additional discussion. Once curriculum changes are discussed and approved at the department level, the proposal moves to the College's Undergraduate or Graduate Curriculum and Assurance of Learning Committee, which comprises representative members from all academic departments in the College. The Curriculum and Assurance of Learning Committee discuss the proposed change and vote to approve. If approved, the proposal is then sent to the College Dean. The College Dean then reviews the proposal and transfers it to the University's Undergraduate or Graduate Council for final faculty approval before the University administration approves.

The entire Soules College of Business faculty meet to discuss and approve curriculum changes that affect multiple programs or have significant changes to the Business Core before it is sent off to the curriculum committees. The applicable University and College committees review a proposal's feasibility, University impact, financial and resource requirements, accreditation requirements, and potential overlap with other programs or courses. All revisions are considered in terms of their impact on the specific major or program for which they are proposed and their impact on other programs in the College and University. Proposals that originate within a committee are sent to departments and programs for review, and vice versa if proposals originate with a program or department. Proposals that impact more than one program or department require consultation with the affected program(s) or department(s).

The College also consults with the Soules College of Business Advisory Council to periodically review the curriculum and determine if it is current, relevant, and forward-looking. During the 2021-22 academic year, the Advisory Council was asked to look at the undergraduate business core and its courses and then provide feedback on whether the content was appropriate and meeting the community's needs. Based on observations from recent graduates, one Advisory Council suggestion was the importance of emphasizing critical thinking skills in our

undergraduate learners. Many changes have been made to the undergraduate Critical and Analytical Thinking course to address this growing societal need, including adding prerequisites so that learners are better equipped for the course content and will take the course later in their academic careers. Critical Thinking is also an Assurance of Learning (AoL) learning goal so we can track learner improvement and address any deficiencies promptly. The Soules College of Business has also added a sales track for Marketing learners based on feedback from the Advisory Council members.

The College prides itself on being a globally-oriented institution. This is reflected in the curriculum and opportunities available for learners. There are dedicated courses that learners are required to take focusing on global business and the international business environment at the undergraduate and graduate levels. Soules College of Business learners can take advantage of our study abroad program during their academic careers. The College is also in the exploration phase of creating partnerships with international universities, including a prestigious Mexican university.

Current and Emerging Technologies

In support of its mission, one of the core values of the Soules College of Business reads: "we value existing and emerging industry standards and needs that make our learners competitive in the marketplace."

To ensure that programs are aligned with industries and our learners are competitive in the marketplace, input is solicited from the Soules College of Business Advisory Council and Accounting Advisory Council members, as mentioned in the previous section of this report. In addition, several business faculty members serve on industry boards within their disciplines to stay informed of the latest industry trends. Dr. Kerri Camp serves on the board of the Texas Retailer Association and the Texas Retailer Educational Foundation. Dr. Veronda Willis serves as a qualifications committee member on the Texas State Board of Public Accountants. Dr. Krist Swimberghe serves on the Higher Education Board of the Category Management Association.

Many curriculum additions and changes have been made at both the graduate and undergraduate levels to ensure learners have the required competencies. For example, data driven decision-making is increasingly important in all areas of business whether it be accounting or marketing. Learners therefore increasingly need to not only be aware of but also demonstrate competency in the use of software tools that enable data analytics and data visualization. What follows are some examples of how this has been addressed in the curriculum of different business disciplines.

The Accounting Department has made several changes in its curriculum at the graduate and undergraduate levels to address the added emphasis on data analytics in the accounting field and the CPA exam. These changes include revising the curriculum in the ACCT 3325 Federal Income Taxation course and adding a new course, ACCT 5391 Data Analytics to Accounting, to

the MAcc curriculum. The Accounting Department also updated three courses, two at the undergraduate level and one at the graduate level, to increase the emphasis on Microsoft Excel in the MAcc and BBA.

The Marketing Department in its MARK 4340 Consumer Insights course introduced the opportunity for students to work with data from Nielsen and IRI, as well as obtain Tableau Software certification. This addresses the need for learners to develop and demonstrate data analytics and visualization competencies. Since 2018, the College has added MARK 4345 Social Media Marketing and MARK 4355 Digital Marketing to address trends in the industry which include the ability for learners to develop a basic competency in search engine optimization. At the graduate level, a special topic course MARK 5375 Data-Driven Marketing Insights, was created and offered as an elective in the MBA program.

The BBA Finance program has joined the CFA (Chartered Financial Analyst) Institute University Affiliated programs, and its curriculum is largely aligned with the CFA program requirements. Learners have access to Refinitiv Eikon financial analytical data and tools to research markets and world economies.

Management BBA learners can receive certification from the Society of Human Resource Management, which increasingly highlights the area of people analytics. Graduate learners who pursue the healthcare management track can enroll in MANA 5365 Healthcare Analytics.

All undergraduate learners can participate in our newly introduced Compliance and Diversity Certificate Program, which addresses an increase in focus on diversity and inclusion initiatives within business entities that has created a need for employees who are attuned and trained to handle these initiatives. Finally, the Soules College of Business is part of the SAP University Consortium. All learners that take the common business core will be rewarded a UT Tyler-SAP acknowledgment award upon graduation, which includes all BBA, CIS, and General Business learners. Three SAP certified courses are built into to common business core.

Curricula Revisions

Over the past five years, the Soules College of Business has implemented the following:

- New Programs
    - Undergraduate
        - Business Legal Perspectives Certificate Program
        - Compliance and Diversity Certificate Program
        - Cybersecurity Certificate Program
    - Graduate
        - Accounting Data Analytics Certificate
        - Applied Cyber Security Certificate Program

        - Applied Data Analytics Certificate Program
        - Cyber-Data Foundations Certificate Program
        - Cybersecurity Certificate Program
        - Data Analytics Certificate Program
- New Courses
    - Undergraduate Courses
        - ACCT 3170 Build and Manage a Successful Accounting Career
        - ACCT 4195/4295 Undergraduate Internship
        - ACCT 4170/4270 Special Topics in Accounting
        - BLAW 4310 Negotiation & Conflict Resolution
        - BLAW 4320 Employment Law
        - FINA 4195/4295 Undergraduate Internship
        - GENB 1000 Soules Success Seminar
        - GENB 2300 Business Statistics
        - GENB 4350 Diversity in Organizations
        - MANA 3326 Social Entrepreneurship
        - MARK 3310 Healthcare Marketing
        - MARK 4345 Social Media Marketing
        - MARK 4355 Digital Marketing
    - Graduate Courses
        - ACCT 5391 Data Analytics for Accounting
        - ACCT 5395 CPA Review Topics
        - BLAW 5370 Special Topics in Business Law
        - FINA 5321 Principles of Real Estate
        - MANA 5365 Healthcare Analytics
        - MARK 5340 Data-Driven Marketing Insights
- Changes to Existing Courses
    - Undergraduate Courses
        - ACCT 3311 Intermediate Accounting I
        - ACCT 3315 Cost Accounting
        - ACCT 3325 Introduction to Federal Income Taxation
        - ACCT 3326 Introduction to Entity Income Taxation
        - ACCT 4370 Special Topics in Accounting
        - ACCT 4391 Accounting Information Systems
        - FINA 4340 Managerial Finance
        - FINA 4356 Financial Risk Management
        - MANA 3300 Critical and Analytical Thinking in Business

        - MANA 3305 Operations Management
        - MANA 4315 Managerial Decision Making
    - Graduate Courses
        - ACCT 5380 Advanced Auditing and Systems
        - ACCT 5385 Advanced Accounting Research and Theory
- Changes to Existing Programs
    - Undergraduate Programs
        - Bachelor of Business Administration in Accounting
        - Bachelor of Business Administration in Finance
        - Computer Science Minor
        - Finance Minor
    - Graduate Programs
        - Master of Accountancy

Changes to Business Core

GENB 2300, a sophomore-level business statistics course, was added to the business core as part of an initiative by the Texas Higher Education Coordinating Board (THECB) during the 2019-2020 academic year. The addition of this course allows learners that take the business core to take a second statistics course in their academic career. This course is a prerequisite to several heavy quantitative courses in the business core, such as MANA 3305 Operations Management, MANA 3300 Critical and Analytical Thinking, and COSC 3333 Management Information Systems, as well as several upper-level courses such as FINA 4357 Business Forecasting, MANA 4315 Managerial Decision Making, and MARK 4380 Marketing Research. Student performance has improved in those courses with its inclusion in the business core.

In the fall of 2020, the whole business faculty met to discuss the business core and if any additional changes needed to be made to the curriculum. Discussions mainly surrounded learners' written communication skills, their lack of understanding of the importance of APA Style, and their ability to cite sources in documents properly. This has also been observed in our Assurance of Learning data collection and analysis. Several solutions were discussed in the meeting, including having Soules advisors instruct learners to take the MANA 3370 Business Writing and Oral Presentations course earlier than their senior year so they can be better prepared for their upper-division classes. MANA 3370 has been added as a prerequisite for the MANA 3300 Critical and Analytical Thinking course as another way to encourage learners to enroll in the course earlier in their academic careers. Another solution discussed in the faculty meeting was creating a Canvas module to be included in every course in the College that would provide learners with information on how to avoid plagiarizing and refresh learners on how to cite sources correctly. Dr. Mary Helen Fagan has worked extensively in conjunction with the Health Science Center to create this Canvas module. Dr. Fagan is currently prototyping the Canvas module containing help on citing sources and how to cite in APA style to avoid plagiarizing

correctly. This Canvas module should be available to all students to refresh their knowledge before and during any course in the near future.

Planned Curriculum Changes

The Soules College of Business plans to introduce several specialized master's degree programs in the next couple of years. These include an M.S. in Finance and M.S. in Marketing, which would be classified as STEM degrees, and modifying the MAcc program to be a STEM degree. The College is also exploring new stackable certificates and micro-credentials across all programs to address growing demand, as well as collaborating with our new Medical School to develop new medically-oriented courses.

With COVID-19, there has been a rise in the demand for online education and online learners at the graduate and undergraduate levels. To address this growing demand, the Soules College of Business is working with The University of Texas at Tyler's new Vice Provost for Online and Continuing Education and the University's Marketing and Communications Department to develop and market new and existing online programs as well as recruit learners for these programs. The College plans to create online-only Marketing BBA and Management BBA programs. The Management BBA program will also be offered as a 2+2, with the first two years being provided at a local community college, Kilgore College, and the second two years being delivered in person at our Longview campus.

Learner Academic Engagement

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

Student Organizations

The Soules College of Business includes 14 honor societies and student organizations. Two new student organizations were organized during the review period. The student chapter of the American Marketing Association (AMA) was started during the 2019-2020 academic year and the Minorities in Business student organization was started during the 2021-2022 academic year. Since their inaugural year both organizations have significantly increased their membership and participation.

The student chapter of the Society for Human Resource Management (SHRM) as well as the Beta Alpha Psi (BAP) Accounting Honor Society have each received multiple outstanding chapter awards during the review period. Both student organizations have participated in significant community service projects. For example, the SHRM student organization conducted two consulting projects during the 2017-2018 academic year. These projects resulted in 250 hours and 200 hours of students' time commitment at Bethesda Clinic and McGuire Law Firm

respectively. Both Beta Alpha Psi and the student chapter of the Finance Management Association participated in the high school reality fair where they served as credit counselors for about 75 high school students during the academic years 2019-2020 and 2020-2021, respectively.

Student Competitions

Soules College of Business learners participate in regional and national competitions. A team representing the SHRM student chapter won third place in the national SHRM Case Competition during the 2017-2018 academic year, while teams representing BAP won third place in the BAP regional meetings during the 2017-2018 and 2019-2020, respectively. Kyle Shamburger, a senior Accounting student, was part of the winning team in the consulting competition at the annual BAP meeting. For the past two academic years (2020-2021 and 2021-2022), FMA students organized and competed in the Soules College of Business Stock Market Challenge with the winner receiving the Texas Bank and Trust Scholarship.

During fall 2021, five of the Executive MBA in Healthcare Management (EMBA-HCM) students, Litton Schexnaildre, Samantha Smith, Vera Stroman Turney, Igal Tarash, and Supriya Veeramachaneni, were named finalists for the 2021 North Texas Chapter of American College of Healthcare Executives, ACHENTX Case Study Competition. Their submission, “Piece of Cake: A Business Model Strategy,” was presented to a panel of judges in competition with graduate students from various academic institutions across the state. During spring 2022, four EMBA-HCM students were selected to present their case at the 31st Annual Association for Practical and Professional Ethics (APPE) Conference. Litton Schexnaildre, Vera Stroman Turney, Supriya Veeramachaneni, and Sonya Grigsby presented their paper, “Employer/Employee Legal and Ethical Perspectives on the Mandated COVID-19 Vaccine.” Additionally, three EMBA-HCM students, Vera Stroman Turney, Rigoberto Villa, and Christopher “Melissa” Malone, were selected for the ACHE of North Texas (ACHENTX) 2022 ACHENTX Mentorship Program, a highly selective program geared towards students in healthcare administration programs to build their network and develop professional relationships.

Internships and Recruiting Events

The Soules College of Business provides and encourages both graduate and undergraduate learners to pursue an internship for credit as part of their degree. While many learners work and pursue internships, few do so for credit. The Soules College of Business is collaborating with the UT Tyler Office of Career Success to improve data tracking and communication with students about the benefits of pursuing an internship for credit.

Furthermore, since the academic year 2017-2018, the Office of Career Success organizes the annual UT Tyler Career Success Conference (CSC). This event allows business and industry leaders to share their experiences and wisdom with today’s learners. The Conference hosts speakers

from a variety of industries, sharing their stories of career development and career success. With four interactive sessions, current learners can engage with industry leaders and learn how to build and develop core traits of career success. Many participants are Soules College of Business alumni.

The Soules College of Business, with the help from its career success coach, regularly organizes on-campus career fairs. Accounting faculty and staff coordinate "Meet the Firms" events each semester. Each College of Business undergraduate major is required to take MANA 3170 How to Build and Manage a Successful Career. As part of the course, approximately 50 local, regional, and national companies participate in mock team interviews with learners.

Conferences

As mentioned previously in this report, the University of Texas at Tyler organizes an annual Lyceum Student Research Showcase in which learners can participate. Learners have also presented at the Southwest Decision Science Institute and the annual Category Management Association Conference.

UT Tyler Student Lyceum – April 2020.

Blaine Pace (undergraduate) – U.S. veterans as emerging entrepreneurs: self-efficacy, intentions, and challenges - faculty mentor(s): Dr. Marilyn Young and Dr. Jim Cater

Gabriel Hidalgo (undergraduate) – Reducing food waste at the UT Tyler MET cafeteria – faculty mentor(s): Dr. Kerri Camp

Paige Pinkston (graduate) – Sustainability accounting: pros, cons, and standards – faculty mentor: Dr. Mary Fischer

Southwest Decision Science Institute Annual Conference Presentation – March 11-14, 2020. Southwest Decision Science Institute Conference Proceedings – March 11-14, 2020.

Jony Karki, David Shamburger, Rodrigo De Almeida Rocha, Ravin Lamichhane (undergraduate) - Impact of the Length of Stay, Cohort of Patients, Age, and Gender on Readmission Rates for a Texas Not for Profit Healthcare System and Impact of the length of stay, patients' diagnosis and age on wheelchair usage for a not-for-profit healthcare system - faculty mentor(s): Dr. Venugopal Gopalakrishna-Remani, Dr. Mary Fischer, and Dr. Robert Schumaker

Category Management Association (CMA) Annual Conference Presentation – February 24-26, 2020.

Efrain Torres (undergraduate) - How should Walgreens manage their snack space to drive productivity in a tight set and win in the marketplace? a Walgreens – Frito-Lay case study – faculty mentor: Dr. Krist Swimberghe

Timothy Tran (undergraduate) – Customer Experience Transformation: Growing convenience and confection with shoppers: a Walgreens – Hershey case study – faculty mentor: Dr. Krist Swimberghe

Experiential Learning and Societal Impact

Considering the regional mission of the Soules College of Business, the priorities as mentioned in the UT Tyler five-year strategic plan, and the guidance provided by the UN in its "17 sustainable development goals" reference framework, the Soules College of Business Strategic Planning Committee and the Soules College of Business Leadership Council decided to strategically focus on the following five "UN sustainable development goals" deemed applicable and appropriate for our region:

- Goal #4: Quality Education
- Goal #5: Gender Equality
- Goal #8: Decent Work and Economic Growth
- Goal #9: Industry, Innovation, and Infrastructure
- Goal #10: Reduced Inequalities

A listing of current activities addressing the development goals in the curriculum, research, and service activities are provided in Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards.

Curriculum examples demonstrating a commitment to the development goals include the development of a new course, GENB 4350 Diversity in Organizations, which will be offered in spring 2023 as part of a new "Compliance and Diversity" certificate offering.

Faculty are encouraged to consider embedding industry certificates in business courses to meet the growing industry needs. In courses such as MARK 4345 Social Media Marketing, learners complete a social media marketing certification by Hootsuite. In MARK 4340 Consumer Insights, learners pursue Google Analytics Individual Qualifications and learn analytic and data visualization tools, including Microsoft Excel and Tableau.

There are also several required graduate and undergraduate business discipline courses that discuss gender equality, such as MANA 3311, MANA 3312, and MANA 5360.

All Soules College of Business degree programs provide learners with marketable career skills and real-world problem-solving skills to help them complete their degrees and be successful in the workplace. The curriculum is updated frequently to include the latest developments and innovations, such as discussions on the role of cryptocurrencies and decentralized finance, in our finance courses.

Standard 5: Assurance of Learning

Assurance of Learning Process

Learner success is a hallmark of The University of Texas at Tyler and the Soules College of Business. It is ingrained in the culture within the College and the University. Assurance of Learning (AoL) and assessment activities have been adapted and integrated into the College even before our national and regional accreditors required it. Individual departments and faculty cohorts initially focused on the course-level assessment before we broadened our scope to program-level assessment and continuous improvement.

Curriculum and Assessment Committees and the College Assessment Coordinator Role

The Soules College of Business established the Assurance of Learning (AoL) Committee to address assessment and continuous improvement at the program level. The AoL committee worked with faculty to develop the learning goals, learning objectives, measurement of outcomes, and "closing the loop" actions to improve learning and success in each program. The AoL Committee was comprised of the Director of Assurance of Learning, five faculty members representing each of the five business disciplines, and the Graduate and Undergraduate Program Directors (both non-voting). Committee members were elected by the discipline faculty and served for the entire five-year period between Maintenance of Accreditation visits. The Committee members elected a Chair from their membership who serves as Chair during their tenure on the committee. The committee's composition guarantees involvement by representatives from all academic programs and disciplines in the College.

In AY 2014-2015, the University provided funds for a 50% appointment for a Director of Assurance of Learning in late fall 2015. The College provided additional funds for a full-time position and hired a Director in December 2015. The Director would ensure the assessments are performed as scheduled, the appropriate assessment measures are used, and the results are reported promptly. The Director would consult with the Chair of the AoL Committee to schedule committee meetings and meetings with the discipline/program faculty to analyze results and recommend and implement curriculum changes. The Director would also represent the College to the University's Institutional Effectiveness Office to ensure that the College's learning goals are consistent with the University's mission.

In the 2018-2019 academic year, the College combined its Curriculum and Assurance of Learning Committees into Curriculum and Assessment Committees at the Graduate and Undergraduate level. The Director of Assurance of Learning's role was also reorganized.

In the fall of 2018, the University, as part of an added emphasis on the importance of continuous improvement and assessment across campus, created the College Assessment Coordinator role for every college on campus. This role replaced the now vacated Assurance of Learning Director role. The College Assessment Coordinator is a full-time professional staff who supports faculty through all aspects of educational program assessment. The College Assessment Coordinators meet regularly as a team to discuss assessment practices, share ideas, and participate in professional development under the leadership and mentoring provided by the University's Director of Assessment and Accreditation. Additionally, the Assessment Coordinator will regularly participate in professional development through webinars, listserv memberships, and attending/or presenting at assessment-related conferences. The Coordinator will then share and disseminate the knowledge learned to faculty so the College can adopt the best practices for assessment.

The previously separate Curriculum Committee and Assurance of Learning Committee were combined into an Undergraduate Curriculum and Assessment Committee and a Graduate Curriculum and Assessment Committee so those directly reviewing assessment results can recommend and implement curriculum changes based on these results. The Committees have first access to the assessment results and recommend curriculum-level changes, if needed, after discussing them with the larger faculty. The Undergraduate and Graduate Committees are both similarly made up of eight faculty members representing the different departments within the College, the Undergraduate Programs Director or Graduate Programs Director, respectively, and the College Assessment Coordinator. These Committees meet monthly during the academic year to discuss assessment results, continuous improvement actions, and curriculum changes that needed to be addressed.

Greater Faculty Involvement in Assessment

Assurance of Learning is the responsibility of the entire faculty, including those who may not teach courses where assessment takes place. The purpose of measurement is to determine whether the curriculum has met the desired learning outcomes.

The faculty choose the courses in which learning outcomes are assessed. Curriculum mapping is used to determine which courses in the program are teaching each learning outcome. The Curriculum and Assessment Committees review the curriculum map results and determine which course is best suited to assess each learning outcome. The Assessment Coordinator will meet with the instructors of the chosen courses to see if there is an appropriate existing assignment that can be used for assessment purposes or if an external measurement should be used. The

Curriculum and Assessment Committees' recommendations are then shared with the larger faculty for final approval.

Acquisition of knowledge and skills occurs throughout the program curriculum, whereas measurement takes place at a predetermined point. Therefore, the measurement may reveal attainment or failure to attain a learning outcome that took place throughout several courses. Because each member of the faculty who teaches in a program may have an impact on learning and may be impacted by changes made as a reaction to the measurement, the feedback and input of all faculty members enriches the process. In no case should a faculty member feel disengaged from the assessment process, nor should a faculty member feel that the assessment process is evaluative of faculty. The purpose of assessment is to enhance the educational experience of students and identify areas where they can be better prepared for professional business careers.

Annual Assessment Timeline

All learning outcomes are assessed annually. The semester chosen to assess each learning outcome is determined by the sample size and whether all delivery modes are taught. Results are collected at the end of the semester they are measured. The Graduate and Undergraduate Curriculum and Assessment Committee members review the results the following semester. Members share the assessment results with the faculty in their department and receive feedback on how we can improve learner results. The feedback received is then shared with the Committee who then decides what continuous improvement action plans to implement based on input and the results.

Direct and Indirect Measures

Currently, the College primarily uses direct measures for assessment, but has begun implementing more indirect measures where the faculty deem appropriate. An indirect measure is used for our assessment of teamwork. Learners evaluate themselves and their teammates on how well they contribute, the quality of their work, their timeliness, and more on different team assignments throughout the semester. Graduation exit survey results are also used for program assessment. Learner responses to survey questions asking how satisfied they are with their educational experience, the academic rigor of their program, research opportunities, knowledge of the discipline literature, and appropriate practice and training experiences are reviewed at by the committee. The College is currently exploring ways to incorporate more indirect assessments with the direct assessments we currently use to measure our learner learning outcomes.

Assurance of Learning Outcomes and Results

The Soules College of Business has made minor and major changes to the curriculum based on learner performance on assessment measures. For each program, the learning goals are presented below. The detailed results of the AoL process, including closing-the-loop actions, are presented in Table 5-1: Assessment Plan and Results for the Most Recently Completed Accreditation Cycle by Degree.

BBA
SLO 1: *Knowledge of the Business Discipline*
SLO 2: *Critical Thinking*
SLO 3: *Written Communication*
SLO 4: *Corporate Social Responsibility*

Computer Information Systems
SLO 1: *Knowledge of the Business Discipline*
SLO 2: *Knowledge of the Computer Science Discipline*
SLO 3: *Critical Thinking*
SLO 4: *Written Communication*
SLO 5: *Corporate Social Responsibility*

General Business BS
SLO 1: *Knowledge of the Business Discipline*
SLO 2: *Critical Thinking*
SLO 3: *Written Communication*

MBA
SLO 1: *Business Theory Concepts*
SLO 2: *Business and Workplace Problem Solving*
SLO 3: *Quantitative Reasoning*
SLO 4: *Business Leadership*

MAcc
SLO 1: *Written Communication*
SLO 2: *Oral Communication*
SLO 3: *Critical Thinking*
SLO 4: *Knowledge of the Discipline*
SLO 5: *Research*
SLO 6: *Teamwork*

Continuous Improvement Activities

One curriculum change brought on by the Assurance of Learning Process was the redesign of the MANA 3300 Critical and Analytical Thinking course. MANA 3300 is the course in which critical thinking is assessed for undergraduate BBA, General Business, and Computer Information Systems learners using the Business Critical Thinking Skills Test (BCTST). Overall score results on the BCTST (https://www.insightassessment.com/product/bctst) are grouped into five categories: not manifested, weak, moderate, strong, and superior. When the BCTST was first used for assessment in the spring of 2018, the critical thinking skills of these learners were classified as moderate, based upon a mean overall BCTST score of 82.5. In 2019, this group of learners' critical thinking skills were also classified as moderate, based on a score of 83.1.

The MANA 3300 course was redesigned in 2019. One important course curriculum change was the development of a new semester-long applied learning project that involves research, data analysis, critical thinking, and report writing with correct citations of sources. The semester project involves learner research into the concept of critical thinking, including learner analysis of anonymized BCTST results from previous learner cohorts. Learners develop evidence-based recommendations on how to improve critical thinking skills for all Soules College of Business graduates. Learners then submit the report with their research, group data analysis, and recommendations at the end of the semester. In the 2020-2021 academic year, the faculty changed the prerequisites to the MANA 3300 Critical and Analytical Thinking course to require COSC 1307 Introduction to Information Systems, GENB 2300 Business Statistics, and MANA 3370 Business Writing and Oral Presentations to support learner success in the critical thinking project and assessment. In addition, a decision was made to add an assessment of learners' quantitative reasoning skills by using the BCTST-N exam (which includes numeracy assessment). Learners' scores have improved significantly since implementing these curriculum changes. In 2021, the overall critical thinking score for learners moved from the moderate to the strong category based upon an overall score of 85.9.

Another way in which the BCTST data shows the improvement in learners' critical thinking skills over time is the comparison of learners' overall scores to an aggregate sample of learners in AACSB undergraduate business programs. In the spring of 2018, with the first administration of the BCTST, Insight Assessment data indicated the average percentile score of learners was 47, indicating that they were performing, on average, below the national external comparison group. After the curriculum redesign, the spring 2021 cohort average percentile score was 64, indicating a significant improvement in the strength of our learners' critical thinking skills relative to this external comparison peer group.

BBA and Computer Information System learners were assessed in the knowledge of the discipline using the Capsim Modular X.M (https://www.capsim.com/modular-xm). exam in 2020, 2021, and 2022. The BBA adopted this exam in the 2019-2020 academic year and has used it for assessment every academic year since.

When first adopting the Capsim Modular exam, the version used was suggested by Capsim without adjusting the questions. The Capsim exam has a large bank of valid, peer-reviewed questions. However, many institutions create their own questions as they go. Because the first set of questions were adopted as is, the results of the exam did not capture what is emphasized in the business core courses curriculum. In the second test round, questions were pulled from the large test bank Capsim offers. Business core faculty chose questions that focused and aligned more with the courses' curriculum and industry trends. An immediate improvement in learners' scores was seen when the exam was administered for the second time in the spring of 2021.

Once the test more accurately fit the BBA curriculum, closing-the-loop actions could be taken to improve learner performance. There were several areas where learners were struggling, and the management and finance sections of the exam were chosen as the focus for improvement. In MANA 3311 Fundamentals of Management, changes were made to emphasize areas of the Capsim where learners were struggling, such as Scientific Management and Bureaucratic Organization, Diversity, Channels of Communication, and Perception and Decision Making. These changes included adding more study questions, more emphasis on slide presentations, and adding a case study. A focus on bond ratings was added to FINA 3311 Principles of Finance. In the course, an exercise was added where learners search for bond ratings online from firms they are interested in and then are shown how less risky bond ratings differ. These changes were implemented in the 2021-2022 academic year. When learners took the Capsim exam in late spring 2022, improvements were seen in the finance and management sections of the exam based on these changes.

Planned Improvements to AoL Process

In the fall of 2021, the Soules College of Business began reevaluating and revising our entire assessment plan and process. The College enlisted the services of Dr. Karen Tarnoff, Assistant Dean for Assurance of Learning and Assessment at East Tennessee State University, to provide insight and train faculty on the best practices in the assurance of learning. The College recognized that necessary changes needed to be made to the AoL process and learning goals, and that bringing Dr. Tarnoff in was the first step in this process.

During Dr. Tarnoff's trainings, which took place over nine weeks, the faculty began to discuss updating the learning goals used for each program. The Graduate and Undergraduate Curriculum and Assessment Committees met separately to propose new learning goals and outcomes. This proposal was then shared with the entire faculty for feedback through email and in a full faculty meeting on the matter.

Once the new program learning goals and outcomes were finalized, the College began mapping the learning outcomes to the curriculum. Data was gathered from all Soules College of Business faculty members on what learning outcomes they included in their courses. This information was used to complete the curriculum maps shown in Appendix 14: Curriculum Maps. The Graduate

and Undergraduate Curriculum and Assessment committees then analyzed the completed curriculum maps to determine the best courses to assess the revised program learning outcomes.

One of the main issues found in the current assessment process was the overreliance on external assessment measures and their lack of meaningful data, as they did not fit the curriculum being taught in the programs. The new process would use mainly course-embedded and internal assessment measures scored against faculty-created rubrics (shown in Appendix 15: Assurance of Learning Rubrics). Once the learning outcomes had been decided, teams of faculty who taught or had experience in the different learning outcomes met to create a rubric for each learning outcome, with the exception of Knowledge of the Discipline, which would be assessed using an internally developed cumulative exam. The newly developed assessment plan should help improve the assessment process and allow the College to implement more meaningful changes.

STANDARD 6: LEARNER PROGRESSION

Learner Demographic and Enrollment Trends

Since the Soules College of Business's last accreditation visit, there have been several changes to the enrollment and learner demographics.

Fall Enrollment by Discipline

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
BBA Accounting	232	218	224	206	179
BBA Finance	172	166	135	155	156
BBA Management	259	283	298	283	286
BBA Marketing	155	163	173	172	180
BS General Business	77	98	116	105	73
BS CIS	64	61	53	44	32
Undergraduate Total	**959**	**989**	**999**	**965**	**906**
MBA	936	875	716	684	608
MAcc	30	23	27	29	23
Graduate Total	**966**	**898**	**743**	**713**	**631**

Admissions policies and procedures for undergraduate programs, the MBA, and the MAcc can be found in Appendix 16: Admissions Policies.

Graduates by Ethnicity

Major	Ethnicity	Graduates 2018	2019	2020	2021	2022	**Graduates**
Accounting	Asian		1	1	2	2	**6**
	Black or African American	2	1	5	2	1	**11**
	Hispanic	7	10	17	8	9	**51**
	Other	4	7	2	9	7	**29**
	White	24	30	38	29	12	**133**
Computer Information Systems	Asian					1	**1**
	Black or African American	2		3	1	2	**8**
	Hispanic			2	4	2	**8**
	Other	2		2	3		**7**
	White	11	11	8	11	4	**45**
Finance	Asian	2	1	1	1	2	**7**
	Black or African American	4	3	4	3	2	**16**
	Hispanic	10	9	5	7	18	**49**
	Other	4	8	4	3		**19**
	White	32	32	16	22	21	**123**
MBA	Asian	26	35	29	26	17	**133**
	Black or African American	63	54	46	51	41	**255**
	Hispanics of any race	44	59	47	60	44	**254**
	Other	29	42	20	19	18	**128**
	White	177	223	155	160	161	**876**
General Business	Asian	2		1	1		**4**
	Black or African American	3	7	2	10	3	**25**
	Hispanic	2	2	7	8	9	**28**
	Other	2	2	2	1	2	**9**
	White	13	35	35	43	29	**155**
Management	Asian	1	2	1			**4**
	Black or African American	5	2	10	5	9	**31**
	Hispanic	8	11	12	8	9	**48**
	Other	6	6	3	5	3	**23**
	White	46	34	55	49	44	**228**
Marketing	Asian		1	1	1	1	**4**
	Black or African American	4	5	4	2	1	**16**
	Hispanic	5	9	8	8	6	**36**
	Other	5	2	3		2	**12**
	White	28	29	27	24	33	**141**
MAcc	Asian	1			1		**2**
	Black or African American					3	**3**
	Hispanics of any race	2	3	3	1	6	**15**
	Other	1	1	1	2	2	**3**
	White	11	10	7	19	9	**56**

Graduates by Gender

Major	Gender	Graduates 2018	2019	2020	2021	2022	**Graduates**
Accounting	Female	22	28	32	25	19	**126**
	Male	15	20	31	24	10	**100**
Computer Information Systems	Female	3	2	1	4	2	**12**
	Male	12	9	14	15	7	**57**
Finance	Female	18	19	10	10	17	**74**
	Male	34	34	20	26	26	**140**
General Business	Female	13	32	25	43	23	**136**
	Male	9	14	22	20	20	**85**

Management	Female	17	18	40	25	25	**125**
	Male	49	37	41	42	40	**209**
Marketing	Female	23	24	25	17	26	**115**
	Male	19	22	18	18	17	**94**
MAcc	Female	9	9	3	12	9	**42**
	Male	6	5	8	11	11	**41**
MBA	Female	198	218	162	173	171	**922**
	Male	141	195	135	143	110	**724**

There has been an overall decrease in enrollment in the MBA program. The Soules College of Business is exploring multiple ways to increase enrollment and retention, such as introducing an MBA 4+1 program. A 4+1 program for the MAcc degree is currently offered, and a similar program will be explored for the MBA program due to the success of the MAcc. Patriot Admit is a new University initiative that aims to streamline the admission process and reduce the applicant wait time to a forty-eight-hour turnaround. The new admissions process will significantly improve MBA admissions and help the College better compete with its peers since long, sometimes months-long, wait times have driven applicants to other institutions. The University of Texas at Tyler is also now an "emerging" Hispanic-serving institution with increasing Hispanic student enrollment.

Placement

The Soules College of Business graduate and undergraduate learners are supported by a student success coach. The student success coach explores job opportunities and works with both undergraduate and graduate learners to train, guide, and coach them through the recruitment process. The student success coach also reaches out to businesses and establishes relationships that may result in internships or job openings. In addition, the student success coach coordinates the career fair(s) for the College. The Accounting and Finance Department has a "meet the firms" event each semester specifically bringing together accounting and financial services firms and students. The Office of Assessment and Institutional Effectiveness conducts a graduation survey each year and provides placement data for the Soules College of Business. The table below shows the percentage of students with either a full-time job, beginning work on another degree, or joining the military.

College Placement Rates

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Graduate	92%	93%	90%	84%[(1)]	91%
Undergraduate	80%	83%	85%	94%[(2)]	96%[(2)]

(1) Does not include joining/serving in the military.

(2) Does not distinguish between full-time and part-time employment.

Learner Recruitment

Soules College of Business leadership, department chairs, program coordinators, and faculty are all involved in various recruitment efforts on campus, such as Patriot Premier, the top 25% high school student event, and The Center for Ethics' annual High School Ethics Bowl. The University "Welcome Center" is in the Soules College of Business building, meaning that the first building and college that prospective students experience is the Soules College of Business.

Ms. Gail Johnson, an adjunct lecturer of Management, invites high school students from the surrounding areas to participate in Mock Team Interviews at the Soules College of Business. The event's first segment involves a networking session where students practice communicating their elevator speech to business professionals from across the region, state, and parts of Oklahoma. The networking session is followed up with small group breakout sessions where business professionals work with students one-on-one to strengthen their interviewing skills using open-ended and behavior-based questioning. In addition to experiencing professional networking and interviewing, students are encouraged to maintain the relationship established at the Mock Team Interviews (https://www.uttyler.edu/news/articles/2021/mock-teams/) by connecting via LinkedIn, a social media platform focused on career management and networking.

The College has many student organizations (https://www.uttyler.edu/soules-college-of-business/organizations/) that participate in recruitment efforts as well. The Minorities in Business and Beta Alpha Psi (BAP) student organizations have hosted high school students from Tyler ISD to explain the benefits of pursuing careers in accounting and finance. The Financial Management Associate (FMA) has also visited local high schools to inform students about the different finance and accounting professions available after graduation.

Learner Retention

Soules College of Business Fall to Fall Retention Rates (in %)

	Entering year Fall 2017	Entering year Fall 2018	Entering year Fall 2019	Entering year Fall 2020	Entering year Fall 2021
First Time in College (FTIC) Freshmen	73 %	76.6%	80.8%	69.8%	70.3%
All Soules College of Business Undergraduate Students	83.9%	84.0%	71.9%	82.4%	82.8%

The Soules College of Business has professional advising staff for both undergraduate and graduate learners.

To bolster retention, freshman learners are required to take GENB 1000 Soules Success Seminar. This "no cost-no credit" orientation course is designed to help learners adjust to the college environment and help them achieve academic success throughout their college career. The course is delivered by one of the Soules College of Business professional advisors. Toward the end of the semester the advisor helps learners enroll in their courses for the next semester and provide them with group advising on their academic career path at the Soules College of Business.

The Accounting Department also has orientation at the beginning of the academic year for new accounting learners, and the marketing department invites new marketing learners to American Marketing Association meetings. These efforts are done to increase touch points with learners early in their academic careers and build relationships. If learners do not re-enroll at any time in their academic careers, advisors, faculty, and College leadership are encouraged to reach out to them by phone or email.

The Office of Academic Affairs provides each department in the College with $15,000 per year in student success funds to use as they see fit for student retention and engagement efforts. In the past, these funds have been used to hire tutors for courses identified as bottleneck courses, for various student engagement events, and to sponsor or encourage students' participation and engagement with their respective student groups and associations.

Standard 7: Teaching Effectiveness and Impact

Learner Support and Intervention

Supporting learners and intervening when they need help is essential for the College and the University. Many initiatives identify and provide intervention and support for learners who are struggling academically. Midterm grades recognize at-risk learners and get them the help they need. Faculty are encouraged to reach out to learners who are underperforming at midterms and inform advisors of which learners need support. The advisors educate those identified about available resources, such as tutoring and learning communities. If an instructor, advisor, or other College or University official suspects that there is something outside of the classroom that is affecting the learner, they can create an internal alert to get the learner the help they need.

During the height of the COVID-19 pandemic, learners struggling to cover college costs could receive emergency financial aid grants to help pay for their education expenses. These grants used funding provided to the University through the Coronavirus Aid, Relief, and Economic Security Act, or CARES Act (https://www.congress.gov/bill/116th-congress/house-bill/748).

Teaching Effectiveness

The Soules Colleges of Business assesses faculty teaching effectiveness in two major ways: 1) peer observations (see Appendix 17: Peer Observation Guidelines), and 2) course evaluations.

Non-tenured faculty have peer observations every other year unless an unfavorable review determines the need for additional review. Tenured faculty, full-time lecturers, senior lecturers, visiting faculty, and clinical faculty have peer observations every three years. If a post-tenure review determines that a tenured faculty member needs to improve in the area of teaching, more frequent peer observations can be scheduled. The purpose of peer observations is to honor the importance of teaching by providing a system for formative feedback designed to strengthen teaching in the Soules College of Business at the University of Texas at Tyler. The University recognizes the essential contribution of its faculty members to the quality of learners' education and learning experiences and supports faculty development in all aspects of instruction.

Learners evaluate their instructor's teaching effectiveness with end-of-course evaluations. Instructors use these student course evaluations to improve their teaching and student learning. In addition, chairs and deans use evaluations to mentor faculty on teaching effectiveness and improvement.

The Soules College of Business requires excellence in teaching. A review of teaching comprises as much as 60% of a faculty member's annual evaluation and includes consideration of the previous two assessments (Appendix 18: Performance Evaluation Guidelines).

Teaching Effectiveness Support and Faculty Preparedness

To reward faculty for excellence in teaching, awards are bestowed at the College, University, and System levels. The Soules College of Business provides an annual Excellence in Teaching Award of $1,000 to a faculty member. This award is given out by the College Faculty/Staff Awards and Research Committee. Faculty self-nominate to the committee. The committee then makes a recommendation to the dean based upon the criteria set forth in Appendix 19: Faculty Award Evaluation Criteria.

Two Outstanding Teaching Awards in the MBA accelerated program were awarded in 2020. Funding from Academic Partners, however, came to an end in 2020. No award was made in 2021 because of the disruption caused by the COVID-19 pandemic.

Soules College of Business Faculty Teaching Awards

Year	Soules College of Business AP Outstanding Teaching Award	Soules College of Business Outstanding Faculty for Teaching
2018	Dr. Sherry Jackson Dr. Vivek Pandey	Ms. Jennifer Reynolds
2019	Dr. Stephen Bushardt Dr. Marina Astakhova	Dr. Mary Helen Fagan
2020	Dr. Miguel Caldas Dr. Venugopal Gopalakrishna-Remani	Dr. Leonard Brown
2022		Dr. Mary Helen Fagan

In addition, Dr. Venugopal Gopalakrishna-Remani received the UT Tyler White Fellowship for Excellence in Teaching during AY 2020-2021, and Ms. Kerrie Ann Ambort-Clark received the UT System Regents' Outstanding Teaching Award in AY 2017-2018.

The UT Tyler Center for Excellence in Teaching and Learning (CETL) at the University of Texas at Tyler is dedicated to the advancement of best practices in teaching and learning. The CETL (https://www.uttyler.edu/cetl/) provides professional development opportunities and support services for faculty and instructional staff. Several Soules College of Business have been recognized as distinguished scholars of the first order recognized for teaching excellence.

Additionally, the Office of Academic Affairs and the UT System support faculty in providing funding to pursue the semester-long teacher training provided by the Association of College and University and Educators (ACUE). This professional development opportunity is the first course

designed for higher education faculty that leads to a *Certificate in Effective College Instruction* endorsed by the American Council on Education (ACE). The course covers the following areas: Designing an Effective Course and Class, Establishing a Productive Learning Environment, Using Active Learning Techniques, Promoting Higher Order Thinking, and Assessing to Inform Instruction and Promote Learning. For the past three years, 14 Soules College of Business faculty have successfully completed and received this nationally recognized certificate.

Most recently, all staff and faculty were asked to participate in an "implicit bias" training provided by the Presidential JEDI Council to ensure continuous awareness and preparedness to provide an inclusive work and learning environment.

Standard 8: Impact of Scholarship

The Soules College of Business uses several strategies to encourage faculty to produce high-quality and impactful intellectual contributions. Tenure-track faculty are provided the opportunity to have a teaching assistant to help with their courses, providing more time to spend on research. New tenure-track faculty hires who just finished their doctorate receive a two-two teaching load (in lieu of a three-three) during their first year of employment so they can focus on developing their early career research stream. All faculty are also provided faculty travel expense funds to present their research at conferences.

The Soules College of Business awards several endowed professorships that help substantially fund research of worthy faculty. The George W. and Robert Pirtle Professorship is awarded for a three-year period and provides the recipient with approximately $25,000 annually in support of research. The three most recent recipients are Dr. Robert Schumaker, Associate Professor of Computer Information Systems, Dr. Marina Astakhova, Associate Professor of Management, and most recently Dr. Marwan Al-Shammari, Assistant Professor of Management. The Chandler Professorship is awarded for a three-year period to a Professor in Computer Information Systems. The most recent recipient is Dr. Tom Roberts. Finally, the John Soules Professorship is in the process of being funded and will provide a Soules College of Business faculty with substantial research support funding for a period of three years.

To reward faculty for excellence in research, awards are bestowed at the College and University level. Dr. Marina Astakhova received the President's Scholarly Achievement award in AY 2020-2021. Of special note is Dr. Mary Fischer, Professor of Accounting, who received the 2019 American Accounting Association Government and Nonprofit Section's Enduring Lifetime Contribution Award. The Soules College of Business provides an annual Excellence in Research award of $1,000 to a faculty member. This award is given out by the College Faculty/Staff Awards and Research Committee. Faculty self-nominate to the committee. The committee then makes a recommendation to the dean based upon the criteria set forth in Appendix 19: Faculty Award Evaluation Criteria. No award was made in 2021 because of the disruption caused by the COVID-19 pandemic.

Soules College of Business Faculty Research Awards

Year	Soules College of Business Outstanding Faculty for Research
2018	Dr. Jie Yang
2019	Dr. Mohammed Ali
2020	Dr. Hui James and Dr. James Cater
2022	Dr. Kay Byun

Table 8-1: Intellectual Contributions provides the five-year summary of intellectual contributions (ICs) produced by faculty during the review period. In the aggregate, the College generated a portfolio of ICs diversified across multiple categories of research and types of products. Faculty produced 253 ICs from basic or discovery scholarship. 59 were applied in nature and 94 were focused on teaching and learning. This distribution is in broad alignment with the research portfolio emphasis embraced by the College and supports the mission of the University. College faculty primarily focus their scholarship activities toward making the connection of theory to application for practice, as well as generate appropriate discipline-based knowledge; teaching of business also remains an important area of scholarship in recognition of the teaching-learning emphasis in the College and University's mission.

The list of journals in which the faculty have published over the review period is presented in Appendix 9: Journal List of Published Research. The 253 articles published by the faculty appear in 105 different journals. It should be noted that the journals listed in Appendix 9 do not directly match the Soules College of Business Journal lists, as the current journal list was adopted in 2022.

Several faculty members have held and continue to hold editorial positions at well-respected journals in their field. Dr. Brent Beal has served since 2017 on the editorial boards of the *Journal of Business Ethics* (a Financial Times Top 50 business journal) and the *Case Research Journal*. Dr. Barbara Wooldridge served as the editor for *Marketing Education Review* from spring 2019 until spring 2022. Dr. Marina Astakhova has served as an editorial board member on the *Journal of Organizational Behavior* since 2017. These editorial involvements keep faculty at the leading edge of thought leadership. Additionally, many faculty serve as track chairs in regional and national conferences, as well as program chairs. For example, Dr. Venugopal Gopalakrishna-Remani served as program chair for the Southwest Decision Science Institute for two consecutive years (AY 2020-2021 and AY 2021-2022).

One indication of thought leadership is the number of times that researchers are cited in other publications. Many faculty have high citation counts, reflecting the value of their work to others in the field. Dr. Harold Doty and Dr. Miguel Caldas, both Professors of Management have citation counts of 14,957 and 8,017 respectively. Ten faculty have a citation count of at least 1,000.

Media mentions in the popular press is another indication of thought leadership. Soules College of Business faculty are frequently interviewed or quoted in local, regional, and national media outlets. Our website, https://www.uttyler.edu/soules-college-of-business/news/, provides a list of 61 media mentions of faculty or staff since February 2020.

Standard 9: Engagement and Societal Impact

Considering the regional mission of the Soules College of Business, the priorities as mentioned in the UT Tyler five-year strategic plan, and the guidance provided by the "UN in its 17 sustainable development goals" reference framework, the Soules College of Business Strategic Planning Committee and the Soules College of Business Leadership Council decided to strategically focus on the following five "UN sustainable development goals" deemed applicable and appropriate for our region:

- Goal #4: Quality Education
- Goal #5: Gender Equality
- Goal #8: Decent Work and Economic Growth
- Goal #9: Industry, Innovation and Infrastructure
- Goal #10: Reduced Inequalities

A listing of current activities addressing the development goals in the curriculum, research, and service activities are provided in Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards.

An example of curriculum, research, and service activities contributing to the pursuit of Goal #5: Gender Equality and Goal #10: Reduced Inequalities were discussed in the Diversity and Inclusion subsection of the Standard 1 section of this CIR report.

Community Engagement

The outreach centers within the Soules College of Business, as referred to previously in the Soules College of Business Outreach Centers subsection of the Overview of this CIR report, play an important role in contributing to the level of engagement and societal impact the Soules College of Business has in the region. Specifically, three outreach centers are elevating the Soules College of Business's level of engagement and societal impact in the pursuit of Goal #8: Decent Work and Economic Growth, and Goal #9: Industry, Innovation and Infrastructure: the HIBBS Institute for Business and Economic Research, the East Texas Entrepreneurship Center and the UT Tyler Longview Small Business Development Center. Soules College of Business faculty and staff are involved with the activities in each center, whether it is as consultants, fellows, guest speakers, mentors, etc. What follows are some recent achievements for each outreach center which demonstrate a significant societal impact.

The HIBBS Institute for Business and Economic Research.

- Comprehensive data repository (one-stop shop) for businesses or organizations interested in locating or expanding in the region
- Quarterly Hibbs briefs and newsletters send to a database of 7,000+ recipients
- Caldwell Zoo Economic Impact Study
- Provide data in support of the "Rural, Set, Go" campaign delivered by the Texas Workforce Commission East Texas in partnership with the East Texas Council of Governments (https://www.easttexasworkforce.org/ruralsetgo)

The East Texas Entrepreneurship Center.

- Partnered with Blackstone LaunchPad® (BLP) and received a $70k grant
- Launched two new business competitions
- Filed two new patents from competition winners
- Sent two students to Bridge Venture Fellowship, one team to BLP Startup Grind in San Francisco CA, and two students to Entrepreneur Mindset Bootcamp in Austin TX
- Speaker Series included 26 events, 400 unique businesses and over 500 participants.

The UT Tyler Longview Small Business Development Center (SBDC).

Results since UT Tyler became SBDC Host (October 2018 to August 2022)

- Number of clients counseled: 800
- Total counseling hours: 6,705
- Existing jobs supported: 2475
- New businesses started: 75
- New jobs created: 407
- Total capital infusion*: $45,865,631
  * Capital Infusion=Bank loans (75%) + owner down payment or direct investment (25%)

Soules College of Business Strategic Plan

Goal	Objective	Tactics	Measure of Success	Resources Needed
ENGAGE LEARNERS IN LEARNING ACTIVITIES THAT WILL ENHANCE THEIR FUTURE CAREERS	**LAUNCH "COMPLIANCE AND DIVERSITY" AND "LEGAL PERSPECTIVES CERTIFICATES"**	Identify need for the certificates and design program to meet demand	Fall 2021 – needs identified	None
		Create new courses and get certificate curriculum approved	Spring 2022 – curriculum approved	None
		Hire faculty needed to deliver the certificate	Summer 2022 – faculty hired	1 tenure-track or tenured professor Source: Academic Affairs $ 130,000
		Launch certificates	Fall 2022/Spring 2023	None
	ALIGN BBA ACCOUNTING CONTENT TO ACHIEVE IMA ENDORSEMENT	Create course mapping linking IMA content requirements to current curriculum	Fall 2019-Spring 2020-completed mapping that identifies relevant courses and potential gaps	None
		Revise courses as needed to close gaps identified when creating course mapping.	Revised course titles, descriptions, syllabi	None
		Get curriculum revisions approved if needed.	Curriculum revisions approved	None
	REVIEW AND ALIGN UG AND MACC CURRICULUM TO CPA EVOLUTION MODEL CURRICULUM.	Map CPA Evolution Model Curriculum to current UG and MAcc programs	Fall 2021-course mapping completed	None
		Identify gaps in curriculum and determine if course curriculum changes needed	Spring 2022-needed changes identified	None
		Submit changes via curriculum management portal for approval	Fall 2022-changes approved	None
	SECURE HOMELAND SECURITY APPROVAL FOR STEM MACC AND MS FINANCE PROGRAMS	Research other STEM-approved programs to determine what courses are required	Spring 2022-research completed	None
		Make changes and get curriculum approvals, if needed	Fall 2022-curriculum approved	None
		Apply for approval.	Fall 2022-approval received	None
		Launch program and marketing	Spring 2023-Fall 2023	

Goal	Objective	Tactics	Measure of Success	Resources Needed
	LAUNCH "MS FINANCE" PROGRAM	Identify need for MS program and design program to meet demand	Summer 2022-research completed Program designed	None
		Create new courses and get program curriculum approved	Fall 2022	None
		Submit program approvals to UT System Board of Regents and the Texas Board of Higher Education (if needed)	Fall 2022/Spring 2023	None
		Launch program and marketing	Fall 2024	1 new Finance faculty – Source: Academic Affairs $ 190,000 - $ 200,000
	LAUNCH UG AND GRADUATE "CERTIFICATES IN DATA ANALYTICS AND CYBERSECURITY"	Identify courses in each	Fall 2021-courses identified	None
		Get curriculum approvals	Fall 2022 – curriculum approved	
		Launch	Fall 2023	None
	LAUNCH "MS IN CYBERSECURITY AND DATA ANALYTICS"	Identify need for MS program and design program to meet demand	Spring 2021	None
		Get Curriculum approvals	Fall 2021- curriculum approved	None
		Submit program approvals to UT System Board of Regents and the Texas Board of Higher Education	Spring 2022-approvals received	None
		Hire faculty needed to deliver the degree	Fall 2022-faculty hired	2 new faculty (either tenure-track/tenured or other) – Source: Academic Affairs $ 400,000 - $ 450,000
		Launch program	Fall 2022/Spring 2023	None
	LAUNCH UG SALES, DIGITAL MARKETING, MARKETING ANALYTICS, RETAILING CONCENTRATION/CERTIFICATE	Identify and create new required courses for each concentration/track	Fall 2020-courses designed	None
		Get curriculum approvals for individual courses	Fall 2020-curriculum approved	None
		Teach approved courses for the first time	Spring 2021- courses taught	None

Goal	Objective	Tactics	Measure of Success	Resources Needed
		Process curriculum approvals for formal concentrations/tracks	Fall 2022	None
		Formally launch the 3 concentrations/tracks	Spring 2023	None
	LAUNCH "MS IN MARKETING"	Identify market demand for the program and design program to meet demand	Fall 2022	None
		Create new courses and get program curriculum approval	Fall 2022	None
		Submit program approvals to UT System Board of Regents and the Texas Board of Higher Education (if needed)	Fall 2022/Spring 2023	None
		Launch program	Fall 2023	Unfreeze Tenure-Track Marketing faculty line Source: Academic Affairs $ 150,000 - $ 160,000
EXPAND OPPORTUNITIES FOR LEARNERS AND FACULTY TO ENGAGE THE COMMUNITY	INCREASE OPPORTUNITIES FOR BAP AND FMA TO ENGAGE WITH THE COMMUNITY AND WITH REGIONAL AND NATIONAL AFFILIATES	Send BAP representatives to regional and national conferences	Fall 2019-# of student attendees to regional and national meetings	Source: Academic Affairs (co-curricular funds and student success funds) + fundraising by the student organization
		Host a retreat for faculty and MAcc students to build community. Provide "swag" and plan a day trip.	Fall 2019-Spring 2020-Retreat held # of students and faculty attendees	Source: Academic Affairs (student success funds)
		Host a "Meet the Faculty" event for faculty and students to build community. Provide "swag".	Fall 2019-Spring 2020-Event held # of student/faculty attendees	Source: Academic Affairs (student success funds)
	START A MINORITY STUDENT ORGANIZATION IN BUSINESS	Identify faculty advisor(s)	Fall 2019-Faculty advisor(s) identified and agree to serve	None
		Recruit interested students	Fall 2019-Spring 2020- # of students to sign up at organizational meeting	None
		Take necessary steps to be recognized as a student organization	Spring 2020-Fall 2020-Recognized by Student Life and Leadership	None
		Take necessary steps to be affiliated with appropriate regional and national organizations	Fall 2020-Spring 2021-Affiliated with NABA and ALPFA	None

Goal	Objective	Tactics	Measure of Success	Resources Needed
	SECURE GIFT TO NAME THE FINANCIAL ANALYTICS LAB AND TRADING FLOOR, ESTABLISH A STUDENT-LED INVESTMENT FUND AND FUND TWO PROFESSORSHIPS, ONE IN ACCOUNTING AND ONE IN FINANCE	Identify potential donor	Fall 2021-Donor identified and approved by Dean	Source: Dean and Chair fundraising $ 1,000,000
		Identify amounts and use of funds and prepare video proposal	Fall 2021-Proposal prepared	
		Secure approval to present	Spring 2022-Presented	
	SECURE FUNDING FOR NAMED PROFESSORSHIP OF ACCOUNTING	Present idea to Accountancy Advisory Council for their input	Fall 2021-Task force established	Source: Dean and Chair fundraising $ 100,000
		Invite potential donors to lunch to pitch idea	Fall 2021-Luncheon held	None
		Follow-up with invitees to solicit gifts	Spring 2022-Ongoing-$50,000 raised	None
		Secure primary matching donor	Summer 2022-Donor identified	None
		Once primary donor and $50,000 raised, go public with emails and crowdfunding	Fall 2022-$100,000 raised	None
	SECURE FUNDING FOR NAMED SCHOOL OF ACCOUNTING OR SCHOOL OF ACCOUNTING AND FINANCE	Identify potential donors(s)	Summer 2022-Donor or donors identified	None
		Prepare gifting proposal	TBD-Proposal prepared	None
		Present proposal and secure gift	TBD-Sufficient gift ($2 – 5MM ?) pledged	None
	ESTABLISH (COMPUTING) SPEAKER SERIES	Identify speakers	Fall 2022 Number of speakers identified	
		Secure and invite 2 speakers	Spring 2023 Number of speakers Number of students attended/speaker session	Source: Departmental funding and/or center for cybersecurity and data analytics speaker stipends-TBD

Goal	Objective	Tactics	Measure of Success	Resources Needed
	CREATE "TECHNOLOGY AWARENESS" COMMUNITY SEMINARS	Identify seminar topics	Fall 2022	None
		Develop and deliver seminars	Spring 2023	None
	LAUNCH SHRM CERTIFICATION COMMUNITY PREP COURSE	Explore course needs that meet SHRM certification standards	Fall 2021-Spring 2022	
		Determine price point and other logistic decisions such as marketing, etc… to deliver	Spring 2022/Fall 2022	
		Launch SHRM prep course	Spring 2023	Source: Self-funded
	EXPAND ENGAGEMENT OPPORTUNITIES WITH CENTER FOR RETAIL ENTERPRISES (CRE)	Revise the mission and rename the Center for Retail Enterprises	Fall 2022	None
		Expand the activities of the center to reach more students and stakeholders	Spring/Fall 2023	None
FOSTER AN ENVIRONMENT OF CONTINUOUS IMPROVEMENT BY COMMITTING TO BASIC, APPLIED AND PEDGAGOGICAL RESEARCH, SERVICE AND PROFESSIONAL DEVELOPMENT OF FACULTY AND STAFF	BECOME A NATIONAL CENTER OF EXCELLENCE IN CYBER DEFENSE EDUCATION	Hire an additional Cybersecurity faculty	Fall 2022-faculty hired	1 new faculty (either tenure-track/tenured or other) – Source: Academic Affairs $ 115,000 + benefits
		Explore and pursue internal UT Tyler partnerships with other Colleges/Departments teaching cybersecurity related courses	Spring 2023	None
		Receive "National Center of Excellence in Cyber Defense Education" designation	Spring 2024	None
	AWARD THE SOULES PROFESSORSHIP TO A FACULTY MEMBER	Faculty committee creates eligibility criteria and process for professorship award	Fall 2022/eligibility document created	Soules funded Professorship
		Issue call for professorship	Fall 2022/ call e-mailed out	
		Award professorship	Fall 2022/Spring 2023	

Goal	Objective	Tactics	Measure of Success	Resources Needed
	PROMOTE AND SUPPORT FACULTY RESEARCH AND FACULTY RESEARCH WITH UNDERGRADUATE AND GRADUATE STUDENTS	Identify and/or raise funds to purchase data, software, research assistance and similar needs	Spring 2020-Spring 2021-Funds identified or raised	Source: Dean's office and Department Chairs
		Policy and process for use of funds established	Spring 2020-Spring 2021-Policy and process completed	None
		Funds used appropriately	Spring 2021-Ongoing-# of papers and proceedings published # of papers presented at conferences	None

AACSB Tables

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Table 2-1

Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds
Diversify and market portfolio of graduate degrees	$ 500,000 - $ 1,000,000	Source: Academic Affairs
Upgrade and replace existing technology throughout the Soules College of Business	$ 500,000	Source: College Budget (Instructional Support Fees)
Create a Soules College of Business value proposition and develop advancement proposal to build out the Soules College of Business fourth floor	$ 10,000,000	Source(s): State funds & Private Donor(s)
Become a National Center of Excellence in Cybersecurity Defense Education/Research	$ 150,000	Source: Academic Affairs

Table 3-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Regular Academic Year, by Discipline

Faculty Portfolio By Discipline				Faculty Sufficiency		Normal Professional	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure and/ or discipline (e.g., departments and research groups)[1]	Date of First Appointment to the School	Specialty Field	Highest Degree, Year Earned	Participating Faculty Productivity (S)[2]	Supporting Faculty Productivity (S)[2]	Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional Faculty (A)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Accounting - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Cooper, Linda	2019	Accounting	MBA '13	0	285	UT	0	0	0	25	0	CPA and Director of Henry & Peters, P.C
Fischer, Mary	1990	Accounting	PhD '90	288	0	UT, MT, RES, SER	100	0	0	0	0	22- Bs, 5-Proc, 39-Pres
Goad, Steven	2020	Accounting	MACC '14	0	81	UT	0	0	0	25	0	Senior Change Change Agent - Trane
Kim, Hoyoung	2021	Accounting	PhD '21	336	0	UT, RES, SER	100	0	0	0	0	1-Book, 6-Pres
Liang, Hui (Eva)	2021	Accounting	PhD '21	351	0	UT, RES, SER	100	0	0	0	0	Dissertation Completed 2021
Lirely, Roger	2010	Accounting	DBA '96	594	0	UT, MT, RES, SER, ADM	100	0	0	0	0	4-Bs, 1 Pres, 1-Grant 556K
Marks, David	2020	Accounting	MPA '90	597	0	UT, SER	0	0	0	100	0	CPA with significant work experience.
Reynolds, Jennifer	2014	Accounting	MS '03	681	0	UT, RES, SER	0	0	0	100	0	CPA with significant work experience.
Willis, Veronda	2009	Accounting	PhD '05	261	0	UT, MT, RES, SER	0	100	0	0	0	Heavy Involvement in TX and ETX CPA
Accounting Totals			**Deployed**	**89%**	**11%**		**45%**	**8%**	**0%**	**47%**	**0%**	
Accounting Ratios	**60% requirement for P met (89%)**						**Minimum SA >40% met (45%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					
Business Law - Degrees or majors are not offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Cowart, Tammy	2008	Business Law	JD '94	528	0	UT, MT, RES, SER	100	0	0	0	0	1 Chap, 3-B, 8-Pres
Rowan, James Matthew	2019	Business Law	JD '01	0	642	UT	0	50	0	0	0	Law Firm - Partner - Active Practice
Business Law Totals			**Deployed**	**45%**	**55%**		**45%**	**55%**	**0%**	**0%**	**0%**	
Business Law Ratios	**60% requirement for P not met (45%)**						**Minimum SA >40% met (45%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					
Finance - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Hsieh, Chialing	2012	Finance	PhD '09	549	0	UT, MT, RES, SER	100	0	0	0	0	4-B, 1-Pres
James, Hui	2015	Finance	DBA '11	513	0	UT, MT, RES, SER	100	0	0	0	0	2-A+, 4-A, 6-B, 14-Pres
Pandey, Vivek	1999	Finance	DBA '94	747	0	UT, MT, RES, SER	100	0	0	0	0	1-A+, 1-A, 2-B, 1, Pres, 1 Grant 5K
Shin, Geunhwan	2007	Finance	PhD '00	513	0	UT, MT, RES, SER	0	0	0	0	100	Does not Meet Standard
Wu, Chen	2009	Finance	PhD '09	798	0	UT, MT, RES, SER	100	0	0	0	0	4-B, 3 Proc, 3-Pres, 1 Grant 29K
Pannagle, Bryan	2021	Finance	MBA '02	0	57	UT	0	0	0	25	0	CFO at Christus Highland MC
Finance Totals			**Deployed**	**98%**	**2%**		**82%**	**2%**	**0%**	**0%**	**16%**	
Finance Ratios	**60% requirement for P met (98%)**						**Minimum SA >40% met (82%)**					
							Minimum SA+PA+SP+IP >90% not met (84%)					
General Business - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Chretien, Janice	2021	Management	PhD '20	0	63	UT, RES	25	0	0	0	0	Dissertation Completed 2020
Nesuda, Elizabeth	2020	Management	ABD '21	0	141	UT, RES	25	0	0	0	0	ABD 2021
General Business Totals			**Deployed**	**0%**	**100%**		**100%**	**0%**	**0%**	**0%**	**0%**	
General Business Ratios	**60% requirement for P not met (0%)**						**Minimum SA >40% met (100%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					
Management - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Al-Shammari, Marwan	2019	Strategy	PhD '17	513	0	UT, MT, RES, SER	100	0	0	0	0	2-A, 6-B, 3-Proc, 6-Pres, 1Grant 2K
Alexander, Jennifer	2021	Health Care	ABD '22	0	57	UT	0	0	0	25	0	Op Mgr UT SW Imaging Services
Anthony-McMann, Paula	2021	Health Care	PhD'	0	54	UT	0	0	0	25	0	Chief Strategy Officer, UT Health E. Texas
Astakhova, Marina	2012	HR	PhD '12	693	0	UT, MT, RES, SER	100	0	0	0	0	1-Chap, 6-A+, 2-A, 1-B, 4-Pres
Bari, Abdullahel	2014	Operations Mgt.	DBA '10	648	0	UT, MT, RES, SER	100	0	0	0	0	1A+, 1-B, 2-Proc, 2-Pres, 1 Grant 10K
Beal, Brent	2010	Strategy	PhD '01	375	0	UT, MT, RES, SER	100	0	0	0	0	1-Book, 1-A, 3-B, 17-Pres
Bushardt, Stephen	2010	Org. Behavior	DBA '81	1071	0	UT, MT, RES, SER	100	0	0	0	0	4-B, 1 Proc, 1-Pres
Caldas, Miguel	2014	International	PhD '98	606	0	UT, MT, RES, SER	100	0	0	0	0	1-A+, 2-A, 3-B, 10-Pres
Cater, Jim	2012	Entrepreneurship	PhD '06	591	0	UT, MT, RES, SER	100	0	0	0	0	2-Chap, 9-B, 1-Proc, 19-Pres
Clark, Kerrie Anne	2011	Health Care	MBA '11	720	0	UT, SER, ADM	0	0	0	100	0	1-Chap, 1-Proc, 6-Pres
Clem, Amy	2017	HR	MBA '14	582	0	UT, SER	0	0	0	100	0	15 Years HR Exp, SHRM-CP
Gopalakrishna Remani, Venu	2012	MIS	PhD '12	549	0	UT, MT, RES, SER	100	0	0	0	0	2-A+, 2-A, 12-Proc, 12-Pres, 3 Grts 13K
Doty, Harold	2017	Strategy	PhD '90	267	0	UT, MT, RES, SER	100	0	0	0	0	1 Chap, 5-A, 9-B, 1-Proc, 6-Pres
Fagan, Mary H.	1999	MIS	PhD '95	321	0	UT, MT, RES, SER	100	0	0	0	0	1-A+, 1-B
Hua, Lei	2021	Operations Mgt.	PhD '21	672	0	UT, MT, RES, SER	100	0	0	0	0	Dissertation Completion 2021
Johnson, Gail	2005	Org. Behavior	MBA '01	0	330	UT, SER	0	0	0	25	0	Creatively, LLC Principle - 40 Years Exp
Mason, Vicki	2021	Health Care	DHS '16	0	54	UT	25	0	0	0	0	4-B's, 6 Presentations, 20 Yrs exp. in HC
Meadows, Brandy	2013	Management	MBA '12	0	315	UT, SER	0	0	0	100	0	
Morgan, Timothy	2018	Org. Behavior	PhD '19	747	0	UT, MT, RES, SER	100	0	0	0	0	Dissertation Completion 2019
Yang, Jie	2016	International	PhD '16	1005	0	UT, MT, RES, SER	100	0	0	0	0	7-A, 6-B
Young, Marilyn	1974	Management	PhD '74	963	0	UT, MT, RES, SER	100	0	0	0	0	1-Chap, 15-B, 6-Proc, 16-Pres
Management totals			**Deployed**	**93%**	**7%**		**82%**	**0%**	**0%**	**18%**	**0%**	
Management Ratios	**60% requirement for P met (93%)**						**Minimum SA >40% met (82%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					
Marketing - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Byun, Kyung-Ah	2014	Marketing	PhD '14	345	0	UT, MT, RES, SER	100	0	0	0	0	9-A, 3-B, 2-Proc, 11-Pres, 3 Grants 18K
Camp, Kerri	2008	Marketing	PhD '98	750	0	UT, MT, RES, SER	100	0	0	0	0	2-A+, 2-A, 8-B, 5-Pres, 4 Grants 923K
Hong, JungHwa	2015	Marketing	PhD '15	507	0	UT, MT, RES, SER	100	0	0	0	0	1-A+, 5-A, 7-B, 5-Pres, 1 Grant 9K
James, Kevin	2014	Marketing	DBA '12	699	0	UT, MT, RES, SER	100	0	0	0	0	1-Chap, 1-A, 3-B
Pei, Kacie	2019	Marketing	PhD '15	678	0	UT, MT, RES, SER	100	0	0	0	0	3-A+, 1-A, 5-B
Swimberghe, Krist	2010	Marketing	DBA '09	219	0	UT, MT, RES, SER, ADM	100	0	0	0	0	5-A
Wooldridge, Barbara	2007	Marketing	PhD '99	336	0	UT, MT, RES, SER	100	0	0	0	0	3-A, 5-B
Marketing Totals			**Deployed**	**100%**	**0%**		**100%**	**0%**	**0%**	**0%**	**0%**	
Marketing Ratios	**60% requirement for P met (100%)**						**Minimum SA >40% met (100%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					

Table 3-1

Faculty Sufficiency and Qualifications Summary for Most Recently Completed Regular Academic Year, by Discipline

Faculty Portfolio By Discipline				Faculty Sufficiency		Normal Professional	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure and/or discipline (e.g., departments and research groups)[1]	Date of First Appointment to the School	Specialty Field	Highest Degree, Year Earned	Participating Faculty Productivity (S)2	Supporting Faculty Productivity (S)[2]	Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional Faculty (A)[4]	
CIS - Degrees or majors are offered				**P**	**S**		**SA**	**PA**	**SP**	**IP**	**A**	
Alger, David	2019	CIS	MS '02	831	0	UT, SER	0	0	0	100	0	20 Years Exp. Computer Science Consultant
Delk, Gigi	2016	CIS	MS ' 87	0	477	UT	0	0	0	50	0	
Hull, David	2018	CIS	PhD '18	456	0	UT, RES, SER	100	0	0	0	0	2-A+, 1 Proc
Kulkarni, Arun	1978	Computer Science	PhD '77	90	0	UT, RES, SER	100	0	0	0	0	3-A, 2-Proc
Li, Yi	2019	Computer Science	PhD '19	135	0	UT, MT, RES, SER	100	0	0	0	0	Dissertation Completed 2019
Rainwater, Stephen	1982	Computer Science	Edd ' 80	240	0	UT, RES, SER, ADM	100	0	0	0	0	1-A+, 1-B, 1-Proc, 1-Pres, 1-Grant 225K
Roberts, Tom	2015	CIS	PhD '93	219	0	UT, MT, RES, SER, ADM	100	0	0	0	0	4-A+, 1 Pres
Schumaker, Robert	2015	CIS	PhD '07	363	o	UT, MT, RES, SER	100	0	0	0	0	1-A+, 2-A, 11-Proc 7-Pres, 1 Grant 17K
Shaw, Christopher	2016	CIS	MS '13	0	414	UT	0	0	0	50	0	Digital Forensics Consultant - 10 exp.
Subramanian, Narayanan	2012	Computer Science	PhD '11	120	0	UT, MT, RES, SER	100	0	0	0	0	1-Chap, 1-B, 1-Proc, 2-Pres
Wu, Lindong	2014	Computer Science	PhD '14	21	0	UT, MT, RES, SER	100	0	0	0	0	4-A+, 3-A, 5-B, 2-Proc
CIS Totals			**Deployed**	**74%**	**26%**		**49%**	**0%**	**0%**	**51%**	**0%**	
CIS Ratios	**60% requirement for P met (74%)**						**Minimum SA >40% met (49%)**					
							Minimum SA+PA+SP+IP >90% met (100%)					
Soules COB Totals			**Deployed**	**89%**	**11%**		**74%**	**3%**	**0%**	**21%**	**2%**	
Overall Ratios	**75% requirement for P met (89%)**						**Minimum SA >40% met (74%)**					
							Minimum SA+PA+SP+IP >90% met (98%)					

Table 3-2

Percent of Teaching by Degree Program Using Credit Hours

	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %[1]
Degree	**SA**	**PA**	**SP**	**IP**	**A**	**Total**
BBA All	65%	5%	0%	28%	2%	100%
TRAD MBA	91%	0%	0%	0%	9%	100%
ALT MBA	100%	0%	0%	0%	0%	100%
EXEC MBA HC	25%	24%	0%	51%	0%	100%
M ACCT	100%	0%	0%	0%	0%	100%

Table 5-1

Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program

BBA PROGRAM

SLO1: Knowledge of the Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**1st Cycle – Spring 2020** 30 out of 75 BBA learners, or 40%, scored 70% or higher on the accounting section of the Capsim exam. In the Business Statistics section, 8 out of 75, or 11%, scored 70% or higher. In the Finance section, 22 out of 75, or 29%, scored 70% or higher. In the Operations Management section, 15 out of 75, or 20%, scored 70% or higher. In the Economics section, 11 out of 75, or 15%, scored 70% or higher. In the Marketing section, 23 out of 75, or 31%, scored 70% or higher. In the Management section, 53 out of 75, or 71%, scored 70% or higher. In the Strategy section, 36 out of 75, or 48%, scored 70% or higher.	Learners were assessed using the Capsim Modular Exam. This external measurement tool was chosen to be used for assessment because it provided comparative data with other business schools while also allowing the college to edit the content of the exam to better fit our curriculum through Capsim's extensive test bank and internally created questions. The Capsim exam has a large bank of valid, peer-reviewed questions, however, many institutions create their own as they go. In the first attempt using the Capsim Modular exam, the Common version of the exam was adopted as it was suggested by Capsim to provide the most comparative data as the questions included were the most commonly used. Because the first set of questions was adopted as is,

SLO1: Knowledge of the Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Information Systems section, 6 out of 75, or 8%, scored 70% or higher. In the Business Law section, 29 out of 75, or 39%, scored 70% or higher. In the Cultural Competence section, 32 out of 75, or 43%, scored 70% or higher.	the exam results did not capture what we emphasize and teach in our courses and programs.
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**2nd Cycle – Spring 2021** 30 out of 80 BBA learners, or 38%, scored 70% or higher on the accounting section of the Capsim exam. In the Business Statistics section, 31 out of 80, or 39%, scored 70% or higher. In the Finance section, 29 out of 80, or 36%, scored 70% or higher. In the Operations Management section, 1 out of 80, or 1%, scored 70% or higher. In the Marketing section, 23 out of 80, or 29%, scored 70% or higher. In the Management section, 24 out of 80, or 30%, scored 70% or higher. In the Strategy section, 43 out of 80, or 54%, scored 70% or higher.	Prior to the second round of testing, the college revised the questions used in the Capsim Modular XM assessment to more accurately reflect what is being taught in the curriculum and align with industry trends. Faculty who teach on the common business core were asked to choose questions from Capsim's large test bank that accurately reflected what was being taught in their courses. Eight to twelve questions were provided per required business core course. If faculty did not feel that the provided Capsim test bank questions fit their curriculum, in-house questions could be included. Questions from the Capsim test bank were used in all sections except for Information Systems. Those questions were created by CIS faculty

SLO1: Knowledge of the Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Information Systems section, 10 out of 80, or 13%, scored 70% or higher. In the Communications section, 58 out of 80, or 73%, scored 70% or higher. In the Leadership section, 58 out of 80, or 73%, scored 70% or higher. In the Cultural Competence section, 45 out of 80, or 56%, scored 70% or higher.	and included in the exam for Soules College of Business learners.
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**3rd Cycle – Spring 2022** 51 out of 96 BBA learners, or 53%, scored 70% or higher on the accounting section of the Capsim exam. In the Business Statistics section, 58 out of 96, or 60%, scored 70% or higher. In the Finance section, 56 out of 96, or 58%, scored 70% or higher. In the Operations Management section, 2 out of 96, or 2%, scored 70% or higher. In the Marketing section, 40 out of 96, or 42%, scored 70% or higher. In the Management section, 62 out of 96, or 65%, scored 70% or higher.	Once the test more accurately fit the BBA curriculum, closing-the-loop actions could be taken to improve learner performance. There were several areas where learners were struggling, and the management and finance sections of the exam were chosen as the focus for improvement. In MANA 3311 Fundamentals of Management, changes were made to emphasize areas of the Capsim where learners were struggling, such as Scientific Management and Bureaucratic Organization, Diversity, Channels of Communication, and Perception and Decision Making. These changes included adding more study questions, more emphasis on

SLO1: Knowledge of the Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Strategy section, 57 out of 96, or 60%, scored 70% or higher. In the Information Systems section, 38 out of 96, or 40%, scored 70% or higher. In the Communications section, 85 out of 96, or 89%, scored 70% or higher. In the Leadership section, 85 out of 96, or 89%, scored 70% or higher. In the Cultural Competence section, 59 out of 96, or 61%, scored 70% or higher.	slide presentations, and adding a case study. In FINA 3311 Principles of Finance, a focus on bond ratings was added to the course. In the course, an exercise was added where learners search for bond ratings online from firms they are interested in and then are shown how less risky bond ratings differ. These changes were implemented in the 2021-2022 academic year. When learners took the Capsim exam in late Spring 2022, improvements were seen in the finance and management sections of the exam based on these changes.

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**1st Cycle – Spring 2018** BBA learners scored overall in the 40th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 29 of the 80 learners (36%) scored in the "strong" or "superior" category. In the area of analysis, 53 learners (66%) scored in the "strong" or "superior" category. In the area of inference, 12 learner (15%) scored in the "strong" or "superior" category. In evaluation, 35 learners (44%) scored "strong" or "superior". In induction, 36 learners (45%) scored "strong" or "superior". In deduction, 18 learners (23%) scored "strong" or "superior".	Leaners take the Business Critical Thinking Skills Test (BCTST) in the MANA 3300 Critical and Analytical Thinking in Business course. This is a required course in the common business core. Prior to this year, learners would receive a completion grade for taking the BCTST. To add weight to the exam, learner's grade on the exam will reflect their grade for the assignment in the course.
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score	**2nd Cycle – Spring 2019** BBA learners scored overall in the 43th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 44 of the 114 learners (39%) scored in the "strong" or "superior" category. In the area of analysis, 78 learners (68%) scored	Learners scores improved but they are still not meeting the success criterion set by the college. For learners to be better prepared to take the BCTST, a new textbook was added to the MANA 3300 Critical and Analytical Thinking in Business course. The textbook was mapped to things that are measured on the test.

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
		above the 50th percentile in comparison to other business learners in AACSB programs.	in the "strong" or "superior" category. In the area of inference, 17 learner (15%) scored in the "strong" or "superior" category. In evaluation, 52 learners (46%) scored "strong" or "superior". In induction, 59 learners (52%) scored "strong" or "superior". In deduction, 25 learners (22%) scored "strong" or "superior".	
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**3rd Cycle – Spring 2020** BBA learners scored overall in the 54th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 72 of the 157 learners (46%) scored in the "strong" or "superior" category. In the area of analysis, 112 learners (71%) scored in the "strong" or "superior" category. In the area of inference, 41 learner (26%) scored in the "strong" or "superior" category. In evaluation, 78 learners (50%) scored "strong" or "superior". In induction, 89 learners (57%) scored "strong" or "superior". In deduction, 51 learners (32%) scored "strong" or "superior". In numerary, 63	In the 2019-20 academic year, the MANA 3300 course was redesigned. One important course curriculum change was the development of a new semester-long applied learning project that involves research, data analysis, critical thinking, and report writing with correct citations of sources. The semester project involves learner research into the concept of critical thinking, including learner analysis of anonymized BCTST results from previous learner cohorts. Learners develop evidence-based recommendations on how to improve critical thinking skills for all Soules College of Business graduates. Learners then submit the report with their research, group data analysis, and recommendations at the end of the semester.

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			learners (40%) scored "strong" or "superior".	
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**4th Cycle – Spring 2021** BBA learners scored overall in the 54th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 79 of the 144 learners (55%) scored in the "strong" or "superior" category. In the area of analysis, 108 learners (75%) scored in the "strong" or "superior" category. In the area of inference, 45 learner (31%) scored in the "strong" or "superior" category. In evaluation, 87 learners (60%) scored "strong" or "superior". In induction, 92 learners (64%) scored "strong" or "superior". In deduction, 55 learners (38%) scored "strong" or "superior". In numerary, 69 learners (48%) scored "strong" or "superior".	In the 2020-2021 academic year, the faculty changed the prerequisites to the MANA 3300 Critical and Analytical Thinking course to require COSC 1307 Introduction to Information Systems, GENB 2300 Business Statistics, and MANA 3370 Business Writing and Oral Presentations to support learner success in the critical thinking project and assessment. In addition, a decision was made to add an assessment of learners' quantitative reasoning skills by using the BCTST-N exam (which includes numeracy assessment). Learners' scores have improved significantly since implementing these curriculum changes. The 2021 the overall critical thinking score for learners moved from the moderate to the strong category based upon an overall score of 85.9.

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**1st Cycle – Fall 2017** 51 BBA learners participated in the Written Communication assessment. In the categories of Content and Structure, the standard was met with learners scoring "Meets Expectations" or "Exceeds Expectations" 71% and 73% of the time, respectively. Scores were below the criteria in Language and Mechanics and Conventions, scoring 65% and 63% respectively.	To address the issues learners experience in written communication, the AoL Committee decided that writing resources should be included on the front page of each syllabus for every course. The resources will include the Purdue Online Writing Lab (OWL) information, which contains a variety of instructions for different styles of writing, including formatting rules, citation rules, and other helpful reminders. Additionally, the contact information for the UT Tyler Writing Center will be included. The Writing Center allows learners to visit and receive feedback on their written projects in any field - as the areas in which learners scored the lowest were Language and Mechanics and Conventions, learners' utilization of these services should improve outcomes.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**2nd Cycle – Fall 2018** 83 BBA learners participated in the Written Communication assessment. 82% of learners meet or exceed expectations in the Language – Tone and Audience rubric dimension. 81% of learners	In the 2018-2019 academic year, to address areas of deficiency, learners were required to meet with the professor of the MANA 3370 course one-on-one to review their graded writing assignments. The professor would meet with learners after each

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	Writing & Oral Presentation.		meet or exceed expectations in the Language – Style rubric dimension. 92% of learners meet or exceed expectations in the Language – Vocabulary rubric dimension. 93% of learners meet or exceed expectations in the Content – Subject Knowledge rubric dimension. 95% of learners meet or exceed expectations in the Content – Clarity rubric dimension. 84% of learners meet or exceed expectations in the Content – Creativity and Originality rubric dimension. 95% of learners meet or exceed expectations in the Structure – Organization rubric dimension. 83% of learners meet or exceed expectations in the Structure – Transitions rubric dimension. 98% of learners meet or exceed expectations in the Structure – Flow rubric dimension. 87% of learners meet or exceed expectations in the Mechanics and Conventions – Sentence Structure rubric dimension. 89% of learners meet or exceed expectations in the Mechanics and Conventions –	assignment throughout the semester. In these meetings, the professor explained where learners needed to improve and what they could do to make those improvements. The constant feedback helped learners make advancements in their writing throughout the semester. Additionally, a holistic written communication rubric was previously being used to score assessment artifacts. It was hard to narrow down exactly where learners were struggling since the rubric dimensions were so broad. During the 2018-19 academic year the holistic rubric was converted to an analytical rubric that allowed the college to narrow down exactly where learners were struggling.

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			Spelling and Grammar rubric dimension. 60% of learners meet or exceed expectations in the Mechanics and Conventions – Format and Citations rubric dimension.	
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**3rd Cycle – Fall 2019** 76 BBA learners participated in the Written Communication assessment. 81% of learners meet or exceed expectations in the Language – Tone and Audience rubric dimension. 80% of learners meet or exceed expectations in the Language – Style rubric dimension. 85% of learners meet or exceed expectations in the Language – Vocabulary rubric dimension. 91% of learners meet or exceed expectations in the Content – Subject Knowledge rubric dimension. 88% of learners meet or exceed expectations in the Content – Clarity rubric dimension. 77% of learners meet or exceed expectations in the Content – Creativity and Originality rubric dimension. 93% of learners meet or exceed expectations in the Structure –	In response to low learner scores on the Format and Citations dimension of the rubric, the Soules College of Business decided to develop resources to help learners improve their skills in this area. Currently, a Canvas module is being prototyped in the MANA 3300 course. The module contains help on citing sources and how to cite in APA style correctly to avoid plagiarizing. In the future, this Canvas module should be available to all learners to refresh their knowledge before and during any course.

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			Organization rubric dimension. 82% of learners meet or exceed expectations in the Structure – Transitions rubric dimension. 88% of learners meet or exceed expectations in the Structure – Flow rubric dimension. 77% of learners meet or exceed expectations in the Mechanics and Conventions – Sentence Structure rubric dimension. 85% of learners meet or exceed expectations in the Mechanics and Conventions – Spelling and Grammar rubric dimension. 79% of learners meet or exceed expectations in the Mechanics and Conventions – Format and Citations rubric dimension.	

SLO4: Corporate Social Responsibility	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners prepare a business document that is focused, well-organized and mechanically correct.	Old: Learners demonstrate their awareness of corporate social responsibility issues through their performance on an internally-created exam. Assessed in MANA 4395 - Strategic Management.	Old: Learners answer 70% or more of the questions within each of five Corporate Social Responsibility dimensions - What is CSR? CSR & Value Creation, The CSR Debate, The Future of CSR, and 3 Foundational Assumptions.	**1st Cycle – Spring 2018** Sixty BBA learners participated in the CSR Exam in the 2017-18 AY. Overall, learners met the criteria in all of the five conceptual areas, the Future of CSR (83%), CSR & Value Creation (85%); What is CSR (89%); the CSR Debate (87%); 3 Foundational Assumptions (87%). 48 out of 60 (80%) of BBA learners earned a 70% overall or higher on the Corporate Social Responsibility Exam.	Several actions have been implemented to improve learner performance in the social responsibility area. Actions in progress include case studies in MANA 4395 Strategic Management and the addition of social responsibility videos in MANA 1300 Introduction to Business.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Current: Learners demonstrate their knowledge of corporate social responsibility issues through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.	Current: 75% of learners will score a 75% or higher on the quiz.	**2nd Cycle – Spring 2020** 67 out of 72 learners, or 93%, scored a 75% or higher on their corporate social responsibility quiz.	The previously used CSR Exam no longer fit with the content being taught in the MANA 4395 Strategic Management, where it is assessed, and in the program. A new exam was developed to more accurately fit what is being taught in the business core curriculum and the business capstone course.
Learners prepare a business document that is focused, well-organized and	Current: Learners demonstrate their knowledge of corporate social responsibility issues	Current: 75% of learners will score a 75% or higher on the quiz.	**3rd Cycle – Spring 2021** 23 out of 23 learners, or 100%, scored a 75% or higher on their corporate social responsibility quiz.	Learners continue to preform well on the newly developed exam. To ensure that they continue to do so, added emphasis on social responsibility was

SLO4: Corporate Social Responsibility	Assessment Method	Success Criterion	Results	Closing the Loop Actions
mechanically correct.	through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.			added to the MANA 4395 Strategic Management course.

CIS PROGRAM

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**1st Cycle – Spring 2020** 1 out of 7 CIS learners, or 14%, scored 70% or higher on the Information Systems section of the Capsim exam. In the Business Statistics section 1 out of 7, or 14%, scored 70% or higher. In the Finance section 4 out of 7, or 57%, scored 70% or higher. In the Operations Management section 3 out of 7, or 43%, scored 70% or higher. In the Economics section 2 out of 7, or 29%, scored 70% or higher. In the Marketing section 3 out of 7, or 43%, scored 70% or higher. In the Management section 5 out of 7, or 71%, scored 70% or higher. In the Strategy section 3 out of 7, or 43%, scored 70% or higher. In the accounting section 4 out of 7, or 57%, scored 70% or higher. In the Business Law section 4 out of 7, or 57%, scored 70% or higher.	Learners were assessed using the Capsim Modular Exam. This external measurement tool was chosen to be used for assessment because it provided comparative data with other business schools while also allowing the college to edit the content of the exam to better fit our curriculum through Capsim's extensive test bank and internally created questions. The Capsim exam has a large bank of valid, peer-reviewed questions, however, many institutions create their own as they go. In the first attempt using the Capsim Modular exam, the Common version of the exam was adopted as it was suggested by Capsim to provide the most comparative data as the questions included were the most commonly used. Because the first set of questions was adopted as is, the exam results did not capture what we emphasize and teach in our courses and programs.

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Cultural Competence section 2 out of 7, or 29%, scored 70% or higher.	
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**2nd Cycle – Spring 2021** 2 out of 9 CIS learners, or 22%, scored 70% or higher on the Information Systems section of the Capsim exam. In the Business Statistics section 2 out of 9, or 22%, scored 70% or higher. In the Finance section 2 out of 9, or 22%, scored 70% or higher. In the Operations Management section 0 out of 9, or 0%, scored 70% or higher. In the Marketing section 3 out of 9, or 33%, scored 70% or higher. In the Management section 3 out of 9, or 33%, scored 70% or higher. In the Strategy section 8 out of 9, or 89%, scored 70% or higher. In the Accounting section 4 out of 9, or 44%, scored 70% or higher.	Prior to the second round of testing, the college revised the questions used in the Capsim Modular XM assessment to more accurately reflect what is being taught in the curriculum and align with industry trends. Faculty who teach on the common business core were asked to choose questions from Capsim's large test bank that accurately reflected what was being taught in their courses. Eight to twelve questions were provided per required business core course. If faculty did not feel that the provided Capsim test bank questions fit their curriculum, in-house questions could be included. Questions from the Capsim test bank were used in all sections except for Information Systems. Those questions were created by CIS faculty and included in the exam for Soules College of Business learners.

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Communications section 7 out of 9, or 78%, scored 70% or higher. In the Cultural Competence section 4 out of 9, or 44%, scored 70% or higher. In the Leadership section 7 out of 9, or 78%, scored 70% or higher.	
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Course: MANA 4395 Strategic Management Learners demonstrate their knowledge of the business core concepts through their performance on the Capsim Modular Exam.	70% of learners will score at least 70% in each discipline-specific concept area.	**3rd Cycle – Spring 2022** 0 out of 5 CIS learners, or 0%, scored 70% or higher on the Information Systems section of the Capsim exam. In the Business Statistics section 3 out of 5, or 60%, scored 70% or higher. In the Finance section 2 out of 5, or 40%, scored 70% or higher. In the Operations Management section 0 out of 5, or 0%, scored 70% or higher. In the Marketing section 1 out of 5, or 20%, scored 70% or higher. In the Management section 2 out of 5, or 40%, scored 70% or higher. In the Strategy section 2 out of 5, or 40%, scored 70% or higher. In the Accounting section 1 out of 5, or 20%, scored 70% or higher.	Once the test more accurately fit the BBA curriculum, closing-the-loop actions could be taken to improve learner performance. There were several areas where learners were struggling, and the management and finance sections of the exam were chosen as the focus for improvement. In MANA 3311 Fundamentals of Management, changes were made to emphasize areas of the Capsim where learners were struggling, such as Scientific Management and Bureaucratic Organization, Diversity, Channels of Communication, and Perception and Decision Making. These changes included adding more study questions, more emphasis on slide presentations, and adding a case study. In FINA 3311 Principles of Finance, a focus on bond ratings was added to the course. In the course, an

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			In the Communications section 3 out of 5, or 60%, scored 70% or higher. In the Cultural Competence section 3 out of 5, or 60%, scored 70% or higher. In the Leadership section 3 out of 5, or 60% scored 70% or higher.	exercise was added where learners search for bond ratings online from firms they are interested in and then are shown how less risky bond ratings differ. These changes were implemented in the 2021-2022 academic year. When learners took the Capsim exam in late Spring 2022, improvements were seen in the finance and management sections of the exam based on these changes.

SLO2: Knowledge of the Computer Information Systems Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Objective 1: Learners demonstrate that they are knowledgeable about current theory, concepts, methodology, terminology, and practices in CIS.	Course: COSC 4375 Info Systems Design Project Learners will demonstrate their knowledge of Computer Information Systems, Information Technology, and Computer Science concepts through their performance on a field exam. The exam tests learners' discipline knowledge of the CIS core courses: COSC 3315 Programming Fundamentals for Non CS Majors, COSC 1337 Object-Oriented Paradigm, COSC 3375 Analysis and Logical Design, COSC 3385 Database Design, COSC 4325 Networking, and COSC 4347 Business and Intelligence Analysis,	CIS learners will score a 70% or higher in each course area of the field exam.	**1st Cycle – Spring 2021** 12 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 3315 Programming Fundamentals for Non CS Majors. 13 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 1337 Object-Oriented Paradigm. 14 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 3375 Analysis and Logical Design. 13 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 3385 Database Design. 10 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 4325 Networking. 7 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 4347 Business and Intelligence Analysis. 14 out of 14 learners scored a 70% or higher on the questions pertaining to COSC 4362 Retail Cyber Security.	During the 2020-2021 academic year a cumulative exam was given to CIS learners to assess their knowledge of the CS portion of their degree as they are already assessing on the business portion of their degree through the Capsim exam in the MANA 4395 course. The CIS cumulative exam is given in the COSC 4375 Info Systems Design Project course, which serves as the Capstone course for CIS, Information Systems, and Computer Science learners.

SLO2: Knowledge of the Computer Information Systems Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	and COSC 4362 Retail Cyber Security.			
Objective 1: Learners demonstrate that they are knowledgeable about current theory, concepts, methodology, terminology, and practices in CIS.	Course: COSC 4375 Info Systems Design Project Learners will demonstrate their knowledge of Computer Information Systems, Information Technology, and Computer Science concepts through their performance on a field exam. The exam tests learners' discipline knowledge of the CIS core courses: COSC 3315 Programming Fundamentals for Non CS Majors, COSC 1337 Object-Oriented Paradigm, COSC 3375 Analysis and Logical Design, COSC 3385 Database Design, COSC 4325 Networking, and COSC 4347 Business and	CIS learners will score a 70% or higher in each course area of the field exam.	**2nd Cycle – Spring 2022** 2 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 3315 Programming Fundamentals for Non CS Majors. 4 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 1337 Object-Oriented Paradigm. 4 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 3375 Analysis and Logical Design. 2 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 3385 Database Design. 2 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 4325 Networking. 0 out of 7 learners scored a 70% or higher on the questions pertaining to COSC 4347 Business and Intelligence Analysis. 5 out of 7 learners scored a 70% or higher on the questions	Emphasis was added to the areas where learners are performing the lowest, such as the COSC 3385 Database Design, and focus on improvements in that course.

SLO2: Knowledge of the Computer Information Systems Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	Intelligence Analysis, and COSC 4362 Retail Cyber Security.		pertaining to COSC 4362 Retail Cyber Security.	
Objective 2: Learners will be able to develop the ability to work cooperatively to develop a high-quality information system.	This objective is measured using a comprehensive semester-long group project where learner groups focus on building a real-world Information System solution using their cumulative knowledge of hardware, software, networking, systems analysis, and security; prepare a report and present their work.	CIS learners will score a 70% or higher on their semester-long group project in COSC 4375 (Old: COSC 3331).	**1st Cycle – Fall 2018** 8 out of 14 CIS learners, or 57.1%, scored a 70% or above on the project.	Several structural program changes occurred to the CIS degree which necessitated assessment changes. COSC 4309 was removed from the degree and Objective 2 was measured in COSC 3331. Additional lectures on cloud computing were added and AWS provisioning was incorporated into the semester project. However, project teams specialized in their tasks, and not every learner paid attention or was able to provision a remote instance. Additional lectures on programming and php were also added to the course, and the specialized nature of learner groups netted the same result.
Objective 2: Learners will be able to develop the ability to work cooperatively to develop a high-quality information system.	This objective is measured using a comprehensive semester-long group project where learner groups focus on building a real-world Information System	CIS learners will score a 70% or higher on their semester-long group project in COSC 4375 (Old: COSC 3331).	**2nd Cycle – Fall 2019** 6 out of 7 CIS learners, or 85.7%, scored a 70% or above on the project.	The assessment was moved into the capstone course, COSC 4375, starting in the Spring 2019 semester. Learners performed much better during the first semester the assessment was moved. The additional lectures were kept.

SLO2: Knowledge of the Computer Information Systems Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	solution using their cumulative knowledge of hardware, software, networking, systems analysis, and security; prepare a report and present their work.			
Objective 2: Learners will be able to develop the ability to work cooperatively to develop a high-quality information system.	This objective is measured using a comprehensive semester-long group project where learner groups focus on building a real-world Information System solution using their cumulative knowledge of hardware, software, networking, systems analysis, and security; prepare a report and present their work.	CIS learners will score a 70% or higher on their semester-long group project in COSC 4375.	**3rd Cycle – Spring 2020** 12 out of 13 CIS learners, or 93.1%, scored a 70% or above on the project	The project was changed to include cross-disciplinary teams with representatives from Computer Science, Information Technology, and Computer Information Systems majors. Learners pitched their tech ideas, and six ideas were chosen. Their charge was simple, to create an IOT device that people would buy and form a company around it. To be successful, each major would have to use everything they learned in their past four years and stretch themselves in ways they probably didn't think were possible. Learners write the major-specific sections of their semester group project that coincided with identifying the Value Proposition, determining Customer Segments, laying out the proposed Cost

SLO2: Knowledge of the Computer Information Systems Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
				Structure for their startup, and deciding on Revenue Streams. Having teammates from different academic program backgrounds creates communication between the majors, similar to working in the field.
Objective 2: Learners will be able to develop the ability to work cooperatively to develop a high-quality information system.	This objective is measured using a comprehensive semester-long group project where learner groups focus on building a real-world Information System solution using their cumulative knowledge of hardware, software, networking, systems analysis, and security; prepare a report and present their work.	CIS learners will score a 70% or higher on their semester-long group project in COSC 4375.	**4th Cycle – Spring 2021** 14 out of 14 CIS learners, or 100%, scored a 70% or above on the project.	The project documentation and final software were previously both submitted at the same time. It was determined it would be better to place them in separate assignments with separate due dates to allow learners to focus on one and not the other when submitting.

SLO3: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**1st Cycle – Spring 2018** CIS BS learners scored overall in the 25th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 0 of the 3 learners (0%) scored in the "strong" or "superior" category. In the area of analysis, 1 learner (33%) scored in the "strong" or "superior" category. In the area of inference, 1 learner (33%) scored in the "strong" or "superior" category. In evaluation, 0 learners (0%) scored "strong" or "superior". In induction, 0 learners (0%) scored "strong" or "superior". In deduction, 1 learner (33%) scored "strong" or "superior".	Leaners take the Business Critical Thinking Skills Test (BCTST) in the MANA 3300 Critical and Analytical Thinking in Business course. This is a required course in the common business core. Prior to this year, learners would receive a completion grade for taking the BCTST. To add weight to the exam, learner's grade on the exam will reflect their grade for the assignment in the course.
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score	**2nd Cycle – Spring 2019** CIS BS learners scored overall in the 57th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 5 of the 6 learners (83%) scored in the "strong" or "superior" category. In the area of analysis, 6 learners (100%) scored	Learners scores improved but they are still not meeting the success criterion set by the college. For learners to be better prepared to take the BCTST, a new textbook was added to the MANA 3300 Critical and Analytical Thinking in Business course. The textbook was mapped to things that are measured on the test.

SLO3: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
		above the 50th percentile in comparison to other business learners in AACSB programs.	in the "strong" or "superior" category. In the area of inference, 1 learner (17%) scored in the "strong" or "superior" category. In evaluation, 3 learners (50%) scored "strong" or "superior". In induction, 5 learners (83%) scored "strong" or "superior". In deduction, 3 learners (50%) scored "strong" or "superior".	
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**3rd Cycle – Spring 2020** CIS BS learners scored overall in the 61st percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 6 of the 10 learners (60%) scored in the "strong" or "superior" category. In the area of analysis, 8 learners (80%) scored in the "strong" or "superior" category. In the area of inference, 3 learners (30%) scored in the "strong" or "superior" category. In evaluation, 8 learners (80%) scored "strong" or "superior". In induction, 9 learners (90%) scored "strong" or "superior". In deduction, 3 learners (30%) scored "strong" or "superior".	In the 2019-20 academic year, the MANA 3300 course was redesigned. One important course curriculum change was the development of a new semester-long applied learning project that involves research, data analysis, critical thinking, and report writing with correct citations of sources. The semester project involves learner research into the concept of critical thinking, including learner analysis of anonymized BCTST results from previous learner cohorts. Learners develop evidence-based recommendations on how to improve critical thinking skills for all Soules College of Business graduates. Learners then submit the report with their research, group data analysis, and recommendations at the end of the semester.

SLO3: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**4th Cycle – Spring 2021** CIS BS learners scored overall in the 54th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 2 of the 6 learners (33%) scored in the "strong" or "superior" category. In the area of analysis, 5 learners (83%) scored in the "strong" or "superior" category. In the area of inference, 1 learner (17%) scored in the "strong" or "superior" category. In evaluation, 4 learners (67%) scored "strong" or "superior". In induction, 4 learners (67%) scored "strong" or "superior". In deduction, 1 learners (17%) scored "strong" or "superior"	In the 2020-2021 academic year, the faculty changed the prerequisites to the MANA 3300 Critical and Analytical Thinking course to require COSC 1307 Introduction to Information Systems, GENB 2300 Business Statistics, and MANA 3370 Business Writing and Oral Presentations to support learner success in the critical thinking project and assessment. In addition, a decision was made to add an assessment of learners' quantitative reasoning skills by using the BCTST-N exam (which includes numeracy assessment). Learners' scores have improved significantly since implementing these curriculum changes. The 2021 the overall critical thinking score for learners moved from the moderate to the strong category based upon an overall score of 85.9.

SLO4: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**1st Cycle – Fall 2017** Ten Computer Information Systems BS learners participated in the Written Communication assessment. In the categories of Language and Content, the standard was met with learners scoring "Meets Expectations" or "Exceeds Expectations" 90% and 70% of the time, respectively. Scores were below the criteria in Structure and Mechanics and Conventions, scoring 40% and 60% respectively.	To address the issues learners experience in written communication, the AoL Committee decided that writing resources should be included on the front page of each syllabus for every course. The resources will include the Purdue Online Writing Lab (OWL) information, which contains a variety of instructions for different styles of writing, including formatting rules, citation rules, and other helpful reminders. Additionally, the contact information for the UT Tyler Writing Center will be included. The Writing Center allows learners to visit and receive feedback on their written projects in any field - as the areas in which learners scored the lowest were Language and Mechanics and Conventions, learners' utilization of these services should improve outcomes.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**2nd Cycle – Fall 2018** Seven CIS learners participated in the Written Communication assessment. 100% of learners meet or exceed expectations in the Language - Tone & Audience, Language - Vocabulary, Content -	In the 2018-2019 academic year, to address areas of deficiency, learners were required to meet with the professor of the MANA 3370 course one-on-one to review their graded writing assignments. The professor would meet with learners after each

SLO4: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	Writing & Oral Presentation.		Subject Knowledge, Content - Clarity, Content - Creativity & Originality, Structure - Organization, Structure - Transitions, Structure - Flow, and Mechanics & Conventions - Spelling & Grammar rubric dimensions. 86% of learners meet or exceed expectations in the Language - Style and Mechanics & Conventions - Sentence Structure rubric dimensions. 57% of learners meet or exceed expectations in Mechanics & Conventions - Format & Citation rubric dimension.	assignment throughout the semester. In these meetings, the professor explained where learners needed to improve and what they could do to make those improvements. The constant feedback helped learners make advancements in their writing throughout the semester. Additionally, a holistic written communication rubric was previously being used to score assessment artifacts. It was hard to narrow down exactly where learners were struggling since the rubric dimensions were so broad. During the 2018-19 academic year the holistic rubric was converted to an analytical rubric that allowed the college to narrow down exactly where learners were struggling.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**3rd Cycle – Fall 2019** Six CIS learners participated in the Written Communication assessment. 100% of learners meet or exceed expectations in the Mechanics & Conventions - Spelling & Grammar rubric	In response to low learner scores on the Format and Citations dimension of the rubric, the Soules College of Business decided to develop resources to help learners improve their skills in this area. Currently, a Canvas module is being prototyped in

SLO4: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	Writing & Oral Presentation.		dimension.83.3% of learners meet or exceed expectations in the Mechanics & Conventions - Format & Citation rubric dimension. 66.7% of learners meet or exceed expectations in the Language - Tone & Audience, Structure - Organization, Structure - Transitions, and Structure - Flow. 50% of learners meet or exceed expectations in the Language - Style, Language - Vocabulary, Content - Subject Knowledge, Content - Clarity, and Mechanics & Conventions - Sentence Structure rubric dimensions. 33% of learners meet or exceed expectations in the Content - Creativity & Originality rubric dimension.	the MANA 3300 course. The module contains help on citing sources and how to cite in APA style correctly to avoid plagiarizing. In the future, this Canvas module should be available to all learners to refresh their knowledge before and during any course.

SLO5: Corporate Social Responsibility	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners demonstrate their knowledge of corporate social responsibility issues through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.	Current: 75% of learners will score a 75% or higher on the quiz.	**1st Cycle – Spring 2020** 6 out of 7 CIS learners, or 86%, scored a 70% or higher on their corporate social responsibility quiz.	The previously used CSR Exam no longer fit with the content being taught in the MANA 4395 Strategic Management, where it is assessed, and in the program. A new exam was developed to more accurately fit what is being taught in the business core curriculum and the business capstone course.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners demonstrate their knowledge of corporate social responsibility issues through their performance on a quiz in the Business Capstone course, MANA 4395 Strategic Management.	Current: 75% of learners will score a 75% or higher on the quiz.	**2nd Cycle – Spring 2021** 23 out of 23 CIS learners, or 100%, scored a 75% or higher on their corporate social responsibility quiz.	Learners continue to perform well on the newly developed exam. To ensure that they continue to do so, added emphasis on social responsibility was added to the MANA 4395 Strategic Management course.

GENERAL BUSINESS PROGRAM

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Learners demonstrate their knowledge of general business theory, concepts, methodology, terminology, and practices through their performance on their final case study.	70% of learners will score a 70% or higher on their final case study.	**1st Cycle – Fall 2018** Fall 2018 Traditional: 28 out of 32 learners, or 87.5%, scored a 70% or higher on their final case study in MANA 3320. Fall 2018 Online: 32 out of 46 learners, or 70%, scored a 70% or higher on their final case study in MANA 3320	Learners take traditional quizzes (multiple-choice, true/false, etc.) covering the textbook chapter material to help them understand the material in the MANA 3320 course and perform better on the final case study.
Learners demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology, and practices.	Learners demonstrate their knowledge of general business theory, concepts, methodology, terminology, and practices through their performance on their final case study.	70% of learners will score a 70% or higher on their final case study.	**2nd Cycle – Fall 2019/Spring 2020** Fall 2019: 41 out of 54 learners, or 76%, scored a 70% or higher on their final case study in MANA 3320. Spring 2020: 19 out of 25 learners, or 76%, scored a 70% or higher on their final case study in MANA 3320.	Chapter Recap Videos were added to the course curriculum for learners to complete as we go through the material. In these videos, learner talk about the information discussed and record a 5 minute or less video as if they were "teaching" the class several of the main topics from the book/lecture. This has resulted in an increase in engagement and retainment of the material taught
Learners demonstrate that they are knowledgeable about current business theory,	Learners demonstrate their knowledge of general business theory, concepts, methodology, terminology, and	70% of learners will score a 70% or higher on their final case study.	**3rd Cycle – Fall 2020** Fall 2020 Online: 56 out of 69 learners, or 81%, scored a 70% or higher on their final case study in MANA 3320. Fall 2020 Traditional: 20 out of 34 learners, or 59%,	A checklist was added to the Case study #2 assignment to clarify expectations of the assignment. Those who utilize the checklist have much better scores than those who are not utilizing the document.

SLO1: Knowledge of the Business Discipline	Assessment Method	Success Criterion	Results	Closing the Loop Actions
concepts, methodology, terminology, and practices.	practices through their performance on their final case study.		scored a 70% or higher on their final case study in MANA 3320.	

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**1st Cycle – Spring 2018** General Business learners scored overall in the 38th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 0 of the 2 learners (0%) scored in the "strong" or "superior" category. In the area of analysis, 1 learner (50%) scored in the "strong" or "superior" category. In the area of inference, 0 learners (0%) scored in the "strong" or "superior" category. In evaluation, 2 learners (100 %) scored "strong" or "superior". In induction, 1 learners (50%) scored "strong" or "superior". In deduction, 0 learners (0%) scored "strong" or "superior".	Leaners take the Business Critical Thinking Skills Test (BCTST) in the MANA 3300 Critical and Analytical Thinking in Business course. This is a required course in the common business core. Prior to this year, learners would receive a completion grade for taking the BCTST. To add weight to the exam, learner's grade on the exam will reflect their grade for the assignment in the course.
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score	**2nd Cycle – Spring 2019** General Business learners scored overall in the 22nd percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 1of the 8 learners (12.5%) scored in the "strong" or "superior" category. In the area of analysis, 5	Learners scores improved but they are still not meeting the success criterion set by the college. For learners to be better prepared to take the BCTST, a new textbook was added to the MANA 3300 Critical and Analytical Thinking in Business course. The textbook was mapped to things that are measured on the test.

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
		above the 50th percentile in comparison to other business learners in AACSB programs.	learners (62.5%) scored in the "strong" or "superior" category. In the area of inference, 0 learners (0%) scored in the "strong" or "superior" category. In evaluation, 1 learners (12.5%) scored "strong" or "superior". In induction, 1 learners (12.5%) scored "strong" or "superior". In deduction, 0 learners (0%) scored "strong" or "superior".	
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**3rd Cycle – Spring 2020** General Business learners scored overall in the 29th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 2 of the 11 learners (18%) scored in the "strong" or "superior" category. In the area of analysis, 7 learners (64%) scored in the "strong" or "superior" category. In the area of inference, 1 learner (10%) scored in the "strong" or "superior" category. In evaluation, 3 learners (27%) scored "strong" or "superior". In induction, 5 learners (45%) scored "strong" or "superior". In deduction, 1 learner	In the 2019-20 academic year, the MANA 3300 course was redesigned. One important course curriculum change was the development of a new semester-long applied learning project that involves research, data analysis, critical thinking, and report writing with correct citations of sources. The semester project involves learner research into the concept of critical thinking, including learner analysis of anonymized BCTST results from previous learner cohorts. Learners develop evidence-based recommendations on how to improve critical thinking skills for all Soules College of Business graduates. Learners then submit the report with their research, group data analysis,

SLO2: Business Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			(10%) scored "strong" or "superior"	and recommendations at the end of the semester.
Learners employ critical thinking processes to analyze, synthesize, and evaluate alternatives when making business decisions.	Learners will demonstrate their ability to think critically through their performance on the Business-Critical Thinking Skills Test (BCTST) in MANA 3300 Critical and Analytical Thinking in Business.	1) The BCTST mean overall score indicates that learners have "strong" critical thinking skills (i.e., a score between 85-91 per Insight Assessment). 2) Learners will score above the 50th percentile in comparison to other business learners in AACSB programs.	**4th Cycle – Spring 2021** General Business learners scored overall in the 44th percentile amongst other undergraduate programs that are accredited by the AACSB that have taken the BCTST. In the overall score area, 5 of the 14 learners (36%) scored in the "strong" or "superior" category. In the area of analysis, 10 learners (71%) scored in the "strong" or "superior" category. In the area of inference, 3 learners (21%) scored in the "strong" or "superior" category. In evaluation, 8 learners (57%) scored "strong" or "superior". In induction, 8 learners (57%) scored "strong" or "superior". In deduction, 3 learners (21%) scored "strong" or "superior"	In the 2020-2021 academic year, the faculty changed the prerequisites to the MANA 3300 Critical and Analytical Thinking course to require COSC 1307 Introduction to Information Systems, GENB 2300 Business Statistics, and MANA 3370 Business Writing and Oral Presentations to support learner success in the critical thinking project and assessment. In addition, a decision was made to add an assessment of learners' quantitative reasoning skills by using the BCTST-N exam (which includes numeracy assessment). Learners' scores have improved significantly since implementing these curriculum changes. The 2021 the overall critical thinking score for learners moved from the moderate to the strong category based upon an overall score of 85.9.

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**1st Cycle – Fall 2017** Five General Business BS learners participated in the Written Communication assessment. In the categories of Language, Content, Structure, and Mechanics and Conventions the standard was not met with 40% of learners scoring "Meets Expectations" or "Exceeds Expectations" in each category respectively.	To address the issues learners experience in written communication, the AoL Committee decided that writing resources should be included on the front page of each syllabus for every course. The resources will include the Purdue Online Writing Lab (OWL) information, which contains a variety of instructions for different styles of writing, including formatting rules, citation rules, and other helpful reminders. Additionally, the contact information for the UT Tyler Writing Center will be included. The Writing Center allows learners to visit and receive feedback on their written projects in any field - as the areas in which learners scored the lowest were Language and Mechanics and Conventions, learners' utilization of these services should improve outcomes.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**2nd Cycle – Fall 2018** 7 General Business BS learners participated in the Written Communication assessment. 86% of learners meet or exceed expectations in the Language - Vocabulary, Content - Creativity & Originality, Structure - Flow, and	In the 2018-2019 academic year, to address areas of deficiency, learners were required to meet with the professor of the MANA 3370 course one-on-one to review their graded writing assignments. The professor would meet with learners after each assignment throughout the semester.

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			Mechanics & Conventions - Sentence Structure in the rubric dimensions. 83% of learners meet or exceed expectations in the Mechanics & Conventions - Spelling & Grammar rubric dimension. 71% of learners meet or exceed expectations in the Language - Style, Content - Subject Knowledge, Content - Clarity, Structure - Organization, and Structure - Transitions rubric dimensions. 57% of learners meet or exceed expectations in the Language - Tone & Audience rubric dimension. 43% of learners meet or exceed expectations in the Mechanics & Conventions - Format & Citation rubric dimension.	In these meetings, the professor explained where learners needed to improve and what they could do to make those improvements. The constant feedback helped learners make advancements in their writing throughout the semester. Additionally, a holistic written communication rubric was previously being used to score assessment artifacts. It was hard to narrow down exactly where learners were struggling since the rubric dimensions were so broad. During the 2018-19 academic year the holistic rubric was converted to an analytical rubric that allowed the college to narrow down exactly where learners were struggling.
Learners prepare a business document that is focused, well-organized and mechanically correct.	Learners will prepare a paper, report, case analysis, or other significant written assignment in MANA 3370 - Business Writing & Oral Presentation.	70% of learners meet or exceed expectations for each dimension of the Written Communication rubric.	**3rd Cycle – Fall 2019** 12 General Business BS learners participated in the Written Communication assessment. 100% of learners meet or exceed expectations in the Language - Tone & Audience, Language - Style, Language - Vocabulary,	In response to low learner scores on the Format and Citations dimension of the rubric, the Soules College of Business decided to develop resources to help learners improve their skills in this area. Currently, a Canvas module is being prototyped in the MANA 3300 course. The module

SLO3: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			Content - Clarity, Content - Creativity & Originality, Content - Subject Knowledge, Structure - Transitions, Structure - Flow, Structure - Organization, Mechanics & Conventions - Sentence Structure, and Mechanics & Conventions - Spelling & Grammar rubric dimensions. 67% of learners meet or exceed expectations in the Mechanics & Conventions - Format & Citation rubric dimension.	contains help on citing sources and how to cite in APA style correctly to avoid plagiarizing. In the future, this Canvas module should be available to all learners to refresh their knowledge before and during any course.

MBA PROGRAM

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology, and practices.	Learners demonstrate their knowledge of business theory, concepts, methodology, terminology, and practices through their performance on the Capsim Modular Exam in MANA 5395.	80% of learners will score 80% or higher on each of the conceptual areas.	**1st Cycle – Fall 2019** 2 out of 9 Traditional MBA learners, or 22%, scored 80% or higher on the accounting section of the Capsim exam. In the Business Statistics section 0 out of 9, or 0%, scored 80% or higher. In the Finance section 0 out of 9, or 0%, scored 80% or higher. In the Operations Management section 0 out of 9, or 0%, scored 80% or higher. In the Economics section 0 out of 9, or 0%, scored 80% or higher. In the Marketing section 8 out of 9, or 89%, scored 80% or higher. In the Management section 6 out of 9, or 67%, scored 80% or higher. In the Strategy section 3 out of 9, or 33%, scored 80% or higher. In the Information Systems section 1 out of 9, or 11%, scored 80% or higher. In the Business Law section 2 out of 9, or 22%, scored 80% or higher. In the Cultural Competence section 2 out of 9, or 22%, scored 80% or higher.	MBA learners were assessed using the external measurement tool, the Capsim Modular Exam. This exam was chosen to be used for assessment because it provided comparative data with other business schools while also allowing the college to edit the content of the exam to better fit our curriculum through Capsim's extensive test bank and/or internally created questions. The Capsim exam has a large test bank of valid, peer-reviewed questions, however, many institutions create their own as they go. In the first attempt using the Capsim Modular exam, the Common version of the exam was adopted as it was suggested by Capsim to provide the most comparative data. The questions included in the Common version of the exam were the ones most used by other business schools using this assessment.

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			6 out of 41 Online MBA learners, or 15%, scored 80% or higher on the accounting section of the Capsim exam. In the Business Statistics section 3 out of 41, or 7%, scored 80% or higher. In the Finance section 0 out of 41, or 0%, scored 80% or higher. In the Operations Management section 1 out of 41, or 2%, scored 80% or higher. In the Economics section 2 out of 41, or 5%, scored 80% or higher. In the Marketing section 15 out of 41, or 36%, scored 80% or higher. In the Management section 24 out of 41, or 59%, scored 80% or higher. In the Strategy section 16 out of 41, or 39%, scored 80% or higher. In the Information Systems section 3 out of 41, or 7%, scored 80% or higher. In the Business Law section 7 out of 41, or 17%, scored 80% or higher. In the Cultural Competence section 4 out of 41, or 10%, scored 80% or higher. 9 out of 66 AP MBA learners, or 14%, scored 80% or higher on the accounting section of the Capsim exam. In the Business Statistics	

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			section 5 out of 66, or 8%, scored 80% or higher. In the Finance section 5 out of 66, or 8%, scored 80% or higher. In the Operations Management section 4 out of 66, or 6%, scored 80% or higher. In the Economics section 2 out of 66, or 3%, scored 80% or higher. In the Marketing section 39 out of 66, or 59%, scored 80% or higher. In the Management section 52 out of 66, or 79%, scored 80% or higher. In the Strategy section 31 out of 66, or 47%, scored 80% or higher. In the Information Systems section 5 out of 66, or 8%, scored 80% or higher. In the Business Law section 16 out of 66, or 24%, scored 80% or higher. In the Cultural Competence section 14 out of 66, or 21%, scored 80% or higher.	
Learners demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology,	Learners demonstrate their knowledge of business theory, concepts, methodology, terminology, and practices through their performance on the	80% of learners will score 80% or higher on each of the conceptual areas.	**2nd Cycle – Fall 2020** 1 out of 10 Traditional MBA learners, or 0%, scored 10% or higher on the accounting section of the Capsim exam. In the Business Statistics section 0 out of 10, or 0%, scored 80% or higher. In the Finance section 1 out of 10, or 10%, scored 80% or higher. In the	In the second round of testing, we continued to use the common version of the exam to gather more data so a more informed decision could be made on necessary closing the loop actions.

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
terminology, and practices.	Capsim Modular Exam in MANA 5395.		Operations Management section 0 out of 10, or 0%, scored 80% or higher. In the Economics section 0 out of 10, or 0%, scored 80% or higher. In the Marketing section 1 out of 10, or 10%, scored 80% or higher. In the Management section 7 out of 10, or 70%, scored 80% or higher. In the Strategy section 1 out of 10, or 10%, scored 80% or higher. In the Information Systems section0 out of 10, or 0%, scored 80% or higher. In the Business Law section 1 out of 10, or 10%, scored 80% or higher. In the Cultural Competence section 0 out of 10, or 0%, scored 80% or higher. In the Project Management section 3 out of 10, or 30%, scored 80% or higher. 9 out of 34 Online MBA learners, or 26%, scored 80% or higher on the accounting section of the Capsim exam. In the Business Statistics section 4 out of 34, or 12%, scored 80% or higher. In the Finance section 3 out of 34, or 9%, scored 80% or higher. In the Operations Management section 0 out of 34, or 0%, scored 80% or	

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			higher. In the Economics section 4 out of 34, or 12%, scored 80% or higher. In the Marketing section 10 out of 34, or 29%, scored 80% or higher. In the Management section 24 out of 34, or 71%, scored 80% or higher. In the Strategy section 10 out of 34, or 29%, scored 80% or higher. In the Information Systems section 1 out of 34, or 3%, scored 80% or higher. In the Business Law section 12 out of 34, or 35%, scored 80% or higher. In the Cultural Competence section 7 out of 34, or 21%, scored 80% or higher. In the Project Management section 18 out of 34, or 53%, scored 80% or higher. 13 out of 68 AP MBA learners, or 19%, scored 80% or higher on the accounting section of the Capsim exam. In the Business Statistics section 5 out of 68, or 7%, scored 80% or higher. In the Finance section 16 out of 68, or 24%, scored 80% or higher. In the Operations Management section 7 out of 68, or 10%, scored 80% or higher. In the Economics section 5	

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			out of 68, or 7%, scored 80% or higher. In the Marketing section 18 out of 68, or 26%, scored 80% or higher. In the Management section 42 out of 68, or 62%, scored 80% or higher. In the Strategy section 8 out of 68, or 12%, scored 80% or higher. In the Information Systems section 1 out of 68, or 1%, scored 80% or higher. In the Business Law section 13 out of 68, or 19%, scored 80% or higher. In the Cultural Competence section 13 out of 68, or 19%, scored 80% or higher. In the Project Management section 14 out of 68, or 21%, scored 80% or higher.	
Learners demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology, and practices.	Learners demonstrate their knowledge of business theory, concepts, methodology, terminology, and practices through their performance on the Capsim Modular Exam in MANA 5395.	80% of learners will score 80% or higher on each of the conceptual areas.	**3rd Cycle – Fall 2021** 0 out of 3 Traditional MBA learners, or 0%, scored 80% or higher on the accounting section of the Capsim exam. In the Finance section 0 out of 3, or 0%, scored 80% or higher. In the Operations Management section 0 out of 10, or 0%, scored 80% or higher. In the Marketing section 2 out of 3, or 67%, scored 80% or higher. In the Management section 2 out of 3, or 67%, scored	Prior to the third round of the test, we did an analysis on the questions included in the Capsim exam and how accurately the fit the MBA curriculum. The college found that learners were most likely performing poorly because the content of the Common Version of the Capsim Modular Exam did not reflect our curriculum.

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			80% or higher. In the Strategy section 0 out of 3, or 0%, scored 80% or higher. In the Project Management section 2 out of 3, or 67%, scored 80% or higher. In the Cultural Competence section 1 out of 3, or 33%, scored 80% or higher. In the Human Resource section 0 out of 3, or 0%, scored 80% or higher. 1 out of 25 Online MBA learners, or 4%, scored 80% or higher on the accounting section of the Capsim exam. In the Finance section 4 out of 25, or 16%, scored 80% or higher. In the Operations Management section 1 out of 25, or 4%, scored 80% or higher. In the Marketing section 15 out of 25, or 60%, scored 80% or higher. In the Management section 13 out of 25, or 52%, scored 80% or higher. In the Strategy section 6 out of 25, or 24%, scored 80% or higher. In the Project Management section 20 out of 25, or 80%, scored 80% or higher. In the Cultural Competence section 2 out of 25, or 8%, scored 80% or higher. In the Human Resource	Faculty who taught in the MBA were then asked to help revise the content of the Capsim exam to better reflect what is being taught in the program and courses and align with industry standards. MBA faculty chose eight to ten questions from Capsim's larger test bank to include in the revised exam. If there were no questions found in the test bank that aligned with the course curriculum, then internally created questions could be created and submitted to be included. For the ACCT 5320 and MANA 5350, faculty opted to create their own questions. Most of the accounting questions included in the Capsim test bank were financial accounting questions whereas the MBA program and ACCT 5320 focused on managerial accounting. There were also very few Strategic Human Resource Management questions in the larger Capsim test bank, so questions were created for that course as well.

SLO1: Business Theory Concepts	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			section 5 out of 25, or 20%, scored 80% or higher. 0 out of 30 AP MBA learners, or 0%, scored 80% or higher on the accounting section of the Capsim exam. In the Finance section 7 out of 30, or 23%, scored 80% or higher. In the Operations Management section 0 out of 30, or 0%, scored 80% or higher. In the Marketing section 10 out of 30, or 33%, scored 80% or higher. In the Management section 8 out of 30, or 27%, scored 80% or higher. In the Strategy section 8 out of 30, or 27%, scored 80% or higher. In the Project Management section 21 out of 30, or 70%, scored 80% or higher. In the Cultural Competence section 7 out of 30, or 23%, scored 80% or higher. In the Human Resource section 3 out of 30, or 10%, scored 80% or higher.	With the updated version, learner performance could be more accurately assessed as it better reflected the MBA curriculum. There was an immediate improvement in learners' scores when they took the exam in the Fall of 2021.

SLO2: Business and Workplace Problem Solving	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners solve common problems in business and workplace settings using reflective decision-making strategies.	Learners critical thinking skills are assessed using the Business Critical Thinking Skills Test with Numeracy (BCTST-N) in MANA 5395. Scores on Overall Reasoning as well as Analysis, Inference, Evaluation, Induction, and Deduction skills are reported for this SLO. These scores are benchmarked against appropriate comparison groups.	80% of learners will score a "strong" or "superior" on the Analysis, Inference, Evaluation, Induction, and Deduction areas of the BCTST-N.	**1st Cycle – Spring 2020** The 7 week AP sections of the MBA program scored overall in the 46th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 15 of the 35 learners (43%) scored in the "strong" or "superior" category. In the area of analysis, 29 learners (83%) scored in the "strong" or "superior" category. In the area of inference, 11 learners (31%) scored in the "strong" or "superior" category. In evaluation, 23 learners (66%) scored "strong" or "superior". In induction, 23 learners (66%) scored "strong" or "superior". In deduction, 12 learners (34%) scored "strong" or "superior". The 16 week online sections of the MBA program scored overall in the 46th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 25 of the 46 learners (54%) scored in the "strong" or "superior" category. In the area of	Leaners take the Business Critical Thinking Skills Test (BCTST-N) in the MANA 5395 Formulating and Implementing Strategy course. This is a required capstone course in the MBA. Prior to this year, learners would receive an extra credit grade for taking the BCTST. To add weight to the exam, learners will now receive an assignment grade on the BCTST-N.

SLO2: Business and Workplace Problem Solving	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			analysis, 33 learners (72%) scored in the "strong" or "superior" category. In the area of inference, 20 learners (43%) scored in the "strong" or "superior" category. In evaluation, 30 learners (65%) scored "strong" or "superior". In induction, 30 learners (65%) scored "strong" or "superior". In deduction, 22 learners (48%) scored "strong" or "superior".	
Learners solve common problems in business and workplace settings using reflective decision-making strategies.	Learners critical thinking skills are assessed using the Business Critical Thinking Skills Test with Numeracy (BCTST-N) in MANA 5395. Scores on Overall Reasoning as well as Analysis, Inference, Evaluation, Induction, and Deduction skills are reported for this SLO. These scores are benchmarked against appropriate comparison groups.	80% of learners will score a "strong" or "superior" on the Analysis, Inference, Evaluation, Induction, and Deduction areas of the BCTST-N.	**2nd Cycle – Spring 2021** The 7 week AP sections of the MBA program scored overall in the 49th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 31 of the 55 learners (56%) scored in the "strong" or "superior" category. In the area of analysis, 43 learners (78%) scored in the "strong" or "superior" category. In the area of inference, 18 learners (33%) scored in the "strong" or "superior" category. In evaluation, 34 learners (62%) scored "strong" or "superior". In induction, 36 learners (65%) scored "strong" or "superior". In	To address the lower than expected critical thinking scores the program wanted to determine if these scores are due to the instrument being used or other factors. A comparison was done on learners' critical thinking scores on the BCTST-N, the Capsim Modular XM, and a Capstone assignment. Scores on the BCTST-N and Capsim were similar. Learners performed much better on the Capstone assignment, though it did not just measure critical thinking. It is still believed that the BCTST-N is the best instrument to use as it breaks down the different reasoning skills students use when critically thinking. A decision was made to continue to use the BCTST-N.

SLO2: Business and Workplace Problem Solving	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			deduction, 17 learners (31%) scored "strong" or "superior". The 16 week online sections of the MBA program scored overall in the 46th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 14 of the 29 learners (48%) scored in the "strong" or "superior" category. In the area of analysis, 23 learners (79%) scored in the "strong" or "superior" category. In the area of inference, 8 learners (28%) scored in the "strong" or "superior" category. In evaluation, 19 learners (56%) scored "strong" or "superior". In induction, 19 learners (56%) scored "strong" or "superior". In deduction, 9 learners (31%) scored "strong" or "superior".	
Learners solve common problems in business and workplace settings using reflective decision-making strategies.	Learners critical thinking skills are assessed using the Business Critical Thinking Skills Test with Numeracy (BCTST-N) in MANA 5395. Scores on	80% of learners will score a "strong" or "superior" on the Analysis, Inference, Evaluation, Induction, and	**3rd Cycle – Spring 2022** The 7 week AP sections of the MBA program scored overall in the 47th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 11 of the 23 learners	In the Summer of 2021, changes were made to the MANA 5305 Decision Making in Operations Management course curriculum to add a more emphasis on quantitative skills and emphasizing critical thinking skills on an assignment in MANA 5350

SLO2: Business and Workplace Problem Solving	Assessment Method	Success Criterion	Results	Closing the Loop Actions
	Overall Reasoning as well as Analysis, Inference, Evaluation, Induction, and Deduction skills are reported for this SLO. These scores are benchmarked against appropriate comparison groups.	Deduction areas of the BCTST-N.	(48%) scored in the "strong" or "superior" category. In the area of analysis, 14 learners (61%) scored in the "strong" or "superior" category. In the area of inference, 6 learners (26%) scored in the "strong" or "superior" category. In evaluation, 12 learners (52%) scored "strong" or "superior". In induction, 12 learners (52%) scored "strong" or "superior". In deduction, 7 learners (30%) scored "strong" or "superior". The 16 week online sections of the MBA program scored overall in the 59th percentile amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. In the overall score area, 16 of the 25 learners (64%) scored in the "strong" or "superior" category. In the area of analysis, 19 learners (76%) scored in the "strong" or "superior" category. In the area of inference, 11 learners (44%) scored in the "strong" or "superior" category. In evaluation, 15 learners (56%) scored "strong" or "superior". In induction, 18 learners (60%)	Strategic Human Resource Management. Discussions are currently being had about making additional changes to the content of the MBA program. The MBA is currently very management heavy but continuous low critical thinking scores indicate that an added emphasis on quantitative courses may be needed. These discussions are still in their early stages, and we look to do more analysis to figure out where these changes could be made to best improve learners critical thinking skills.

SLO2: Business and Workplace Problem Solving	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			scored "strong" or "superior". In deduction, 11 learners (44%) scored "strong" or "superior".	

SLO3: Quantitative Reasoning	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners possess the skills to solve quantitative reasoning problems.	Learners take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy. The Numeracy Scores reported on the BCTST-N are assessed and reported for the SLO.	More than 50% of UT Tyler learners will score "Strong" or "Superior" in Numeracy.	**1st Cycle – Spring 2020** The 7 week, AP sections of the MBA program scored in the 46th percentile, in Numeracy, amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 16 of 35 learners (46%) scored "strong" or "superior". The 16 week, online sections of the MBA program scored in the 40th percentile, in Numeracy, amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 23 of 46 learners (50%) scored "strong" or "superior".	Several discussions took place on implementing a pre-test in a course learners took prior to the MANA 5395 Formulating and Implementing Strategy course or having learners participate in an online course focused on quantitative reasoning prior to their entry in the MBA program. Due to the Covid-19 pandemic, these options were unable to be implemented.
Learners possess the skills to solve quantitative reasoning problems.	Learners take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy. The Numeracy Scores reported on the BCTST-N are assessed and reported for the SLO.	More than 50% of UT Tyler learners will score "Strong" or "Superior" in Numeracy.	**2nd Cycle – Spring 2021** The 7 week, AP sections of the MBA program scored in the 49th percentile, in Numeracy, amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 29 of 55 learners (53%) scored "strong" or "superior" The 16 week, online sections of the MBA program scored in the 47th percentile, in Numeracy,	An analysis was done on the content of the Numeracy questions and performance on the BCTST-N. The consensus was that learners were performing in similar percentiles as our peer institutions. Courses will be looked at to add an emphasis on quantitative reasoning skills to help improve performance, such as MANA 5305 Decision Making in Operations Management.

SLO3: Quantitative Reasoning	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 15 of 29 learners (52%) scored "strong" or "superior".	
Learners possess the skills to solve quantitative reasoning problems.	Learners take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy. The Numeracy Scores reported on the BCTST-N are assessed and reported for the SLO.	More than 50% of UT Tyler learners will score "Strong" or "Superior" in Numeracy.	**3rd Cycle – Spring 2022** The 7 week, AP sections of the MBA program scored in the 47th percentile, in Numeracy, amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 10 of 23 learners (43%) scored "strong" or "superior" The 16 week, online sections of the MBA program scored in the 59th percentile, in Numeracy, amongst other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. 15 of 25 learners (60%) scored "strong" or "superior".	In the Summer of 2021, changes were made to the MANA 5305 Decision Making in Operations Management course curriculum to add a more emphasis on quantitative skills including several added test questions that correlate to what is being measured. Discussions are currently being had about making additional changes to the content of the MBA program. The MBA is currently very management heavy but continuous low critical thinking scores indicate that an added emphasis on quantitative courses may be needed. These discussions are still in their early stages, and we look to do more analysis to figure out where these changes could be made to best improve learners critical thinking skills.

SLO4: Business Leadership	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners critique leadership styles and evaluate effectiveness of various styles in a business context.	Old: Learners will demonstrate the ability to critique and evaluate leadership effectiveness through their performance on an exercise based on Hersey and Blanchard's situational leadership styles. Assessed in MANA 5345 -Strategic Leadership Processes	Learners select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.	**1st Cycle – Spring 2019** 80 MBA learners participated in the leadership assessment in the spring of 2019. In the style of telling, 53% gave the best answer and 35% gave the second best answer. In the style of selling, 59% gave the best answer and 18% gave the second best answer. In the style of participating, 43% gave the best answer and 32% gave the second best answer. In the style of delegating, 15% of learners gave the best answer and 41% gave the 2nd best answer.	The Assurance of Learning Committee decided that the Leadership student learning outcome should be measured in a different course, rather than the MANA 5320 Organizational Behavior course. It was moved to the new required leadership course, MANA 5345 Strategic Leadership Processes for the 2018-19 academic year. This course should give a more accurate reading of students' knowledge of leadership after they've received instruction in the area of leadership.
Learners critique leadership styles and evaluate effectiveness of various styles in a business context.	New: Learners will complete a final exam in the MANA 5345 Strategic Leadership course.	80% of learners will score an 80% or higher on their exam in MANA 5345.	**2nd Cycle – Spring 2020** 51 out of 70 learners, or 73%, scored a 70% or higher on their exam 2 in MANA 5345.	Learners were assessed using final exam results in the MANA 5345 Strategic Leadership Processes course. Initially, leadership was assessed using an external exercise where learners would choose the best leadership style in a given situation. Though analysis, it was found that this external tool did not work with what was being taught in the MBA curriculum. The program switched to using the internal exam that covered the leadership course material and more accurately fit the MBA curriculum

SLO4: Business Leadership	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners critique leadership styles and evaluate effectiveness of various styles in a business context.	New: Learners will complete a final exam in the MANA 5345 Strategic Leadership course.	80% of learners will score an 80% or higher on their exam in MANA 5345.	**3rd Cycle – Spring 2021** 24 out of 40 learners, or 60%, scored an 80% or higher on their exam 2 in MANA 5345.	Learners continued to be assessed using the internal final exam. Learners continue to perform better on the internally created exam as opposed to the external exam that did not fit the curriculum.

MAcc PROGRAM

SLO1: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners can prepare a discipline specific business document that is focused, well-organized, and mechanically correct.	Evaluate individual written assignments in ACCT 5385 using SCOB rubric.	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**1st Cycle – Spring 2019** In the "Understanding the foundation of accounting" rubric Dimension 17 of 17 (100%) of learners scored at the highest level. In the "Identify and describe", 14 of 17 (82%) of learners scored at the highest level. In "Appropriate format", 14 of 17 (82%) scored in the highest level. In "Terminology", 16 of 17 (94%) of learners scored at the highest level. In "Demonstrate" 17 of 17 (100%) of learners scored at the highest level. In "Apply valuation", 15 of 17 (88%) scored at the highest level. 16 of 17 (94%) of learners scored at the highest level in the "Interpret and apply" dimension of the rubric. 14 of 17 (82%) of learners scored at the highest level in the "Explain net income" dimension of the rubric. And 8 of 17 (47%) of learners scored at the highest level in the "APA reference" dimension of the rubric. 14 of the 17 learners (82%)	The success criterion was updated from 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time to 80% or more of learners are evaluated at the highest level in each rubric criterion. This change more accurately reflects the data information the program is looking to gather.

SLO1: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			scored at the highest level in at least 7 of the 9 rubric dimensions.	
Learners can prepare a discipline specific business document that is focused, well-organized, and mechanically correct.	Evaluate individual written assignments in ACCT 5385 using SCOB rubric.	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**2nd Cycle – Spring 2020** In the "Purpose" rubric Dimension 7 of 13 (54%) of learners scored at the highest level. In the "Content", 9 of 13 (69%) of learners scored at the highest level. In "Organization", 9 of 13 (69%) scored in the highest level. In "Feel", 8 of 13 (62%) of learners scored at the highest level. In "Tone" 7 of 13 (54%) of learners scored at the highest level. In "Sentence", 8 of 13 (62%) scored at the highest level. 8 of 13 (62%) of learners scored at the highest level in the "Word Choice" dimension of the rubric. 7 of 13 (54%) of learners scored at the highest level in the "Grammar, Spelling, Writing Mechanics" dimension of the rubric. 13 of 13 (100%) of learners scored at the highest level in the "Length" dimension of the rubric. In "Use of Reference", 3 of 13 (23%) scored at the highest level. In "Quality of References", 6 of 13 (46%) scored at the highest level. In "APA Style",	Learners were performing poorly on the "Grammar, Spelling, Writing Mechanics" dimension of the rubric. A class discussion was added to the course curriculum on the APA 7th Addition citation style in ACCT 5385. Concentration on proper citation and formatting was strengthened as a result of these discussions.

SLO1: Written Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			4 of 13 (30%) scored at the highest level.	
Learners can prepare a discipline specific business document that is focused, well-organized, and mechanically correct.	Evaluate individual written assignments in ACCT 5385 using SCOB rubric.	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**3rd Cycle – Spring 2021** In the "Understanding the foundation of accounting" rubric Dimension 89% of learners scored at the highest level. In the "Identify and describe", 71% of learners scored at the highest level. In "Appropriate format", 93% scored in the highest level. In "Terminology", 95% of learners scored at the highest level. In "Demonstrate" 91% of learners scored at the highest level. In "Apply valuation", 84% scored at the highest level. 85% of learners scored at the highest level in the "Interpret and apply" dimension of the rubric. 81% of learners scored at the highest level in the "Explain net income" dimension of the rubric. And 80% of learners scored at the highest level in the "APA reference" dimension of the rubric.	Learners did not perform well on the analysis of assets assignment. Learners performed at only an 81% average, so just above the minimum, and barely above an 80% on citations and formatting. There was a continued concentration on APA documentation and citations as a result of this.

SLO2: Oral Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners are able to deliver a discipline specific presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.	Learners demonstrate their presentation skills by giving one or more presentations to their peers in ACCT 5360 (advanced accounting).	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**1st Cycle – Fall 2018** In the Knowledge/Content rubric Dimension 6 of 8 (75%) of learners scored superior. In Organization, 6 of 8 (75%) of learners scored superior. In Interest, 3 of 8 (37.5%) scored superior. In elocution, 7 of 8 (87.5%) of learners scored superior. In delivery/eye contact 4 of 8 (50%) of learners scored superior. In Confidence, 4 of 8 (50%) scored superior. And 5 of 8 (62.5%) of learners scored superior in the interaction/responses dimension of the rubric. 5 of the 8 learners (62.5%) scored superior in at least 5 of the 7 rubric dimensions.	The criterion for success was updated to reflect a more objective-focused result. The success criterion was updated from 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time to 80% or more of learners are evaluated at the highest level in each rubric criterion.
Learners are able to deliver a discipline specific presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.	Learners demonstrate their presentation skills by giving one or more presentations to their peers in ACCT 5360 (advanced accounting).	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**2nd Cycle – Fall 2019** In the Knowledge/Content rubric Dimension 13 of 13 (100%) of learners scored superior. In Organization, 11 of 13 (85%) of learners scored superior. In Interest, 12 of 13 (92%) scored superior. In elocution, 9 of 13 (69%) of learners scored superior. In delivery/eye contact 8 of 13 (50%) of learners scored superior. In Confidence, 10 of 13 (77%) scored superior. And 12 of 13	When presenting research papers, learners struggled to understand Accounting Standards Codification. An assignment was added to the course on codification to intensify the concentration on the subject. Learners have a superior oral presentation performance when they understand the material better.

SLO2: Oral Communication	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			(92%) of learners scored superior in the interaction/responses dimension of the rubric.	
Learners are able to deliver a discipline specific presentation that is focused, well-organized, and includes appropriate verbal and non-verbal behaviors.	Learners demonstrate their presentation skills by giving one or more presentations to their peers in ACCT 5360 (advanced accounting).	Current: 80% or more of learners are evaluated at the highest level in each rubric criterion. Old: 80% or more of learners are evaluated at the highest level in each rubric criterion at least 80% of the time.	**3rd Cycle – Fall 2020** In the Knowledge/Content rubric Dimension 16 of 24 (67%) of learners scored superior. In Organization, 4 of 24 (17%) of learners scored superior. In Interest, 0 of 24 (0%) scored superior. In elocution, 4 of 24 (17%) of learners scored superior. In delivery/eye contact 1 of 24 (4%) of learners scored superior. In Confidence, 7 of 24 (29%) scored superior. And 5 of 24 (21%) of learners scored superior in the interaction/responses dimension of the rubric.	A heavier concentration on reporting standards and regulations was added to the course. These changes included adding more discussion and illustration on the basis of reporting for private entities, state and local government, and federal government. Learners were confused between state. Local, and federal government in their presentations. A better understanding of the subject will lead to better performance in all rubric dimensions.

SLO3: Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
In advanced accounting contexts, learners employ both inductive and deductive reasoning, as well as numeracy, to analyze, interpret, infer, evaluate, and explain decisions.	Learners will be assessed with critical analysis assessment simulation questions from Two Task-Based Simulations on the CPA Practice Exam. Assessed in ACCT 5395.	Learners will score 80 percent or higher on the critical analysis assessment simulation questions.	**1st Cycle – Summer 2019** Only two learners completed the assignment. Two of the five learners used a different version of the Wiley review course and received a different simulation. One learner did not answer Part 2 of Question 8.	The results are unsatisfactory, but it is difficult to assess with results from only 2 students. A follow-up assessment was incorporated into the course.
In advanced accounting contexts, learners employ both inductive and deductive reasoning, as well as numeracy, to analyze, interpret, infer, evaluate, and explain decisions.	Learners will be assessed with critical analysis assessment simulation questions from Two Task-Based Simulations on the CPA Practice Exam. Assessed in ACCT 5395.	Learners will score 80 percent or higher on the critical analysis assessment simulation questions.	**2nd Cycle – Summer 2020** Overall 9 out of 12 (75%) MAcc learners scored an 80% or higher on the critical analysis assessment simulation questions. On the "Analyze and record discontinued operations" simulation questions, 8 of 12 (67%) learners scored an 80% or higher. On the "Adjust and prepare an income statement using the company's exhibits " simulation questions, 10 of 12 (83%)learners scored an 80% or higher. On the "Analyze and record a partnership liquidation" simulation questions, 7 of 12 (58%)learners scored an 80% or higher. On the "Use sales contracts and other transactions to record revenue per 606" simulation questions, 7 of 12	The instructor increased the number of contacts with students throughout the summer semester to ensure that they were on track at key milestones, rather than rushing to get work done immediately before an assessment. This had a positive impact on students' scores both overall and on most dimensions of the rubrics.

SLO3: Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			(58%)learners scored an 80% or higher. On the "Calculate end of year inventory to report in financial statements" simulation questions, 10 of 12 (83%) learners scored an 80% or higher. On the "Calculate allowance for nonreceipt using transaction records" simulation questions, 12 of 12 (100%) learners scored an 80% or higher. On the "Analyze data to recognize other comprehensive income" simulation questions, 9 out of 12 (75%) learners scored an 80% or higher. On the "Prepare eliminating entries to consolidate 100% owned subsidiary" simulation questions, 10 of 12 (83%) learners scored an 80% or higher.	
In advanced accounting contexts, learners employ both inductive and deductive reasoning, as well as numeracy, to analyze, interpret, infer, evaluate, and explain decisions.	Learners will be assessed with critical analysis assessment simulation questions from Two Task-Based Simulations on the CPA Practice Exam. Assessed in ACCT 5395.	Learners will score 80 percent or higher on the critical analysis assessment simulation questions.	**3rd Cycle – Summer 2020** Overall 21 out of 21 (100%) MAcc learners scored an 80% or higher on the critical analysis assessment simulation questions. On the "Analyze and record discontinued operations" simulation questions, 100% oflearners scored an 80% or higher. On the "Adjust and prepare an income statement	The revised Becker CPA material with the preview for the CPA Evolution was incorporated in the ACCT 5395 course.

SLO3: Critical Thinking	Assessment Method	Success Criterion	Results	Closing the Loop Actions
			using the company's exhibits " simulation questions, 29% of learners scored an 80% or higher. On the "Analyze and record a partnership liquidation" simulation questions, 95% of learners scored an 80% or higher. On the "Use sales contracts and other transactions to record revenue per 606" simulation questions, 100% of learners scored an 80% or higher. On the "Calculate end of year inventory to report in financial statements" simulation questions, 100% learners scored an 80% or higher. On the "Calculate allowance for nonreceipt using transaction records" simulation questions, 100% of learners scored an 80% or higher. On the "Analyze data to recognize other comprehensive income" simulation questions, 100% of learners scored an 80% or higher. On the "Prepare eliminating entries to consolidate 100% owned subsidiary" simulation questions, 100% learners scored an 80% or higher.	

SLO4: Teamwork	Assessment Method	Success Criterion	Results	Closing the Loop Actions
As members of a team, learners are perceived to be trustworthy, respectful, responsible, fair, and good communicators.	Learners evaluate their group, themselves, and others using rubrics in ACCT 5355.	80% or more of learners are evaluated at the highest level in each rubric criterion.	**1st Cycle – Fall 2019** In four of the seven rubric criteria, 80% or more of learners evaluated themselves at the highest level. 80% or more of learners were evaluated by group members at the highest level of every rubric criterion.	Learners are assessing themselves and their teammates on a group assignment in the ACCT 5355.
As members of a team, learners are perceived to be trustworthy, respectful, responsible, fair, and good communicators.	Learners evaluate their group, themselves, and others using rubrics in ACCT 5355.	80% or more of learners are evaluated at the highest level in each rubric criterion.	**2nd Cycle – Fall 2020** In six of the seven rubric criteria, 80% or more of learners evaluated themselves at the highest level. Only in the "Contributed Good Ideas" dimensions did less than 80% of learners evaluate themselves at the highest level. 80% or more of learners were evaluated by group members at the highest level of the "Quality of Work" and "Contributions to the Group" rubric dimensions. In the "Timeliness of the Completion of Work" dimension of the rubric, less than 80% of learners were evaluated at the highest dimension of the rubric.	Learners evaluated their teammates and themselves on multiple assignments throughout the semester. Previously, evaluations on one assignment were used for assessment. Using more than one assignment and switching groups up between assignments gives a more accurate picture on learner performance.

SLO5: Knowledge	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners understand, apply, analyze, and evaluate accounting, legal and business statutory authority, principles and theory to a degree that is sufficient to pass the CPA exam.	Leaners will be assessed using task-based simulation questions from CPA practice exams administered for two sections of the CPA exam annually. Assessed in ACCT 5395.	Each learner will pass each of the two practice exams with a score of 75 percent or better.	**1st Cycle – Summer 2019** Only 2 of 10 attempts resulted in scores >= 75. Improvement in task-based simulations appear to have explained better scores on B than on A	Based on these results, the decline in performance from the BEC modules to the REG modules (the BEC modules were completed first), and conversations with students during and after the class, we decided that offering two separate review topics in only 12 weeks was just too much. Learners became overwhelmed as the summer semester progress, and many gave up trying to complete the modules. During the summer of 2019, only one review was offered covering Financial Accounting and Reporting (FAR).
Learners understand, apply, analyze, and evaluate accounting, legal and business statutory authority, principles and theory to a degree that is sufficient to pass the CPA exam.	Leaners will be assessed using task-based simulation questions from CPA practice exams administered for two sections of the CPA exam annually. Assessed in ACCT 5395.	Each learner will pass each of the two practice exams with a score of 75 percent or better.	**2nd Cycle – Summer 2020** All 12 learners achieved a score >= 75. The task-based simulated (TBS) questions in the topic modules appear to explain the simulated CPA exams scores on all three exams.	More Task-Based Simulations (TBS) were assigned to learners for a grade during the ACCT 5395 course. The additional TBS assignments helped improve learner performance on the assessment.
Learners understand, apply, analyze, and evaluate accounting, legal	Leaners will be assessed using task-based simulation questions from CPA practice exams	Each learner will pass each of the two practice exams with a score	**3rd Cycle – Summer 2021** All 21 learners achieved a score >= 75. The task-based simulated (TBS) questions in the topic modules appear to explain the	The revised Becker CPA material with the preview for the CPA Evolution was incorporated in the ACCT 5395 course.

SLO5: Knowledge	Assessment Method	Success Criterion	Results	Closing the Loop Actions
and business statutory authority, principles and theory to a degree that is sufficient to pass the CPA exam.	administered for two sections of the CPA exam annually. Assessed in ACCT 5395.	of 75 percent or better.	simulated CPA exams scores on all three exams. The average score of all learners was 96.4%	

SLO6: Research	Assessment Method	Success Criterion	Results	Closing the Loop Actions
Learners research accounting standards and other primary resources to solve complex accounting issues to a degree that is sufficient to pass the CPA exam.	Leaners will be assessed using CPA practice exam research questions in ACCT 5395.	Each learner will answer at least 75% of each research question correctly.	**1st Cycle – Summer 2019** 3 of the 5 learners scored 75 or better, so desired outcome was not attained.	Additional research assignments were added to the ACCT 5395 course
Learners research accounting standards and other primary resources to solve complex accounting issues to a degree that is sufficient to pass the CPA exam.	Leaners will be assessed using CPA practice exam research questions in ACCT 5395.	Each learner will answer at least 75% of each research question correctly.	**2nd Cycle – Summer 2020** 9 of the 12 learners scored 75 or better for a 75% achievement score, so the desired outcome was not attained. Although three learners did not achieve the desired score, the average score for all 12 members of the class was 78.4.	The number of required attempts for students to take the simulated CPA exams was increased so learner could become better acquainted with the exam. The learner achievement score and average score were seemly not affected by these changes. We will look to make additional changes for improvement.
Learners research accounting standards and other primary resources to solve complex accounting issues to a degree that is sufficient to pass the CPA exam.	Leaners will be assessed using CPA practice exam research questions in ACCT 5395.	Each learner will answer at least 75% of each research question correctly.	**3rd Cycle – Summer 2021** 9 of the 18 (50%) learners scored 75 or better for a 75% achievement score, so the desired outcome was not attained. The average score for all 18 members of the class was 73.4%.	The revised Becker CPA material with the preview for the CPA Evolution was incorporated in the ACCT 5395 course.

Table 8-1

Intellectual Contributions

Part A. Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle										
	Portfolio of Intellectual Contributions				Type of Intellectual Contributions				% of Faculty Producing Intellection Contributions	
Aggregate and summarize data by discipline. Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching or Learning Scholarship	Total	Peer-Reviewed Journal Articles	Additional Peer- or Editorial Reviewed Contributions	All Other Intellectual Contributions	Total	Percent of Faculty Producing ICs	Percentage of Full Time Equivalent (FTE) Faculty Producing ICs
Accounting	27	13	49	90	33	21	36	90	64%	88%
Finance	31	5	0	36	19	7	10	36	80%	80%
CIS	46	10	6	62	40	4	18	62	73%	88%
Management	106	9	33	148	48	16	84	148	67%	81%
Marketing	43	22	6	71	47	5	19	71	100%	100%
Soules COB Total	253	59	94	407	187	53	167	407	73%	86%

Table 8-1

Part B: Alignment with Mission, Strategies, and Expected Outcomes

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

Intellectual Contributions provides the five-year summary of intellectual contributions (ICs) produced by faculty during the review period. In the aggregate, the College generated a portfolio of ICs diversified across multiple categories of research and types of products. Faculty produced 253 ICs from basic or discovery scholarship. 59 were applied in nature and 94 were focused on teaching and learning. This distribution is in broad alignment with the research portfolio emphasis embraced by the College and supports the mission of the University. College faculty primarily focus their scholarship activities toward making the connection of theory to application for practice, as well as generate appropriate discipline-based knowledge; teaching of business also remains an important area of scholarship in recognition of the teaching-learning emphasis in the College and University's mission.

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

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

AACSB accreditation standards impact faculty research. A measure of the quality will be determined using journal lists (Appendix 20: Soules Approved Journal Rankings) categorized by published impact factors. The journal lists should be used by faculty members to set their research agendas. There are significant differences across the various academic fields within the Soules College of Business. Therefore, each discipline within the College will develop a ranked journal list based on a readily available impact metric. The impact metric will be used to rank the journal list into the categories of A+, A, and B (replacing the exceptional, meritorious, and good categories previously used). The specific impact metric and the category cutoffs must be approved by the SCOB Leadership Council. The Dean will have final approval. The initial journal lists will be reevaluated after one year (Spring 2016) and revised as appropriate. Subsequently, the journal lists will be reevaluated every five years with changes becoming effective immediately.

Part D: Impact of Intellectual Contributions

(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.

(ii) Provide exemplars of the societal impact of the school's intellectual contributions.

One indication of thought leadership is the number of times that researchers are cited in other publications. Many faculty have high citation counts, reflecting the value of their work to others in the field. Dr. Harold Doty and Dr. Miguel Caldas, both Professors of Management have citation counts of 14,957 and 8,017 respectively. Ten faculty have a citation count of at least 1,000.

Media mentions in the popular press is another indication of thought leadership. Soules College of Business faculty are frequently interviewed or quoted in local, regional, and national media outlets. Our website, https://www.uttyler.edu/soules-college-of-business/news/, provides a list of 61 media mentions of faculty or staff since February 2020.

Examples of the societal impact of the school's intellectual contributions are provided in Table 9-1: Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards.

Table 9-1

Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards

UN Sustainable Development Goal (SDG)	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
4 – Quality Education	The school has chosen quality education as one of its areas of societal impact. See Strategic Plan for details.	All learners who have completed the business core courses COSC 3333 Management Information Systems, MARK 3311 Principles of Marketing, and MANA 3305 Operations Management, have received the SAP Learner Recognition Award. Learners demonstrate their knowledge and skill using SAP enterprise software applications in their courses. Employers value these skills, and learners who have earned the SAP Recognition Award have evidence of their experience that helps to differentiate them from other business graduates who do not have enterprise application software hands-on experience. Learners complete a Social Media Marketing Certification by Hootsuite in MARK 4345 Social Media Marketing, take the Google Analytics Individual Certification, and learn analytic tools, including Excel and Tableau, in MARK 4340 Consumer Insights. Additionally, the BBA Finance program recently aligned its curriculum with the prestigious Chartered Financial Analyst (CFA) University Affiliation.	Faculty have published in a number of reputable journals, including Kuntze, R, Wu, C, Wooldridge, B.R., Whang, Y., (2019) "Improving Financial Literacy: Modernizing Delivery and Measurement," International Journal of Bank Marketing, 37(4), Wooldridge, B.R., Byun, K.-A., Pei, Z., Hong, J., & Swimberghe K.R. (2021) "Educational Risk: Lessons Learned during the Covid-19 Pandemic," Marketing Education Review, 31 (4), 340-351, Barbara Ross Wooldridge, Kyung-Ah Byun, Zhi (Kacie) Pei, JungHwa (Jenny) Hong & Krist R. Swimberghe (2021) Educational Risk: Lessons Learned during the COVID-19 Pandemic, Marketing Education Review, 31:4, 340-351, and Trautman, Lawrence J., and Sanney, Kenneth J. and Yordy, Eric D. and Cowart, Tammy and Sewell, Destynie, Teaching Ethics And Values In An Age Of Rapid Technological Change (August 21, 2018). 17 Rutgers Business Law Review 17 (2021).	Faculty are involved in multiple boards and associations. These include: The Texas Retailers Association, Category Management Association, Southwest Decision Science Institution, Marketing Education Review Journal, and the East Texas CPA. The UT Tyler Center for Excellence in Teaching and Learning (CETL) at the University of Texas at Tyler is dedicated to the advancement of best practices in teaching and learning. The CETL provides professional development opportunities and faculty support services. Several Soules College of Business faculty have been recognized as distinguished scholars of the first order recognized for teaching excellence. UT system supports faculty by providing funding to pursue the semester-long teacher training provided by the Association of Colleges and Universities and Educators (ACUE).

5 – Gender Equality	The school has chosen gender equality as one of its areas of societal impact. See Strategic Plan for details.	Pedagogy related to gender equality is embedded in several courses at the graduate and undergraduate levels. Undergraduate learners will discuss gender equality in MANA 3312 International Business and MANA 3311 Fundamentals of Management, and in MANA 5360 Global Business Perspectives at the graduate level. Sexual harassment and employment discrimination cases are covered in BLAW 3301 Business Law and Social Responsibility and BLAW 4340 Business and Professional Ethics.	Seven faculty members have published numerous articles and one book on women in business and gender equality. These include Kuntze, R, Wu, C, Wooldridge, B.R., Whang, Y., (2019) "Improving Financial Literacy: Modernizing Delivery and Measurement," International Journal of Bank Marketing, 37(4), 976-990; Cowart, T. W. (2020). Anger and the Law-Free from Passion? In Righteous Indignation: Christian Philosophical and Theological Perspectives on Anger. Lexington Books; and Mary Helen Fagan & Sunil Vidiyala (2022) "Analytics Use Intention: The Role of STEM and Software Attitudes, concerned the differences in learner attitudes based upon gender and how the research suggests this type of difference may impact education and future employment," Journal of Computer Information Systems.	To increase the number of successful female course completers in the Computer Information Systems and other Computer Science programs, the Computer Science Department employs a success coach during the academic year to engage with at-risk female learners in most COSC courses. Faculty engage with civil and professional organizations dedicated to women professionals. Examples include Dr. Krist Swimberghe, who has spoken at the Tyler Executive Women's Network, and Dr. Venu Gopalakrishna-Remani, who took part in the University of Texas at Tyler's Women Empowerment speaker series. Over the summer of 2022, the Dean of the Soules College of Business championed an equity pay raise for finance faculty based on gender equality.

8 – Decent Work and Economic Growth	The school has chosen decent work and economic growth for one of its areas of societal impact. See Strategic Plan for details.	Economic growth is covered in length at the undergraduate and graduate levels in MANA 3312 International Business and MANA 3311 Fundamentals of Management and in MANA 5360 Global Business Perspectives, respectively. MARK 4340 Consumer Insights provides practical data analysis and data visualization skills with Excel and Tableau to meet the high demand for business data analysis jobs. MARK 4380 Marketing Research provides marketable skills to learners on consumer surveys and strategic planning in the job area of market research. The BBA Finance program's Chartered Financial Analyst (CFA) University Affiliation promotes decent work prospects for students.	Faculty have several funded grants that focus on entrepreneurship which helps businesses and communities with economic growth. Faculty have published several publications related to decent work and economic growth. These publications include Cowart, T. W., Gilley, A., Jackson, S. L., Barber, A., & Gilley, J. W. (2016). Ethical Leaders: Trust, Work-Life Balance, and Treating Individuals as Unique. In Executive Ethics II: Ethical Dilemmas and Challenges for the C Suite. Information Age Publishing; Gopalakrishna-Remani, V., Byun, K.-A., & Doty, D. H. (2022). The impact of employees' perceptions about top management engagement on sustainable development efforts and firm performance. Business Strategy and the Environment, 1– 14.; and Jang, S., Yoo, S., Lee, J. and Lee, Y. (2022), "Serving for thriving: a moderated mediation analysis of the relationship between servant leadership and thriving at work," *Personnel Review*.	<u>The HIBBS Institute for Business and Economic Research</u> Comprehensive data repository (one-stop shop) for businesses or organizations interested in locating or expanding in the region Quarterly Hibbs briefs and newsletters sent to a database of 7,000 + recipients Caldwell Zoo Economic Impact Study Provide data supporting the "Rural, Set, Go" campaign delivered by the Texas Workforce Commission East Texas in partnership with the East Texas Council of Governments." <u>The UT Tyler Longview Small Business Development Center (SBDC)</u> Results Since UT Tyler Became SBDC Host (October 2018 to August 2022) Number of Clients Counseled: 800 Total Counseling Hours: 6,705 Existing Jobs Supported: 2475 New Businesses Started: 75 New Jobs Created: 407 Total Capital Infusion *: $45,865,631 * Capital Infusion = Bank Loans (75%) +owner down payment or direct investment (25%)

9 – Industry Innovation and Infrastructure	The school has chosen industry innovation and infrastructure for one of its areas of societal impact. See Strategic Plan for details.	Graduate learners who take MARK 5320 Advanced Marketing Fundamentals learn innovative ways to promote their brands through digital marketing and social media marketing. Undergraduate learners who take MARK 4345 Social Media Marketing learn how to implement marketing theory through innovative channels such as social media. Courses continuously bring discussions on new developments in various industries, such as the role of Cryptocurrencies and Decentralized Finance in the accounting industry in the ACCT 2301 Principles of Financial Accounting course.	Faculty published articles in various journals related to Industry, Innovation, and Infrastructure. These articles include Gopalakrishna-Remani, V., Wooldridge, B.R., Jones R.(2016) "Examining the level of adoption on Environmental Sustainability Initiatives in US Hospitals: Influence of Absorptive capacity, Institutional Pressures, Top Management Beliefs, and Top Management Participation," SWDSI; : (Kay) Byun, K., Ma, M., Kim, K., & Kang, T. (2021) "Buying a New Product with Inconsistent Product Reviews from Multiple Sources: The Role of Information Diagnosticity and Advertising" at Journal of Interactive Marketing; Byun, K., Hong, J. (2020) "Communicating Design Innovativeness: The Role of Design Information Presentation on Attitudes Depending on Different Thinking Styles" at Journal of Marketing Communications; Byun, K., Hong, J. (2021) "The Effects of Innovative Visual Design on Consumer Attitude" at Australasian Marketing Journal; and Kim, M., Liang, E (Hui), Ochani, A., and Shao, X. (2022), "Cryptocurrency Disruption and Investor Reaction to Earnings Announcements."	In 2018, the Dean and Associate Dean of the Soules College of Business applied for a US Economic Development Administration (EDA) Grant to establish the East Texas Entrepreneurship Center (ETEC). The ETEC offers venture support for learners interested in launching and scaling a new venture and training for learners focused on pursuing innovative careers within big and small corporations. They offer research-to-reality innovation activities through the creation of new ventures and partnerships open to learners and faculty.

10 – Reduced Inequalities	The school has chosen reduced inequalities for one of its areas of societal impact. See Strategic Plan for details.	A new course, GENB 4350 "Diversity in Organizations," has been designed and will be offered in Spring 2023 as part of a new "Compliance and Diversity" certificate offering. In several business core courses, such as MANA 1300 Introduction to Business, BLAW 3301 Business Law and Corporate Social Responsibility, and MANA 3311 Fundamentals of Management, issues of diversity, equity, and inclusion are discussed.	Faculty are campus leaders for the UT Louis Stokes Alliance for Minority Participation (LSAMP) grant program, a summer research academy that encourages underrepresented populations' STEM participation. Faculty have published research on reducing inequalities, gender differences, women and Hispanics in family firms, consumers' sharing stories/information influence their decision-making, the influence of microlending with different cultures, and how to help the poor through microlending. These articles include JungHwa (Jenny) Hong and Kyung-Ah (Kay) Byun (2020), "Attracting Prosocial Lenders from Different Cultures to Help Others in Microlending, *Journal of Consumer Marketing*, 37(2), 205-214; and Cowart, T.W. (2020), "Anger and the Law- - Free from Passion"? in Righteous Indignation: Christian Philosophical Perspectives on Anger, Lexington Books.	Minorities in Business (a student organization) was established in Fall 2020 to provide leadership opportunities to minority students majoring in business, to cultivate a supportive community for minorities, and to promote the various business professions. Dr. Veronda Willis is the Soules College of Business representative on the Presidential Justice, Equity, Diversity, and Inclusion (JEDI) council. The Presidential JEDI Council is committed to improving the lives of the UT Tyler community by creating a tailored approach to how our students, faculty, and staff interact with each other and the institution. This group, focusing on the 'big picture,' is working to create a campus where everyone who learns, works, or visits can be their full, authentic self and feel a sense of belonging in every space on our campuses. Numerous faculty members serve on boards of directors of civic and professional organizations that promote diversity, equity, and inclusion.

Appendices

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- Appendix 4: UT Tyler Strategic Plan
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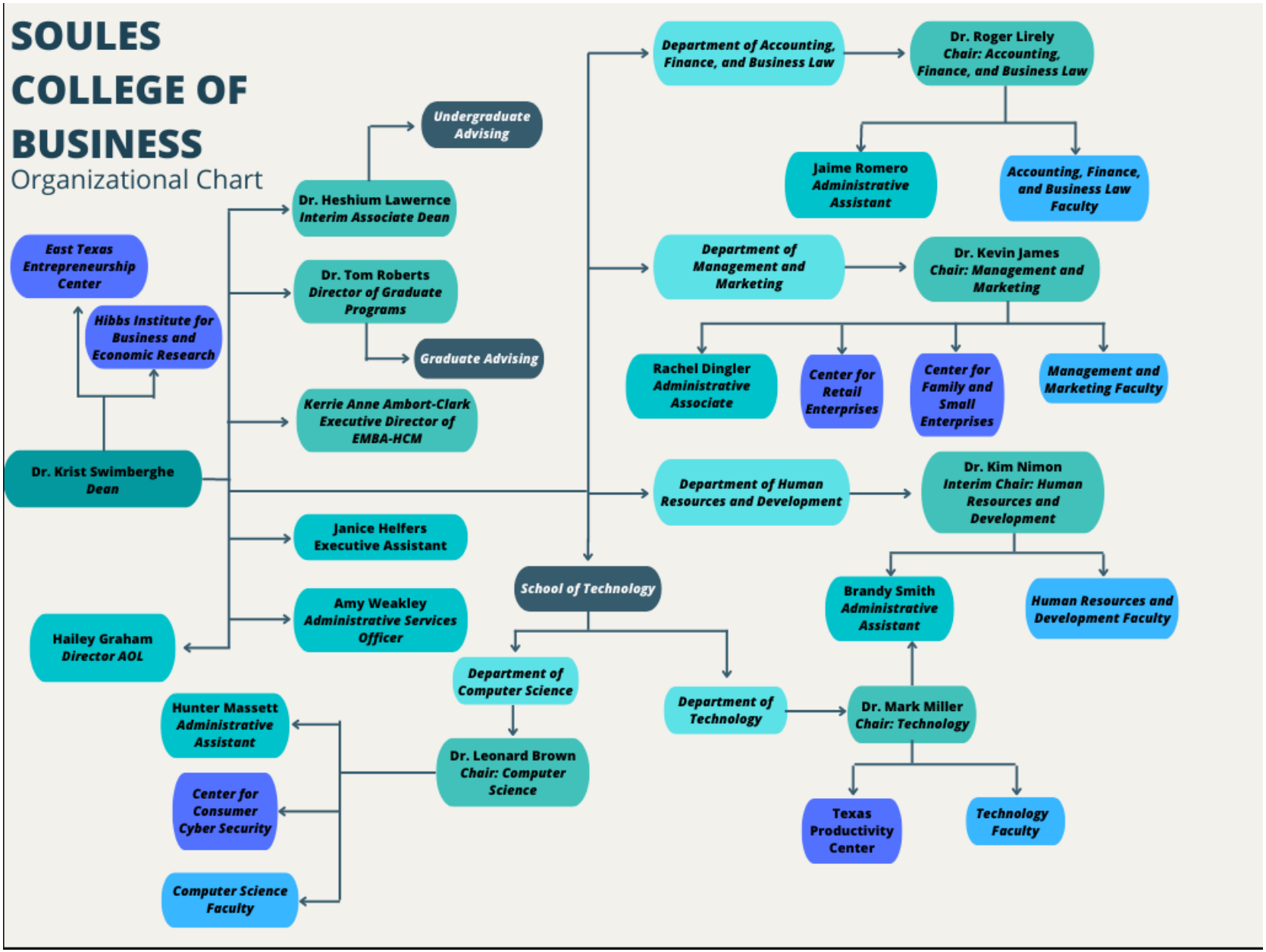
Appendix 1: Soules College of Business Organizational Chart



Appendix 2: Soules College of Business Outreach Centers and Institutes

1. **Center for Retail Enterprises (CRE)**

   The Center for Retail Enterprises serves the East Texas region by developing and disseminating relevant retail knowledge to persons and organizations interested in operating retail businesses in the region. Retail enterprises include a broad range of businesses. The CRE will enhance the retail skill set of the regional workforce and provide knowledge and expertise in economic activities associated with retail exchanges including merchandising, point-of-sale marketing, sales, customer service, pricing, and promotion. We strive to be the leading provider of retail knowledge in the East Texas Region and bridge the gap between academia and retailers by providing education, resources, and opportunities for business success.

2. **Center for Family and Small Enterprises (CFSE)**

   The Center for Family and Small Enterprises' mission is to support and encourage the success of family and small businesses in the East Texas area by providing a forum for education, resources, advice and counsel, networking opportunities, and interactive programs. The Center focuses on the issues and challenges that family and small businesses must overcome to grow and prosper. We seek to develop and disseminate information relevant to the continuity, health, and performance of these enterprises.

3. **Hibbs Institute for Business and Economic Research (HIBBS)**

   The Hibbs Institute assists businesses, regional economic development councils, nonprofits, and local governments expand business activity in greater East Texas. The Institute develops and disseminates economic research for and about the greater East Texas Region. Research developed by the Institute aids companies and investors considering locating, expanding, or investing in East Texas. Our goal is to provide business and economic data to facilitate better decision making by East Texas entities.

4. **East Texas Entrepreneurship Center (ETEC)**

   The ETEC offers venture support for students interested in launching and scaling a new venture and training for students focused on pursuing careers that innovative within corporations both big and small. We offer research-to-reality innovation activities through the creation of new ventures and partnerships open to students and faculty.

5. **Small Business Development Center in Longview (SBDC)**

   To help new entrepreneurs realize their dream of business ownership and existing small businesses remain competitive in the complex marketplace of an ever-changing global economy.

The UT Tyler-Longview SBDC is part of a nationwide network of a thousand centers dedicated to helping entrepreneurs and small businesses start, grow and thrive. Texas SBDCs, which number over fifty in all, are funded by grants from the U.S. Small Business Administration, the State of Texas, and a host college or university, in our case the University of Texas at Tyler. We provide business consulting and advising services free of charge to entrepreneurs and small businesses in order to foster local economic growth through entrepreneurial development, business starts, job growth and access to capital.

Our office is staffed by a director and business advisors who have started, owned and operated their own small businesses. We have the knowledge, experience, skills and abilities to help new entrepreneurs start a business and established small business owners grow and thrive.

6. **Texas Productivity Center**
   The Texas Productivity Center serves the region of East Texas and the state of Texas by developing and disseminating relevant knowledge regarding current practices for improving the productivity and performance of employees of a company or organization whether pertaining to manufacturing, healthcare, academia, supply chain, transactional and more.

7. **Center for Cybersecurity and Analytics**
   The Center for Cybersecurity and Analytics has been formed to promote research, learning opportunities, and outreach to businesses regarding Cybersecurity and Data Analytics along the I-20 Corridor through Texas and Louisiana.

THE UNIVERSITY OF TEXAS AT TYLER
SOULES COLLEGE OF BUSINESS
SPRING 2022 (First 7-Week Session) (Online Accelerated MBA)
Course Syllabus - Version 1.1 (12/30/2021)

COURSE NUMBER:	MANA 5360.70X
COURSE TITLE:	Global Business Perspectives
INSTRUCTOR:	Dr. Miguel Caldas, Professor of Management
OFFICE LOCATION:	COB 350.25
PHONE NUMBERS:	(985) 869-1637 Mobile
EMAIL:	mcaldas@uttyler.edu (best way to reach me)
OFFICE HOURS:	(online, via email or zoom: (https://uttyler.zoom.us/j/93856259959 ; Password: 195214) Weekly Zoom times: Wed 7:30 pm Central (tbc) and Sat 9:00 am Central (tbc) (see schedule for variations and exceptions): Or *by appointment*.
CLASS MEETINGS:	online (see detailed schedule)

COURSE DESCRIPTION: This course focuses on the mechanics of globalization and the mastery of business strategy, operation and practices from a global perspective. This includes the exploration of national differences in political economy, culture, ethics, and their implications in international management; the impact of trade policies on companies' international strategies and risks; the key choices managers have in internationalization strategy, organizational architecture, production, marketing and HRM, and how to integrate such choices into a global strategy. This course has immediate applications for managers in all areas of the firm, and in almost all industries.

NOTICE: This course is **very demanding and time intensive, and is NOT recommended for students with a peaked work/travel schedule**. Please read this syllabus carefully before confirming your registration.

- **REQUIRED TEXT**: HILL, Charles W. L., & HULT, Tomas M. International Business: Competing in the Global Marketplace. McGraw-Hill/Irwin; 13th edition, 2020. (ISBN: 9781260262582). No Connect code is necessary.
  You may order this text online from the UT Tyler Bookstore or call them at (903) 566-7070.
  Or you can buy it from any source you choose to (not mandatory to buy from UT Bookstore).

Other readings: Several other reading assignments, from numerous sources, will be made during the semester, and will constitute a part of the required readings. Check the detailed schedule to know the required readings for each class. Within Canvas, optional readings are made available or indicated: always check the "Week Tips" button within each week's materials. Find other reading materials in the "Other Materials" tab in the Home Canvas page.

COURSE LEARNING OBJECTIVES

After completing the course, students will:

1. **Comprehend** what globalization is, its causes and forces, and be able to **explain** its consequences
2. **Illustrate** how countries differ in terms of political, economic, and legal systems, level of socio-economic development, culture and ethical approaches
3. **Explain** different theories on why countries trade, internationalize, and promote or hinder FDI (foreign direct investment)
4. **Distinguish** different theories on how currency rates are determined, how foreign exchange generate exposures, and how to manage them.
5. **Explain** the different strategies for competing globally, the different organizational architectures to operate internationally, as well as the different possible entry modes and decisions.
6. **Explain** basic concepts in international business, such as those on exporting and countertrade, those on global production design, those on global marketing, and those on global human resource management (HRM).

GRADING POLICY

Your grade will be determined as follows:

Component	% of Final Grade	Component Points*	*Type*
▪ COURSE SET-UP ○ Passing course rule quiz timely ○ Completing all other individual assignments	0 % (missing or late: may result in up to 20 negative points)**	0 to -20 (minus**)	Individual
▪ EXAMs (via ProctorU) ○ Interim Exam 01 ○ Interim Exam 02 ○ Final Exam	50 % (average of two best exams will be used:) ☑ (25%) ☑ (25%)	50	Individual
▪ Post-Reading/ Practice QUIZZES: ○ "Pass component" (average of highest weekly quiz grades, minus lateness penalties if applicable) ○ Quiz Re-Take Extra Points (taking or re-taking quizzes to get 90% or better) (late quizzes not eligible)	30 % ☑ (30%) +possible 2 points [i.e., 2%] in re-takes (missing quizzes will result in up to 30 negative points)**	-30 to +30** (+2 extra points are possible) (*)	Individual
▪ Take Home Assignments ○ Average of all turned in assignments in Canvas	20 % (missing or late: may result in up to 20 negative points)**	-20 to +20**	Individual
○ TOTALs	100 %	100	---

*Extra credits, including Quiz Re-Take Extra Points (at the sole discretion of instructor) = 0~5 points. Total = 100 points (excluding extra credit)
**Please note that failing some components may produce negative values: i.e., if you do not complete such assignment you do not receive a zero, you will receive the negative value of the assignment, or even negative points of zero-valued assignments.

Grading scale:

Points		Equivalent Letter Grade
90 – 100	=	A
80 – 89.9	=	B
70 – 79.9	=	C
60 – 69.9	=	D
0 – 59.9	=	F

Grade determination: ***YOU MUST HAVE A GRADE C (or better) ON YOUR FINAL GRADE*** *TO PASS THE CLASS.*

Grades will be posted on Canvas. Students have one week after grade posting to address any grading issues.

COURSE RULES AND POLICIES

This course has several key components and rules, each comprising a set of expectations. To participate in the course and to be allowed to take the exams, you MUST PASS (80% or better) A COURSE RULE QUIZ by a deadline established in the course schedule, which (when passed) constitutes your consent and acceptance of all course rules. Students will get 5 free attempts to pass it, and may request additional attempts to the instructor. Failure to take and/or timely pass this course rules quiz will mean exclusion from exams, and any course work. Lateness to pass such quiz by the date defined in the course schedule may subject you to up to 20 negative points in the 100-grade point scale.

Classes and Attendance: There will be no synchronous classes or meetings (other than non-mandatory Zoom Sessions – see below), and thus no attendance keeping. However, you will need to download/view all lectures in the timing predicted in the schedule, do all quizzes in the designated dates, and turn in all assignments by their due dates. Failure to do any of that will constitute lateness, and late policies will apply. Zoom sessions are recorded, but people attending do better.

Non-Mandatory Synchronous Zoom Sessions: The instructor will hold (NON-MANDATORY) synchronous zoom sessions, with the objective of helping interested students with their quizzes, as well as to answer general questions. Historically, students who prepare before the weekly Zoom Sessions and attend the zoom sessions regularly, have an easier time grasping the concepts. The dates and times for all Zoom Sessions are defined in the Schedule. The instructor may send emails advising about date and/or time changes via email if re-schedules are needed

https://uttyler.zoom.us/j/93856259959; passcode: 195214

Or Telephone:

- Dial: +1 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll)
- International numbers available:

https://uttyler.zoom.us/zoomconference?m=0U5hxukRylJg5BE5Q_gCB PQefk-tkjy5

Course internal communication and Access: To communicate with your instructor, use the email and/or telephone number provided on the first page of this Syllabus. As per University policies, all communications with students will be made via each student's patriot email accounts. **No other email address will be used**. It is the student's responsibility to constantly check their email account. Aside from announcements via Canvas, students may not expect their instructor to contact them using another medium. If students miss messages sent to their email, they are still responsible for all instructions and expectations such emails convey, and they must accept the consequences of any oversights on their part. **Please include "MANA 5360" at the beginning of your email subject.** Also, please always sign your name so your instructor knows which student it is coming from. If the instructor has not replied in 24 hours (with the exception of weekends, when he may take up to 48 hours), assume he did NOT get your email and try to contact him again, either by re-sending your email, or by calling him via phone. Please note the instructor cannot discuss grades over e-mail.

Academic Integrity Statement: If I believe an exam, a quiz or any type of assignment has been compromised, I reserve the right to retest the whole class, team, or any individual in the class. Violations of the course's honor code include, but are not limited to: possession of, or use of, unauthorized materials or equipment during quizzes and providing information to another student. Violations WILL result in academic penalties, including receiving an "F" in this course. **All exam questions are proprietary**: it is strictly forbidden to manually or digitally copy, photograph, print, or reproduce, any question in any form. Doing so will be regarded as a serious breach of academic ethics, and will not only make you fail the course, but will subject you to the most serious consequences allowed by University regulations.

Late Work and Missed Exams**:** 20% (twenty percent) of the grade will be deducted from work that is past due. Take home assignments: up to 5% additional deductions will apply per late day of the grade (including 1st day late), until a maximum of 4 (four) days late. Beyond 4 days late, take home assignments will not be accepted at all. Weekly Quizzes: Late weekly quizzes will be discounted in 20% + 4% per extra day late, but can be taken even if late until the last week of the course. **No make-up exams or quizzes will be given as a default**. With a "best 2 out of 3" exam grade policy, you can take 2 exams and still be fine. If you must miss an exam you feel you need to take, you must make every effort to contact me before the exam. Failure to do so may result in a zero for that exam. Make-up exams, if allowed by the instructor, must be taken one day prior to the scheduled exam. The format of any granted make-up exam will be at the instructor's discretion.

Keeping up with schedule changes: Schedule changes or updates may occur at any time, and the schedule will need to be adjusted accordingly. This syllabus may also require changes at any time. **You are expected to be attentive to syllabus and to class schedule changes or updates** (which you can know of via Canvas) that may affect your deadlines, or presentations dates. You are expected to agree with your classmates on adequate e-mail communications and material delivery protocols to handle the variations in class assignments: **it is your responsibility to maintain yourself "reachable"** through your patriot e-mail and via Canvas notifications and/or agreed communication protocols.

Course Schedule: See Tentative Schedule in Canvas. Schedule is "tentative" because all dates are subject to change, due to last minute changes. Please **check frequently for updates** on Canvas, or during classroom announcements.

INFORMATION AND GUIDES TO GRADE COMPONENTS AND ASSIGNMENTS

Information on Exams (Individual): We will have three exams in this course: two Intermediary Exams and one FINAL Exam, but your "Exams" Grade will be calculated using the TWO BEST grades out of the three exams. Therefore, note that the Final Exam is **optional**: if you do well in the two intermediary exams you can skip the Final (Comprehensive) Exam, assuming you are satisfied with your grade up to that point. Or conversely, it means that even if you did miss or not do well in an Interim Exam, that you can get that lower grade expunged by the two other exams you take. All of the exams may contain true vs. false, multiple choice, and/or essay questions, depending on many factors. The types of questions are very similar to the Post-Reading/Practice Quizzes discussed in the next section, and such quizzes are the best source to understanding what will be required in the exams and to preparing for all Exams.

I strongly recommend that before you take the first quiz, you watch the "**TUTORIAL**" on that sort of exam under the "Other Materials" tab in the Home Canvas page.

In this edition of the course, all Exams (meaning Interim Exam # 1, Interim Exam # 2 and the Optional Final Exam) will be taken online, via ProctorU, and will follow the COB's Exam Policy. This means you must (a) register and take them with

ProctorU.com; (b) arrange (schedule) all proctoring exam sessions with at least 5 full days in advance; (c) comply with all ProctorU's policies and requirements, which are considered part of this Syllabus. UT will pay for ProctorU's basic proctoring fee for Exams # 1 and # 2, and the Optional Final Exam, although most students prefer not to take the final at all, as the Final is comprehensive and does not have a curve. Students will be billed by ProctorU for cancelling or rescheduling an exam per the provider's fee schedule. More instructions on ProctorU: see our Canvas.

All exams are individual, and all of them are **CLOSED BOOK EXAMS**. If a given question demands data to be responded, the data you need will be provided to you as an add-on to the question. When taking the exam remotely, using ProctorU, no other computer, smart phone/tablet or calculator use will be allowed. You will also not be allowed to consult the textbook or any class notes, or have access to other software, windows, or applications other than the ProctorU session.

You will be allowed to bring a previously prepared (pre-printed) REFERENCE SHEET to take with you to the Exams. These reference sheets must be **pre-printed** with ANY information YOU decide or want to take with you, as long as it is pre-printed (i.e., it cannot be handwritten). **Interim Exams**: up to ONE two-sided, pre-printed, reference sheet is allowed. **Final Exam**: up to TWO two-sided, pre-printed, reference sheets are allowed. In both Interims and Final, DO NOT bring sheets of paper that are larger than letter or A-4. Do not bring pages printed on one side with the other side blank. If you cannot print on both sides, then glue them together. ONE sheet of scratch paper (which must be destroyed at the end of the session) will be allowed. Please avoid all these issues at the time of the exam…deal with it all in advance.

All three major exams will happen on the dates and times set on the course schedule. The student registered in the course must arrange their schedules to be available on those pre-set dates and times. **If the student is not sure if he/she can make either time, given personal, professional, or travel commitments, they should not take the course at this time.** Unpredicted events will be treated at the discretion of the instructor. Those dates however may change at the university and the instructor's discretion, but most frequently they remain as initially scheduled.

Information on Post-Reading/Weekly Quizzes (Individual): You will have a practice quiz due every week. Their purpose is to prepare you for the exams and to test the efficiency of your reading and preparation in each segment of the course. I strongly suggest you take these quizzes only AFTER you have thoroughly read the assigned reading for that module, and watched any online content your instructor provided. Then take it as you would take an exam. This will best prepare you for our exams. If the student timely passes all quizzes (with a 60% or better), within their 5 free attempts they get for each quiz, they get to (a) see the next module's content; and (b) have the **full average of their highest weekly quiz grades** (meaning the average of the highest grade for Quiz 1, highest for Quiz 2, etc.). And by "full", we mean that if the student passes (60%+) all weekly quizzes timely, their grade will not be discounted of lateness penalties.

Weekly Quizzes can generate TWO SOURCES of grade points:

a) The **"Pass Component" (up to 30 points):** Student gets the full average of their highest weekly quiz grades if they timely pass ALL quizzes within their 5 free attempts per quiz. "Pass"=getting at least 60% correct answers
   -You get 5 free attempts per quiz. All attempts for all quizzes remain open until the deadline for the last quiz.
   -You can re-take the quiz several times, until you get 60% or better. After passing, unused attempts can be taken whenever. Highest grade goes: no penalty for getting a lower grade in re-takes after timely passing it.
   -If you fail to pass all weekly quizzes, you will not only not get the 30 points, but you may get up to 30 negative points. Late quizzes follow lateness policies, which increase per date of lateness.

b) **Extra Points** (or Extra credit) for **QUIZ RE-TAKES (up to 2 points added to total course grade):**
   - This component is an incentive for people to not merely pass the quizzes, but for people to do the best they can do, or to re-take them as they learn from their mistakes, as a means to improve and learn more.
   - As an incentive, you can get up to 2 additional overall course points (meaning up to a 2% bump in your final grade!) To be eligible for the extra points, the student must have TIMELY passed quizzes they are attempting to re-take for extra points. A progressive extra point system will be applied to the FINAL COURSE grade, as an incentive for you to re-take the weekly quizzes (excludes the course rules quiz) trying to do as well as possible:
     - 90%+ in at least 2 quizzes: extra 0.5 points, or 0.5% final course grade bump
     - 90%+ in 3 quizzes: extra 1 point, or 1% final course grade bump
     - 90%+ in 4 quizzes: extra 1.25 points, or 1.25% final course grade bump
     - 90%+ in 5 quizzes: extra 1.5 points, or 1.5% final course grade bump
     - 90%+ in 6 quizzes: extra 1.75 points, or 1.75% final course grade bump
     - 90%+ in all 7 quizzes: extra 2.0 points, or 2% final course grade bump

If you miss or if you do not attain at least 60% in any given quiz by its deadline (see schedule), the following module's materials will NOT automatically appear in your Canvas, and you will also not be entitled to extra points coming from that

particular late quiz. In case you are late in any given quiz, you will need to complete it late, get the negative point hit for lateness (lateness penalties increase daily), and when you pass you will then finally be able to see the following module's materials. If you exhausted your 5 free attempts and have not passed the quiz, you need to request your instructor, knowing each extra attempt will "cost" 4% ea.

Information on Take Home Assignments: A separate document is available in Canvas (under the Assignments tab in the Home Page) detailing the requirements of this type of assignment. All requirements in such document are MANDATORY and should be understood as an integral part of this syllabus and of the course's rules and requirements. Please note, however, that instructor support to each student is contingent on them being timely in their course assignments, as well as in good standing in UT, and in the course.

Information on Take Home Assignments: A separate document is available in Canvas (under the Assignments tab in the Home Page) detailing the requirements of this type of assignment. All requirements in such document are MANDATORY and should be understood as an integral part of this syllabus and of the course's rules and requirements. Please note, however, that instructor support to each student is contingent on them being timely in their course assignments, as well as in good standing in UT, and in the course.

THIS SYLLABUS IS SUBJECT TO CHANGE.
This is our course plan and main policies document. Nevertheless, due to unexpected events, the syllabus may be revised upon the discretion of the professor. It is the students' responsibility to stay abreast of any such modifications.

OTHER COURSE POLICIES AND RESOURCES

UT Tyler's ProctorU policies and requirements:
The assessments in this online course will be proctored using ProctorU. Beyond the cost of initial equipment needed (e.g. a camera for your computer), there will not be any additional cost for proctoring. You will need to create a ProctorU account and install the ProctorU extension before attempting any assessment.
To create a ProctorU account, follow the ProctorU tool within Canvas. Please make sure you are using the current version of Chrome or Firefox and download the ProctorU extension available at http://bit.ly/proctoruchrome or https://www.proctoru.com/firefox.

In order to use ProctorU, you will need the following:

- High-speed Internet connection
- Webcam (internal or external)
- Windows, Mac, or Chrome Operating System
- Up-to-date Chrome or Firefox browser and ProctorU extension installed
- Valid photo ID
- Quiet environment to take your assessment
- You can visit the Test Taker Resource Page for additional information at https://bit.ly/ProctorMe

System Requirements

Type	Minimum	Recommended
Web Camera	640×480 resolution	1280×720 resolution
PC Users	Windows Vista	Windows 10 (10 S is not supported)
Mac Users	OS X 10.5 or higher	OS X 10.13 High Sierra
Internet Download Speed	.768 Mbps	1.5 Mbps
Internet Upload Speed	.384 Mbps	1 Mbps
RAM	1024 MB	2 GB
Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP

Remember UT Tyler has computer labs, the library, etc. as a place where you could take an online exam, as long as it meets ProctorU's guidelines for physical surroundings.

Recording of Lectures: Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission. Our course zoom sessions will be recorded unless technical difficulties disallow it, and they are subjected to copyrights. A list of recorded zoom sessions for our course will be made available within our Canvas shell, under Other Materials/Recorded Zoom Sessions.

Virtual Office Hours: Office hours in this semester will be ALL be virtual (online, via zoom). A fixed weekly zoom time is scheduled as per the first page of this schedule. I tend to stay much more than the typical 3 hours per week available on zoom for students. Office hours are a way to connect, clarify content, expand your perspectives, networking in our discipline, and just to get to know each other: so please use them. I am here for you.

UT TYLER RESOURCES

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

Supplemental Instruction (SI): SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Fall 2020 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you. Discipline/major library liaisons are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office: The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center: The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the

Student Counseling Center offers TAO, a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

UT TYLER STATEMENTS AND POLICIES

Important Covid-19 Information for Classrooms and Laboratories
Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.
Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the UT Tyler COVID-19 Information and Procedures website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Students Rights and Responsibilities: To understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Undergraduates are eligible to exercise grade replacement for three course repeats during their college career; graduates are eligible for two.

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Disability Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visithttps://hood.accessiblelearning.com/UTTyler and fill out the New Student Application. For more information, please visit the SAR webpage athttp://www.uttyler.edu/disabilityservices or call 903.566.7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

UT Tyler Honor Code: **I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.**

Your instructor has CHOSEN to embrace this honor code. Watch the following video, and maybe you will join us too:
https://www.youtube.com/watch?v=puMv1j8rlt0

THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF BUSINESS ADMINISTRATION
Spring 2022 - Second Session
February 28 – April 21

COURSE NUMBER: MARK 5320.702, 704

COURSE TITLE: Advanced Marketing Fundamentals

INSTRUCTOR: Dr. Barbara Ross Wooldridge

REQUIRED TEXT: Principles of Marketing, v. 4.0 ISBN(Digital) 978-1-4533-9195-2, Jeff F. Tanner, Jr. and Mary Anne Raymond, Flatworld Knowledge¸

This book comes in many versions please go to flatword and decide which version works best for you. All I require is that you have a copy of the text. You need the 4th version. You may purchase it at UT Tyler bookstore, Flatworld Knowledge, or anywhere else.
https://students.flatworldknowledge.com/course/2596887

COURSE DESCRIPTION: An analysis of contemporary problems in marketing with emphasis on dynamic market characteristics.

PREREQUISITE: none

COURSE OBJECTIVES:
1. KNOWLEDGE OBJECTIVES OF THIS COURSE INCLUDE:
By the end of this course, the student should be able to:

1. define the 4 ps,
2. implement the four ps,
4. create a marketing plan
5. make strategic marketing decisions

CLASS MEETING: online

TEACHING METHOD: online

OFFICE & TELEPHONE NUMBER: Soules College, COB 350.023, 903-566-7246, brosswoo@uttyler.edu

OFFICE HOURS: emails will be answer within 24 hours Monday – Thursday. Emails received before 12:00 pm central time on Friday will be answered before 5:00 pm Friday. Emails received after 12:00 pm central time on Friday will be answered the following Monday.

E-MAIL COMMUNICATION: To protect the privacy of students, the university requires that all e-mail communication with students be conducted through the University Patriot e-mail

system. It is the responsibility of the student to regularly check their Patriot e-mail address.

EVALUATION:

ITEM	POINTS	PENALTY IF NOT DONE
Quizzes (13 x 57.7)	750	
OTC Marketing Plan (TEAM)	90	-90***
Evaluations (TEAM)	10	-25*
Discussion Board 1- Introduction	10	-10
Module Knowledge Checks	50	
Word Clouds	40	-10 (per word cloud)
Individual OTC	50	-50
GETTING STARTED QUIZ -BONUS	10	
TOTAL	**1000**	

*you must evaluate everyone on your team including yourself; any omissions will result in a -25 point penalty. **Evaluations will be taken in consideration when assigning group grades.**

***if you do not participate in the team project or receive a grade below 70% on the team project the highest grade you can earn in the class is a C.

NO LATE ASSIGNMENTS ARE ACCEPTED

IF YOU DO NOT DO AN ASSIGNMENT, YOU DO NOT RECEIVE A ZERO, YOU RECEIVE THE NEGATIVE VALUE OF THE ASSIGNMENT.

Final LETTER grades will then be assigned as follows:

FINAL POINTS	GRADE
1,000 to 900	**A**
899.9 to 800	**B**
799.9 to 700	**C**
699.9 to 600	**D**
599.9 and below	**F**

grades will not be rounded up

COURSE SCHEDULE

This is a tentative schedule and is subject to modification; if modified students will be notified via an announcement on CANVAS. PLEASE NOTE – except for week 1 which begins on Monday and week 7 which ends on Thursday at 12:00 noon (pm) central time; all weeks begin on Sunday at 12:01 a.m. Central Time and end on Saturday at 11:59 p.m. Central Time. PLEASE NOTE THE WEEK FOR SPRING BREAK IS NOT COUNTED AS A WEEK

OF CLASS. You may work ahead but you must work in a progressive order, i.e. one week's work is complete you can then move to the next week. This is a very fast paced and intense course carefully check your schedule and time commitments.

Date/Week	Topics	Assignments
WEEK 1 **Monday February 28 to Saturday March 5**	Class Begins Complete the Getting Started section of the course.	• Syllabus/Getting Started Bonus Quiz –must be completed by Saturday March 5 at 11:59 pm central time. • Discussion Board (you must post your **original post—no later than March 1 by 11:59 pm central time**). You need to be active on the DB the entire week until **March 5** • Read Article 1 • Obtain the book
Sunday March 6 to Saturday March 12	SPRING BREAK You may work ahead -but it is your choice.	SPRING BREAK
WEEK 2 **Sunday March 13 To Saturday March 19**	What is Marketing Consumer Behavior The Marketing Plan	• Word Cloud 1 –what is marketing -words must be submitted by **Monday March 14 by 11:59 pm central time** • Chapters 1,3, and 16 • Modules 1, 3, and 16 • **Chapter and Module knowledge check Quizzes 1, 3, and 16** • Quizzes for Modules and Chapters 1, 3 and 16 • Read Article 2
WEEK 3 **Sunday March 20 to Saturday March 26**	Business Buying Behavior Marketing Segmenting	• Word Cloud 2- What is Value? Must submit words by **Monday March 21 at 11:59 pm central time.** • Chapters 4 & 5 • Modules 4 & 5 • Quizzes for Modules and Chapters 4 & 5 Article 3
WEEK 4	Creating Offerings	• Word Cloud 3 - what is a product? Must submit words

Sunday March 27 to Saturday April 2	Developing and Managing Offerings Using Information	by **Monday March 28 at 11:59 pm central time.** • Chapters 6, 7, & 10 • Modules, 6, 7, &10 • Quizzes for Modules and Chapters 6, 7, & 10 • Individual—create an OTC drug assignment
WEEK 5 **Sunday April 3 to Saturday April 9**	IMC and Traditional Marketing, Digital Marketing, Professional Selling	• Chapters 11, 12, & 13 • Modules 11, 12, & 13 • Quizzes for Modules and Chapters 11, 12, & 13 • Word Cloud 4-What is promotion (in respect to marketing)? Must submit words **Monday April 4 11:59 pm central time.** •
WEEK 6 **Sunday April 10 to Saturday April 16**	Customer Satisfaction and Empowerment Price the Only Revenue Generator	• Chapters 14 & 15 • Modules 14 & 15 • Quizzes for Modules and Chapters 14 & 15
WEEK 7 **Sunday April 17 to Thursday April 21**	Group Project Time -	• **FINAL PROJECT AND EVALUATIONS ARE DUE on Thursday April 21 at 12:00 pm (NOON) Central Time.**

IMPORTANT DATES:

- **FEBRUARY 28 – CLASSES BEGIN**
- **MARCH 1 FINAL FILING DEADLINE FOR SPRING 2022 GRADUATION**
- **MARCH 6-12 -SPRING BREAK**
- **APRIL 1-REGISTRATION FOR FALL 2022 BEGINS**
- **APRIL 7- LAST DAY TO WITHDRAW FROM CLASS**
- **MAY 7-SPRING COMMENCEMENT**

ACADEMIC DISHONESTY STATEMENT

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work

of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

UNIVERSITY POLICIES

The link below takes you to the university policies on Students Rights and Responsibilities', Grade Replacement/Forgiveness and Census Date Policies, State-Mandated Course Drop Policy, Disability Services, and the Social Security and FERPA Statement.

https://www.uttyler.edu/academic-affairs/files/syllabus_information_2021.pdf

TECHNICAL INFORMATION

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903-565-5555, or on the left-hand menu bar is a question mark (with the word Help underneath it). If you click the question mark you will be able to directly access Canvas Support via live chat or phone.

TECHNICAL INFORMATION

1. It is recommended that you use the internet browsers **Google Chrome** or **Mozilla Firefox** when using Canvas. If you do not have one of those browsers, you may want to download one or both to your computer.
2. If you already have one of the recommended internet browsers on your computer, you may need to update plug-ins that are needed to use all features of Canvas. These plug-ins include:
    - **Adobe Reader**
    - **Adobe Flash Player**
    - **Java**
3. Please review the **UT Tyler Student Resource for Blended and Online Courses**.

Please Note: The videos for this course are hosted in YouTube. To view at the highest quality, please adjust each video to HD quality. You can also turn on Closed Captioning and/or view the transcript.

Quick Canvas Tips

- Use the **Previous** and **Next** buttons at the bottom of the page to move through pages of the Modules.
- Some links may be followed by a **"Preview the Document"** icon which, when selected, will open the in-line preview to allow you to view the document on the page without downloading. If you click the text link, the document will download to your computer or device.
- Links that will open an external website or page will show the **"Links to an External Site"** icon following the link.

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.
http://www.learnthenet.com/learn-about/netiquette/index.php

Appendix 4: UT Tyler Strategic Plan

A MESSAGE FROM THE PRESIDENT

As a comprehensive public institution, The University of Texas at Tyler empowers students, patients, and community members to elevate their education and health through life — changing academics, research, and advanced healthcare delivery. We accomplish this impact through deep and intentional partnership and collaboration. Put simply, we *Rise as One*.

Every day, we look to forge meaningful connections throughout East Texas — with community colleges and school districts, with industrial and corporate partners, with non-profits and social service agencies, and with healthcare providers. Every significant accomplishment we reach is realized through collaborating both internally and externally and innovating together.

UT Tyler is growing to meet the needs of a growing East Texas and rising to become a destination university — recognized for our academic and research distinction. By combining our intellectual capital and advancing to a Carnegie Institute Research Two (R2) designation, we lay the foundation to build a major research enterprise in East Texas, one that serves as a

local, national, and international resource in academics and health care.

This strategic plan lays out the roadmap to reach greater heights in service to our region and beyond. We will continue to focus on enriching our student experience and elevating economic opportunity and social mobility for our students. We will partner and collaborate in service to our community. Harnessing and nourishing the intellectual depth and expertise of our faculty, we will advance excellence in teaching, research, and healthcare. And through it all, we will ensure sustainability and foster accountability.

We thank our community supporters, the UT System, and the UT System Board of Regents for making this possible. Together, we will *Rise as One.*

Kirk A. Calhoun, MD, FACP
President

Our MISSION

UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public service, and advanced healthcare delivery.

Our VISION

UT Tyler will be an impactful, values-centered institution unified in common purpose; a community that fosters opportunity, committed to providing a uniquely balanced student experience and improving the quality of human life.

Our VALUES

SERVANT LEADERSHIP

EXCELLENCE

ACCOUNTABILITY

DIVERSITY

UT TYLER 2022-2026

STRATEGIC PLAN FRAMEWORK

PRIORITY

Enrich

THE STUDENT EXPERIENCE

GOALS

Increase student mentorship, experiential learning, and professional development opportunities for students.

Promote student engagement.

Increase research experiences to be broadly available to all graduate and undergraduate students.

Support a growing student body by advancing a culture of equal opportunity and success.

PRIORITY

Elevate

ECONOMIC OPPORTUNITY AND SOCIAL MOBILITY FOR OUR STUDENTS

GOALS

Increase educational impact to meet the demands of Texas learners through enrollment growth to 15,000 students by 2027.

Enhance the delivery of flexible programs and additional supports for students.

Increase the number of quality academic and cocurricular programs across all disciplines.

Be the destination institution for students seeking careers in health professions.

Ensure student success through achieving excellence in outcomes assessment.

PRIORITY

Partner & Collaborate

IN SERVICE TO OUR COMMUNITY

GOALS

Be a Carnegie Community-Engaged University.

Establish a workforce pipeline that creates a positive impact on the community and all East Texas.

Foster communication and an inclusive culture among all stakeholders.

Lead innovation on care delivery and research models for complex populations in rural communities.

PRIORITY

Ensure

SUSTAINABILITY AND FOSTER ACCOUNTABILITY

GOALS

Establish efficiencies to make college education more affordable.

Grow philanthropic giving necessary to support the institution's mission.

Create a culture of accountability and transparency.

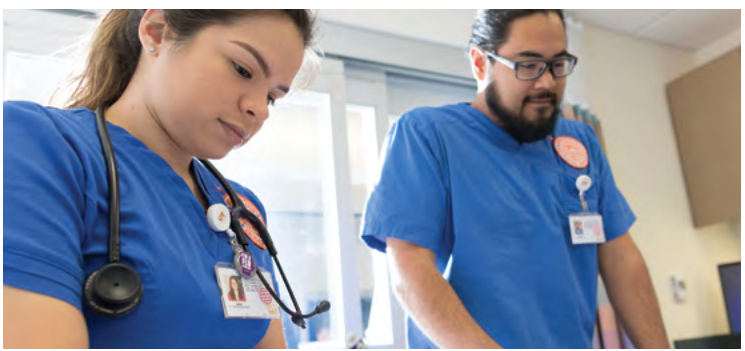
Expand infrastructure and facilities to support university growth.

Pursue opportunities to diversify revenue sources.

PRIORITY

Advance

EXCELLENCE IN TEACHING, RESEARCH, AND HEALTHCARE



GOALS

Invest in current faculty and staff, creating a campus culture of belonging.

Double research expenditures by 2027.

Leverage growth trajectory and reputational momentum to attract diverse talent.

Grow medical education and other health education programs to serve East Texas providers and caregivers.

UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

SOULES COLLEGE OF BUSINESS
GOVERNANCE POLICY AND BYLAWS

This document contains the bylaws of the Soules College of Business (hereinafter, College) at The University of Texas at Tyler. These bylaws are binding upon administrators and Faculty of the college unless they are in conflict with University policy as outlined in the Handbook of Operating Procedures (HOP) or Regents' Rules.

I. Membership and Responsibilities of the College Faculty

A. Composition

1. Voting members of the College shall include all faculty with a 50% or greater appointment in the college at the rank of professor, associate professor, assistant professor, senior lecturer or lecturer, except that only tenured and tenure track faculty may vote for membership on the College Tenure and Promotion Committee.

2. All voting members of the College are eligible to serve in any capacity of College governance unless prevented by HOP or Regents' Rules except that only tenured professors may serve on the College Tenure and Promotion Committee.

3. Full-time faculty with split appointments will vote in the unit (department/program) in which they are tenured or tenure-track, or in the department/program they declared when joining the College.

4. Adjunct members of the Faculty, professor emeriti, and associate professor emeriti may participate in Faculty meetings but may not vote, hold office, or serve on standing committees of the College.

5. College and University administrators with the rank of Department Chair, School Director, Associate Dean, or Dean whose appointments in the College and primary responsibilities are administrative (50% or higher) shall not be voting members.

B. Responsibilities

1. Subject to conformity with established University policies, the Faculty shall initiate and review College policies related, but not limited to, the following: curriculum design and requirements; methods of conducting its educational programs; faculty status and related personnel matters; the selection, evaluation, and retention of College administrators.

In accord with its policies, the Faculty shall be responsible for initiating proposals to add, delete, or change the curricula of the college. The Faculty also makes

recommendations concerning appointments, re-appointments, decisions not to reappoint, promotion, granting tenure and dismissals of faculty members; selection, evaluation and retention of the College administrators; and rules and structures under which the College functions. The Faculty participates in the College's planning process and supports any relevant accreditation efforts.

2. To ensure the principle of shared governance and to promote effective coordination between the Faculty, Department Chairs, and the Dean, decisions should follow from deliberations between the parties and then be communicated to the relevant parties. The Faculty recognizes the responsibilities of the Dean and the Department Chairs regarding such administrative matters as budget preparation, allocation of resources, scheduling, and communication. The Dean and Department Chairs recognize the expertise and the responsibilities of the Faculty regarding such academic matters as the curriculum, faculty status, tenure, and promotion.

3. The Faculty may exercise its responsibilities through the representative committees and units of the College.

II. Faculty Meetings

A. Meeting Requirements

1. The Faculty of the College shall meet at least once each semester to hear reports from the Dean concerning the affairs of the College and to consider matters for its information, consideration, or approval.

2. The Dean shall call and preside at all meetings, and a secretary shall maintain a record of the proceedings.

3. Reports, minutes, and documents shall be preserved in accordance with University policy for each meeting. These documents will be submitted to the Dean's office where they will be made accessible to the faculty.

4. Meetings should be conducted according to the current edition of Robert's Rules of Order. The Dean's office shall have at least one current edition of Robert's Rules of Order on file and available to faculty.

5. The chair or designee of each College committee shall report on their major activities during the spring College-wide faculty meeting. A formal written report should be turned into the Dean's office in order to maintain records for accrediting agencies.

B. Voting Guidelines

1. Voting on any issue raised at a meeting requires a quorum of over 50% of the voting faculty of the College.

2. Absent a quorum, campus mail/email voting may be conducted providing all voting faculty members with an opportunity to participate.

3. Passage of any issue requires a simple majority of the votes cast from the quorum participating.

4. A secret ballot vote shall be conducted for the College Tenure and Promotion Committee and wherever otherwise necessary or requested by a committee member to obtain a fair vote on sensitive issues deliberated during other committee meetings. Similar writing instruments and ballots should be provided to assist with member anonymity.

5. Faculty may elect to vote by proxy if they cannot attend a meeting, however, a written note signed by the absentee faculty member must be submitted to the person in charge of conducting the vote. This note should list why the faculty member cannot attend the meeting and who is their proxy.

C. Amendment of Bylaws

1. These Bylaws may be amended at any meeting of the college by a majority vote, provided that the amendment has been submitted in writing to the Faculty at least one day prior to the vote.

2. The College Governance Committee will be required to post College bylaws as amended by the Faculty.

III. Standing Committee General Guidelines

A. Election of Committee Members

1. All faculty representatives on standing committees shall be elected by the Faculty at the end of the spring semester for a term of two academic years to start in the fall semester of the next academic year.

2. The College committees shall be composed of at least one member from each of the departments of the College.

3. For each of the department positions, a majority of votes cast by the eligible voting members of the department shall be required to elect.

4. For the at-large positions, a majority of votes cast by the eligible voting members

of the College shall be required to elect.

5. Committee members may appoint a designee or alternate when they are unavailable for service as long as the chair of the committee is notified in writing at least one day in advance. This individual has all the official rights of the person being replaced.

B. Terms of Office, Selection of Chair, and Meeting Restrictions

1. Terms of office shall be staggered in order that not more than two-thirds shall expire at the same time.

2. Immediately following the elections, the College Governance Committee shall prepare and distribute a list of the members of all committees to the faculty of the College. Term dates will also be listed.

3. The first faculty member listed on each committee shall call a meeting for the purpose of electing a chair.

4. When a faculty member is unable to fulfill a term, the Dean or Associate Dean may appoint a faculty member to serve in this position until Faculty elect a replacement to serve out the unexpired term.

5. Meetings of standing committees, except the College Tenure and Promotion Committee shall be open to all members of the Faculty. The College Faculty and Staff Awards and Research Committee.

C. Existing College Standing Committees

The standing College committees include:

1. College Undergraduate Curriculum and Assessment (staggered 3 year term)
2. College Tenure and Promotion Committee
3. College Governance Committee
4. College Graduate Curriculum and Assessment Committee (staggered 3 year term)
5. College Faculty and Staff Awards and Research Committee

The administration and faculty may suggest additional committees as necessary.

D. Term Limits and Service Restrictions

1. No more than one member from the same College unit (department/program) may serve concurrently on the same standing committee unless the other member is an at-large member.

2. First year tenure track faculty should not be required to serve on any College committees unless under extenuating circumstances where their expertise is required.

3. Non-tenure track faculty members may serve on all College committees except the College Tenure and Promotion Committee and The College Faculty and Staff Awards and Research Committee.

4. All terms on College committees are for a two-year period unless otherwise specified.

IV. Standing Committees

A. The College Undergraduate Curriculum and Assessment Committee (UCA)

1. The UCA consists of a member elected from each discipline. The Associate Dean (nonvoting), the College Assessment Coordinator (nonvoting), and College representative to the University Undergraduate Council (nonvoting unless there is a tie vote) will also serve on this Committee. Elected Committee members serve a staggered three-year term.

2. The UCA must meet at least once each month during fall and spring academic terms and once during the summer to address undergraduate curriculum matters, review and maintain required accreditation documentation, and address any issues, including standard revisions mandated by AACSB, SACS, ATMAE and other relevant accrediting bodies or other external review teams. The summer semester meeting may be conducted virtually.

3. The members elect a Chair from their number where the Chair will serve throughout the term.

4. A copy of all documentation for AACSB, SACS, ATMAE and other reaccreditation or external review must be provided to the Dean's office.

5. All undergraduate level curriculum and assessment issues will be addressed through this Committee before being sent to the appropriate University committee or other responsible unit.

B. The College Tenure and Promotion Committee (T&P)

1. The T&P committee is defined in the Tenure and Promotion Policy

2. No person may serve on this committee during any academic year in which he or she is under consideration for tenure and/or promotion.

3. The members elect a chair from their number for a one-year term.

C. The College Governance Committee (GC)

1. The GC consists of one faculty member from each department, elected for staggered two-year terms.

2. The members elect a chair from their number for a one-year term.

3. Immediately following College committee elections, the GC shall prepare and distribute a list of the members from all committees.

4. The GC is responsible for any revisions in the governance documents and posting the revisions to the bylaws.

5. The GC is responsible for maintaining records of faculty regarding College and University committee assignments.

D. College Graduate Curriculum and Assessment (GCA) Committee

1. The GCA consists of a member elected from each discipline. The Director of Graduate Programs (nonvoting), the College Assessment Coordinator (nonvoting), and College representative to the University Graduate Council (nonvoting unless there is a tie vote) will also serve on this Committee. Elected Committee members serve a staggered three-year term.

2. The GCA must meet at least once each month during the fall and spring semester and once during the summer semester to address graduate curriculum matters, review and maintain required accreditation documentation, and address any issues including standard revisions mandated by AACSB, SACS, ATMAE and other relevant accrediting bodies or other external review teams.

3. The members elect a Chair from their number where the Chair will serve throughout the term.

4. A copy of all documentation for AACSB, SACS, ATMAE and other reaccreditation or external review must be provided to the Dean's office.

5. All graduate level curriculum and assessment issues will be addressed through this Committee before being sent to the appropriate University committee or other responsible unit.

E. College Student Awards and Scholarship Committee (SAS)

1. The SAS will be comprised of one faculty member from each of the departments as well as the College's Graduate 00Pprograms Director. The A ssociate Dean is a member of the committee and is a non-voting member unless there is a tie vote.

2. The members elect a Chair from their number for a one-year term.

3. This Committee will vote on student award and scholarship matters based upon funding allocations provided by the Dean's office.

4. The SAS should plan any awards ceremony involved with this Committee.

5. The SAS must maintain records of all documents involved with the selection process of student awards and scholarship recipients and submit a copy of this information to the Dean's office.

F. College Faculty and Staff Awards and Research Committee (FSAR)

1. The FSAR will be comprised of one faculty member from each of the departments and one staff member. The Associate Dean is a member of the Committee and is a non-voting member unless there is a tie vote.

2. The members elect a chair from their number for a one-year term.

3. This Committee will vote on faculty and staff award and research matters based upon funding allocations provided by the Dean's office.

4. Faculty and staff awards and research is based upon specific guidelines that have been previously developed and posted on the College's website.

5. The FSAR should plan any awards ceremony involved with this Committee.

6. The FSAR must maintain records of all documents involved with the selection process of faculty awards and research recipients and submit a copy of this information to the Dean's office.

G. Strategic Planning Committee (SPC)

1. The SPC shall consist of the Dean (Chair), Associate Dean, and one representative from each discipline elected by each member of that discipline, and one representative from staff.
2. Each member will serve a term of two years.
3. The SPC will meet at least once each academic year to review and advise the Dean on the College strategic plan.

V. Ad Hoc Committees

The committee may consider any governance issue not covered under the purview of another standing committee if requested to do so by the Dean. The GC may recommend additional college faculty meetings to the Dean as needed. The GC shall prepare a slate of candidates for each standing committee and faculty senate vacancy, and conduct the election to fill such vacancies.

VI. Faculty Senate Representation

Representatives on the faculty senate will be selected by the eligible voting members of the faculty.

VII. University Graduate Council

The Graduate Council is responsible for all matters relating specifically to graduate programs including admission, curricula, programs, policies and procedures, and evaluations. The elected member must be a member of the college faculty who teaches graduate level course work.

Appendix 6: Soules College of Business Risk Analysis and Remediation Plan

Risk Description	Likelihood of Risk Occurring	Impact if the Risk Occurred	Severity (Based on Impact and Likelihood)	Mitigating Actions(s)	Responsible Parties
Continued decline in graduate (on-line MBA) enrollment due to increasingly competitive MBA environment since the COVID-19 pandemic	**High**	**High**	**High**	• Improve retention • Align internal application to enrollment processes with market needs (48 hours) • Contract with external partners to more effectively market the MBA • Create specialized MS degrees addressing market needs • Develop interdisciplinary graduate degrees with College of Engineering, College of Allied Health, etc. • Develop graduate certificates and micro-credentials	Associate Provost for Online Education, Office of Graduate Studies (OGS) Faculty, Department Chairs, Deans, and Office of Academic Affairs
Government legislation and/or UT system policies restricting the use of third party outside program management (OPM) providers in higher education	**Medium**	**Medium**	**Medium**	• Develop marketing plans for different programs and degrees with internal UT Tyler Marketing Department and/or fee for service providers	VP of Marketing, Dean, Department Chairs
Expected retirement of several tenured faculty members over the next 2-3 years who hold leadership positions in the College	**High**	**Medium**	**High**	• Identify and prepare more junior tenured/tenure-track faculty for leadership roles in the College	Dean, Department Chairs
Increased University emphasis on healthcare and related professions making future advancement/fundraising opportunities more challenging	**Medium**	**Medium**	**Low**	• Develop vision for the College which clearly communicates the value proposition of the Soules College of Business to community stakeholders. Increase alumni efforts	Dean, Chairs, and Faculty, Soules College of Business Advancement Director, VP of Advancement

SOULES COLLEGE OF BUSINESS

TENURE AND PROMOTION POLICY

This document is based on the requirements described in the UT Tyler HOP Sects 3.3.4 for tenure and 3.3.5 for promotion and articulates the tenure and promotion expectations for the Soules College of Business. It is believed that a clear statement of tenure expectations is valuable to both current and new faculty. Before articulating the expectations, guidance is offered about how this statement of expectations should be interpreted and applied.

1. The tenure and promotion guidelines set by the College and/or The University of Texas system may change during a faculty member's probationary period. The faculty member will be notified of such changes and will be expected to meet any new guidelines unless otherwise notified in writing by the Dean.

2. These expectations are not a statement of minimum standards. Failure to meet the expectations may result in a negative tenure recommendation. However, meeting or exceeding the expectations does not automatically guarantee a positive tenure recommendation. Instead, these expectations are intended to guide performance and decision making, considering all relevant factors.

3. These expectations are based on the assumption that untenured faculty will be on no more than a "3-3" teaching load in each of the years prior to the tenure decision.

4. These expectations are designed for faculty applying for tenure at the beginning of the sixth year following their date of hire. Other factors such as employment at other universities or previous employment at UT Tyler in a non-tenure track position may create exceptions to the presented guidelines. These exceptions must be specified in the initial contract/offer letter, and approved by the Dean and Provost.

Rationale

Developing tenure expectations is important for a variety of reasons. Some of the more important reasons include:

- A clear statement of research expectations is important to the SCOB's effort to move to the next level of national recognition.
- Teaching excellence remains central to our mission. A clear statement of teaching expectations reaffirms our commitment to teaching excellence.
- Documentation of clear tenure expectations is an important factor in our AACSB review process and ongoing continuous improvement efforts.
- A clear statement of tenure expectations will guide the performance of untenured faculty.

Adopted September 2009
Revised August 2012
Revised April 2015
Revised October 2020

Guidelines for Research

Journal Lists

Following accreditation standards (e.g. AACSB, ATMAE, etc.), the impact of faculty research, a measure of the quality, will be determined using journal lists categorized by published impact factors. The journal lists should be used by faculty members to set their research agendas. There are significant differences across the various academic fields within the Soules College of Business. Therefore, each discipline within the College will develop a ranked journal list based on a readily available impact metric. The impact metric will be used to rank the journal list into the categories of A+, A, and B (replacing the exceptional, meritorious, and good categories previously used). The specific impact metric and the category cutoffs must be approved by the SCOB Leadership Council. The Dean will have final approval. The initial journal lists will be reevaluated after one year (Spring 2016) and revised as appropriate. Subsequently, the journal lists will be reevaluated every five years with changes becoming effective immediately.

Research Expectations

The research expectations are that a faculty member at the beginning of his or her sixth year will have, *at the minimum*, one the following (see SCOB approved Journal Lists for A+, A, and B-level journals):

1. Four A publications and other scholarly activities, or
2. Three A publications plus two B-level publications and other scholarly activities, or
3. One A+ and one A publication plus two B-level publications and other scholarly activities, or
4. One A+ and two A publications and other scholarly activities, or
5. Two A+ and other scholarly activities.

A significant externally funded grant requiring basic research may substitute for one A-level journal. Other grants may be counted in other scholarly activities listed below.

Other Scholarly activities include:

- Editor or Associate Editor of a journal
- Journal Editorial Review Board membership
- Books (scholarly or textbook)
- Presentations at national conferences
- Book chapters
- Peer reviewed publications not on the journal list
- Edited volumes
- Grants

To receive promotion/tenure, the faculty member is expected to demonstrate, through published research, the ability to perform basic research in his or her discipline including conceptualization, building theory, and appropriate methodology. Published research is expected to conform to the following:

- Sole or lead author on some of the published research,
- Ideally, no more than four authors,
- Basic vs pedagogical research (although basic research about teaching is acceptable), teaching cases are considered pedagogical,
- Some cross disciplinary research within the College is acceptable if it clearly applies applicant's discipline to another field,
- Providing the methodology to research will not be sufficient.

Because promotion and tenure uses past performance as an indicator of future performance, evidence of a consistent pattern of ongoing research is required.

The evaluation of research will include an external review from peers outside the University. The process for selecting outside reviewers is discussed in the HOP sections 3.3.4 and 3.3.5.

The quality of research is valued over the quantity of publications. As a result, an increase in the number of A+ and/or A publications may decrease the expected number of B level publications. Increases in the number of B publications, however, does not necessarily reduce the number of expected A+ or A publications.

The standards for tenure exceed the standards for promotion to Associate Professor. Thus, someone may be hired as an Associate Professor or promoted to Associate Professor without tenure. Rarely would a faculty member be granted tenure without promotion to Associate

Professor. These expectations assume a faculty member with a six-year probationary period, and, thus, the research considered is work done while at UT Tyler. In the case of a faculty member hired with credit towards tenure, research published prior to joining the SCOB may be considered along with the work done at UT Tyler. Any such consideration must be approved by the department chair, Dean and the Provost and articulated in writing in the offer letter or a separate agreement at the time of hire.

Guidelines for Teaching

All faculty members seeking tenure are expected to have demonstrated teaching competency in multiple levels of a department's course offerings. Untenured faculty members should regularly receive acceptable teaching evaluations from students. Untenured faculty members often develop as teachers gain experience. Thus, student evaluations received in later years may be weighed more heavily than those received in earlier years. Faculty members are also encouraged to engage in innovative teaching practices. Not all of these innovations will be successful. Thus, decisions will be based on an overall pattern of teaching evaluations rather than on the evaluations received from any single course or section. It is explicitly recognized that there are many ways to evaluate teaching effectiveness and that demonstrating teaching effectiveness may involve data from sources other than students. Thus, new faculty members are encouraged to develop a teaching dossier with multiple indicators of teaching success. Faculty may also submit observations of teaching from peers.

Teaching Expectations

It is recognized that there is not a generally accepted definition of teaching excellence. Thus, we are open to alternative methods of demonstrating teaching effectiveness and encourage individual faculty members to develop a teaching dossier that is consistent with his or her beliefs about and approach to teaching. In addition, we will consider more traditional measures of teaching effectiveness including course coverage, rigor and content, assessment techniques, and student evaluations of teaching.

- Prior to the tenure decision, all faculty members are expected to demonstrate teaching effectiveness in multiple courses and at multiple levels. We realize that teaching loads are determined by departmental needs. Thus, deviations from this expectation are acceptable when dictated by resource constraints in the department.
- All faculty members are expected to view the design and delivery of multi-section courses as a collaborative effort and willingly contribute to coordination efforts for multi-section courses. Such coordination efforts might include covering jointly determined content, participating in common assessment techniques, and using jointly determined educational materials in multi-section courses. All faculty members are expected to fully embrace the SCOB Assurance of Learning (AOL) policies and procedures and support those that pertain directly or indirectly to their teaching assignments.

- All faculty members are expected to generate an acceptable pattern of student evaluations of teaching. Although it is impossible to specify completely what constitutes an acceptable pattern of student evaluation, it is expected that (1) teaching evaluations are consistent with the departmental mean, or above 4.0 (on a scale of 5), (2) very few poor teaching evaluations, defined as below 3.5, and (3) at least some very good teaching evaluations, defined as 4.25 or above. Untenured faculty members are expected to improve their teaching as they gain experience, and, thus, longitudinal trends will be considered as patterns of student evaluation of teaching are interpreted.

Guidelines for Service

Service expectations are expected to vary in nature across departments and to vary across the probationary period of an untenured faculty member's career. Generally, new faculty members should expect to be protected from service commitments during their first year or two (depending on departmental needs) and to engage in limited service activities prior to tenure. External professional service activities that bring recognition to the SCOB, such as review activities for major journals or conferences and participation in professional organizations, are encouraged.

Service Expectations

The most important activity for a new faculty member is to become engaged in the research and teaching agenda of the department. New untenured faculty members are encouraged to reduce their focus on service and increase their focus on research and teaching. As a faculty member moves toward review for tenure, his or her service contribution should increase. However, internal service commitments should not detract from teaching, research, or external service that enhances the reputation of the department or the Soules College of Business. Leadership service to relevant academic societies and ad hoc reviewing for major journals is valued.

- All faculty members are expected to participate regularly in department and College faculty meetings and other department and College activities.

- Prior to tenure review, untenured faculty members are expected to serve on at least one College committee or taskforce.

- All faculty members are expected to be available for regular informal interactions with other department members and graduate students (when appropriate).

- Participation as an ad hoc reviewer of journals on the SCOB journal list or for national conferences is highly desirable.

Guidelines for Collegiality

The SCOB promotes strong collegiality. As defined in the HOP, "Collegiality addresses such issues as the candidate's compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and College, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students" (HOP, 3.3.4).

All faculty are expected to demonstrate collegiality. An ongoing and systematic effort to engage in collegial behavior is a requirement for tenure and promotion.

Guidelines for Promotion to Professor Rank

According to HOP 3.3.5, appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research. Therefore, to be qualified for promotion to Professor Rank, a faculty member must meet, at the minimum, the following research expectations since he or she was promoted to Associate Professor (see SCOB approved Journal Lists for A+, A, and B-level journals):

1. Three A publications plus two B-level publications and other scholarly activities, or
2. Four A publications and other scholarly activities, or
3. One A+ and one A publication plus two B-level publications and other scholarly activities, or
4. One A+ and two A publications and other scholarly activities, or
5. Two A+ and other scholarly activities.

A significant externally funded grant requiring basic research may substitute for one A-level journal. Other grants may be counted in other scholarly activities listed below.

Other Scholarly activities include:

- Presentations at national conferences
- Book chapters
- Books (scholarly or textbook)
- Peer reviewed publications not on the journal list
- Edited volumes
- Grants
- Editor or Associate Editor of a journal
- Journal Editorial Review Board membership

Beyond the research expectations, additional evidence demonstrating a level of service appropriate to the more senior rank should be presented. That is, the faculty member must have actively participated in professional service as well as active involvement in department, college and university service. The minimum time required as an Associate Professor is outlined in the HOP.

Evidence of strong research should be documented through journal publications and also through peer recognition of the candidate's reputation by independently-known scholars nationwide. Consequently, external letters of review from peers outside the University will be required for faculty members applying for Professor as per HOP guidelines.

Process and Timetable for Tenure and Promotion Decisions

The tenure and promotion committees in each department shall consist of the following:

1. The tenure committee for each department shall be composed of all tenured faculty in the department and is responsible for making recommendations to the Department Chair regarding tenure for individual candidates and for reviewing the tenure-track faculty in their third year review.

2. The promotion committee shall consist of all members of the department who have academic rank at least one level above the candidate. When there are fewer than three eligible faculty in a department, the Dean in consultation with the candidate, will select eligible faculty from similar or related departments. Chairs of the departmental committees on tenure and promotion are elected by members of the committee.

3. The College Committee on Tenure and Promotion shall consist of one faculty member from each discipline area (accounting, finance, management, marketing, computer science, technology, and HRD) elected by all members of each respective department. To be eligible to serve on the College Tenure and Promotion Committee, the faculty member must be tenured and hold the rank of Associate Professor or higher. Members of the committee will serve a two-year staggered term with election being held before the end of September.

4. The Chair of the College Tenure and Promotion Committee will be determined annually by a vote among the elected members of the committee. Members of the College Promotion and Tenure Committee who hold the rank of Associate Professor may not vote on candidates for promotion to the rank of Professor.

The Department Chair and the Dean do not participate in the department or College Tenure and Promotion committee meetings. The Department Chair offers an independent recommendation regarding tenure and promotion after receiving input from the department committee. No individual shall serve as a voting member of any promotion committee during an academic year in which he or she is under consideration for promotion, nor shall any individual make a vote or recommendation on his or her promotion.

External letters of review from peers outside the University will be required for tenure-track faculty members applying for promotion to the rank of Associate Professor or Professor. The process for the selection of outside reviewers is discussed in the Handbook of Operating Procedures sects 3.3.4 and 3.3.5. At no time after the deadline for submission of the materials may candidates for promotion and tenure add additional materials or withdraw materials from the file without the permission of the Dean. All members of the committee involved in tenure and promotion decisions are expected to respect the confidentiality of the proceedings at all times. Candidates will be notified in writing of the decision at each stage of the process.

Timetable for Tenure and Promotion Decisions

September 1: Each faculty member who will be a candidate for promotion and/or tenure will provide a list of potential external reviewers, a CV, and reprints of journal articles.

October 15: Candidates for tenure and/or promotion will submit materials to the Department Chair.

October 15: All letters from outside reviewers must be received by the Department Chair.

November 1: Department committees on Tenure and Promotion will submit their materials for each candidate to the Department Chair.

November 15: Department Chairs forward candidates' supporting materials and recommendations to the College committee.

December 1: The College Tenure and Promotion Committee will submit their recommendations to the Dean.

January 7: The Dean of the College submits candidates' supporting materials and recommendations to the Provost.

February 1: The Provost notifies President of tenure and promotion recommendations.

March 1: The President notifies faculty of decision on promotion and tenure.

Third Year Review for Tenure Progress

September 1: Candidates are notified at the beginning of their third year of their pre-tenure review.

February 1: Candidates for the pre-tenure review must submit materials to the Departmental Committee.

February 15: Departmental Committee reports its recommendation to the Department Chair.

March 1: Department Chair forwards recommendation and materials to the College Tenure and Promotion Committee.

March 15: College committee forwards recommendations and materials to the Dean.

April 1: Dean of the College informs candidates of the decision.

Periodic Performance Evaluation of Tenure Faculty

The purpose of this policy is to provide for the periodic evaluation of tenured faculty as set forth in the HOP. A discussion of the guidelines and procedures for post tenure review are identified in HOP Sect 3.3.6..

Process and Timetable for Post-Tenure Decisions

Process

1. The Provost's office will provide a list of all faculty scheduled for Post-Tenure review to the Dean of the college for dissemination to the Department Chairs.
2. The guidelines in section 3.3.6 of the Handbook of Operating Procedures will be followed.

Timetable

1. September 1. Each Department Chair will notify their faculty members who are scheduled for post-tenure review and direct them to the guidelines.
2. September 1. Candidates for post- tenure will submit materials to the Chair of their department.
3. September 15. Department Chairs forward supporting materials and recommendations to college tenure and promotion committee.
4. October 15. The college tenure and promotion committee submits the supporting materials and their recommendations to the Dean.
5. November 1. The Dean forwards the recommendation to the Provost.

Post-Tenure Dossier Format

Each post-tenure dossier will consist of one standard, three-ring black binder with a spine no thicker than one inch. The applicant's name and the action (Post-Tenure Review) must be clearly indicated on both the front cover and the spine of the binder.

The faculty member shall submit:

- curriculum vita
- all six Annual Evaluation reports (inclusive of the sixth year review)
- a summative report of student evaluations of teaching over the entire six year period
- a summary statement of professional accomplishments

The faculty may provide:

- a summative report of any peer observation of teaching over the entire six year period
- any additional materials the faculty member wants considered, such as a statement of professional goals and/or a proposed professional development plan.

TENURE RECOMMENDATION FORM FOR CURRENT ACADEMIC YEAR

Faculty Member Name _____

College _____

Department _____

Present Rank _____

Highest Degree_____ Year Awarded_____

Institution _____

Initial Appointment at UT at Tyler: Date: _____ Rank: _____

Years in Tenure Track While Employed at UT Tyler Prior to current Academic Year _____

Total Years Applicable to Tenure Including current Academic Year _____

ACTION OF COLLEGE	RECOMMEND Yes	RECOMMEND No	NO. OF VOTES Yes-No-Abstain-Recuse	CANDIDATE NOTIFIED ON
DEPARTMENT/SCHOOL				
DEPARTMENT CHAIR/DIRECTOR				
COLLEGE ADVISORY COMMITTEE				
DEAN				

Signatures

_____ _____

Chair, Department Recommending Body Date Chair, College Committee Date

_____ _____

Department Chair Date Dean Date

Revised 10/24/2012

PROMOTION RECOMMENDATION FORM FOR CURRENT ACADEMIC YEAR

Faculty Member Name_____

College_____

Department _____

Promotion Rank Sought _____

Have You Previously Applied for This Rank? (Y/N)_____ What years(s)_____

Highest Degree _____ Year Awarded _____

Institution _____

Initial Appointment at UT at Tyler: Date: _____ Rank: _____

Present Rank or Title_____

Have You Received Tenure (Y/N) _____ If So, Year Tenured_____

Total Years at Present Rank Applicable to Promotion Including the current Academic Year_____

ACTION OF COLLEGE	RECOMMEND Yes	RECOMMEND No	NO. OF VOTES Yes-No-Abstain-Recuse	CANDIDATE NOTIFIED ON
DEPARTMENT				
DEPARTMENT CHAIR				
COLLEGE ADVISORY COMMITTEE				
DEAN				

Signatures

_____ _____

Chair, Department Recommending Body Date Chair, College Committee Date

_____ _____

Department Chair Date Dean Date

Revised 10/24/2012
Revised 10/28/2020

RECOMMENDATION FORM FOR THIRD-YEAR REVIEW

Faculty Member Name_____

College _____

Department _____

Present Rank or Title_____

Highest Degree _____ Year Awarded _____

Institution _____

Initial Appointment at UT at Tyler: Date: _____ Rank: _____

Full-Time Professional Experience: _____ Non-College/University: _____
(Including current academic year)

Non-UT Tyler College/University: _____ UT Tyler Total: _____

ACTION OF COLLEGE	RENEWAL RECOMMENDED	RENEWAL NOT RECOMMENDED
DEPARTMENT TENURED FACULTY* (Assessment Attached)		
DEPARTMENT CHAIR (Assessment Attached)		
COLLEGE ADVISORY COMMITTEE		
DEAN		

Signatures

_____ _____
Chair, Department Recommending Body Date Chair, College Committee Date

_____ _____
Department Chair Date Dean Date

*Attach written assessment of faculty member's performance in each of the three areas-teaching-research/creative activity, and service.

Revised 10/24/2012
Revised 10/28/2020

RECOMMENDATION FORM FOR POST-TENURE REVIEW

Faculty Member Name_____

College _____

Department _____

Present Rank or Title_____

ACTION OF COLLEGE	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Unsatisfactory	Signature & Date
	Check one box below				
DEPARTMENT CHAIR					
Comments:					
SCOB P&T COMMITTEE					
Comments:					
DEAN					
Comments:					

ADDENDUM

TRANSITION TO NEW PROMOTION AND TENURE POLICY AND JOURNAL LIST

- The revised Promotion and Tenure Policy will be effective immediately with respect to promotion to full Professor following final approval of the policy by the SCOB Council and the Dean.

- The current Promotion and Tenure Policy will be in effect for those faculty members seeking Promotion and Tenure on September 2017. Those faculty members my use either the current journal list or the revised journal list or both. Following that date, all faculty members will come under the revised Promotion and Tenure Policy and Journal List.

Periodic Performance Evaluation of Tenured Faculty

The purpose of this policy is to provide for the periodic evaluation of tenured faculty as set forth in HOP. A discussion of the guidelines and procedures for post tenure review are identified in HOP Sect 3.3.6

Process and Timetable for Post-Tenure Decisions

Process

1. The Provost's office will provide a list of all faculty scheduled for Post-Tenure review to the Dean of the college for dissemination to the Department Chairs.
2. The guidelines in section 3.3.6 of the Handbook of Operating Procedures will be followed.

Timetable

1. September 1 xx. Each Department Chair will notify their faculty members who are scheduled for post-tenure review and direct them to the guidelines.
2. September 1 xx + 1 (i.e., the following year). Candidates for post- tenure review will submit materials to the Chair of their department.
3. September 15. Department Chairs forward supporting materials and recommendations to college tenure and promotion committee.
4. October 15. The college tenure and promotion committee submits the supporting materials and their recommendations to the Dean.
5. November 1. The Dean forwards the recommendation to the Provost.

Post-Tenure Dossier Format

Each post-tenure dossier will consist of one standard, three-ring black binder with a spine no thicker than one inch. The applicant's name and the action (Post-Tenure Review) must be clearly indicated on both the front cover and the spine of the binder.

The faculty member shall submit:

- curriculum vita
- all six Annual Evaluation reports (inclusive of the sixth year review)
- a summative report of student evaluations of teaching over the entire 6 year period
- a summary statement of professional accomplishments

The faculty may provide:

- a summative report of any peer observation of teaching over the entire 6 year period
- any additional materials the faculty member wants considered, such as a statement of professional goals and/or a proposed professional development plan.

RECOMMENDATION FORM FOR POST-TENURE REVIEW

Faculty Member Name_____

College _____

Department _____

Present Rank or Title _____

ACTION OF COLLEGE	Exceeds Expectations	Meets Expectations	Does Not Meet [illegible]	Unsatisfactory	Signature & Date
	Check one box below				
DEPARTMENT CHAIR					
Comments:					
CBT P&T COMMITTEE					
Comments:					
DEAN					
Comments:					

Revised March 4, 2020

Appendix 9: Journal List of Published Research

Fall 2017 – Spring 2022

European Journal of Information Systems - 1
Information Systems Journal – 2
International Journal of Advanced Computer Science and Applications -3
IEEE Transactions on Network Science and Engineering -1
IEEE Transactions on Computational Social Systems -1
Theoretical Computer Science – 2
Frontiers of Computer Science – 1
ACM Transactions on Knowledge Discovery from Data - 1
The Chronicle of Mentoring and Coaching – 1
Decision Sciences – 1
Information Systems Research – 2
Information Systems Frontiers – 3
Decision Support Systems – 1
IEEE Access – 2
CrossTalk - The Journal of Defense Software Engineering - 1
Peer-to-Peer Networking and Applications – 1
Journal of Combinatorial Optimization – 3
The Computer Journal – 1
Optimization Letters – 1
Applied Mathematics and Computation – 1
Theoretical Computer Science - 3
Information & Management – 1
Rutgers Business Law Review – 1
ALSB Journal of Employment and Labor Law -1
Journal of Legal Studies Education – 1
IMA Educational Case Journal – 2
Journal of Accounting and Finance -87
Journal of Accounting Education - 1
Oil, Gas and Energy Quarterly – 4
Journal of Applied Business and Economics - 2
Federation of Business Disciplines Journal – 1
American Journal of Management – 3
Journal of Higher Education Theory and Practice – 6
College and University Auditors Journal – 1
Journal of Budgeting, Accounting and Financial Management – 1
Journal of Strategic Innovation and Sustainability – 1
Journal of Business and Accounting – 3
Internal Auditing - 1
ACUA Ledger - 1
Cost Management - 2
Journal of Corporate Accounting & Finance – 1

International Journal of Business Research -1
International Journal of Managerial Finance – 1
Journal of Multinational Financial Management – 1
Quarterly Journal of Finance – 1
Review of Financial Economics - 1
North American Journal of Economics and Finance – 1
Journal of Behavioral and Experimental Finance – 1
Journal of Business Finance & Accounting – 2
Journal of Business Research – 11
Journal of Corporate Finance – 1
Journal of Economics and Finance – 1
Review of Financial Economics – 2
Review of Quantitative Finance and Accounting – 1
Journal of Managerial Issues – 1
Financial Review – 1
Quarterly Review of Economics and Finance -1
International Journal of Entrepreneurship – 1
Journal of International Education in Business – 1
International Education in Business – 1
International Journal of Finance – 1
Management Decision – 3
Journal of Consumer Marketing – 5
European Journal of Work and Organizational Psychology – 1
Human Relations – 2
Journal of International Business Studies – 1
Computers in Human Behavior - 1
Journal of Organizational Behavior – 1
Journal of Business Diversity – 2
European Journal of Operational Research – 1
Journal of Organizational Psychology – 1
Cyberpsychology, Behavior, and Social Networking – 1
Journal of Leadership, Accountability and Ethics – 1
Management Research Review – 2
Journal of Retailing and Consumer Services – 5
Journal of Marketing Communications – 2
Australasian Marketing Journal – 2
Journal of Interactive Marketing – 1
Marketing Education Review - 3
Business Strategy and the Environment – 1
Journal of Applied Psychology – 1
Journal of Family Business Management – 1
Human Performance – 1
International Journal of Entrepreneurship and Small Business - 1
Industrial Marketing Management – 4
Journal of Small Business and Enterprise Development – 1
Journal of Leadership, Accountability and Ethics – 1

Journal of Applied Behavioral Science – 1
Journal of Marketing Theory and Practice – 3
Journal of Business & Entrepreneurship – 1
Journal of Developmental Entrepreneurship – 2
International Journal of Entrepreneurship and Small Business – 1
Journal of Small Business and Enterprise Development – 1
International Journal of Entrepreneurship & Small Business – 1
Organization & Environment - 1
Management & Marketing – 1
Business Horizons – 1
The Journal of Digital Convergence – 1
Journal of Travel Research – 1
Journal of Product and Brand Management – 3
Journal of Consumer Behaviour – 2
Journal of Electronic Commerce Research – 1
International Journal of Production Economics – 1
Small Business Economics – 1
Cross Cultural & Strategic Management – 1

3.1.2 Recruitment and Appointment - Full-Time Faculty

A. Purpose

The purpose of this policy is to establish a uniform plan for the recruitment and hiring of full-time faculty.

B. Persons Affected

All full–time faculty, both tenure track and non-tenure earning.

C. Definitions

N/A

D. Policy

The University of Texas at Tyler accepts the obligation as a member of the community at large, and as a government contractor, to exercise an active and positive program of non-discrimination in all areas of employment. To that end the University is committed to equal employment opportunity and shall base employment decisions on the qualifications and merit of applicants.

Tenured appointments at the level of Associate Professor and Professor, including administrators holding faculty status, may be made when the appointed faculty member meets the tenure criteria for the University, the college, and the department. A recommendation for appointment of a faculty member with tenure is made to the Provost and Executive Vice President for Academic Affairs. The recommendation requires the concurrence of the majority of tenured faculty in the department, the chair of the department, and the Dean.

E. Responsibilities

The Office of the Provost and Executive Vice President of Academic Affairs and the Office of Human Resources are responsible for the administration of this policy.

F. Procedures

The procedures provided at https://www.uttyler.edu/academic-affairs/files/faculty-recruitment-guidelines.pdf should be followed when recruiting and appointing full-time faculty, both tenure track and non-tenure earning.

G. Review

The Divisional Head for this policy is the Provost. This policy shall be reviewed every five years or sooner if necessary by the Director of the Office of Human Resources and the Provost and Executive Vice President for Academic Affairs in consultation with the Faculty Senate.

ORIGINALLY APPROVED: 12/01/2001

Appendix 8: UT Tyler Faculty Recruitment Policy

AMENDED: 04/22/2009
AMENDED: 02/2019
AMENDED: 12/2020
REVIEWED: 01/2022

SOULES COLLEGE OF BUSINESS

FACULTY QUALIFICATIONS AND ENGAGEMENT

AACSB International accreditation Standard 15 requires accredited schools to develop policies, aligned with the Soules College of Business (Soules COB) mission, that provide criteria for classifying faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement. Faculty are to be classified into one of four categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). The definition of these categories and the criteria to obtain and maintain the specific faculty status are outlined below. All full-time faculty are expected to qualify for one of the four categories. **Note that maintaining a particular faculty status is independent of annual evaluation criteria, performance levels required for continuation of employment, or promotion/ tenure criteria. Qualifying as a SA, for example, in no way implies or guarantees a positive annual evaluation or meeting the criteria for promotion or tenure (or vice- versa).**

		Sustained engagement activities: Academic Research/Scholarly	Sustained engagement activities: Applied/Practice
Initial academic preparation and professional experience: Professional experience, substantial in duration and level of responsibility		Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Initial academic preparation and professional experience: Doctoral degree		Scholarly Academics (SA)	Practice Academics (PA)

Based on the AACSB standards, the definitions for each category are:

Scholarly Academic (SA)

"Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA status, and there must be ongoing, sustained, and substantive academic activities supporting the SA status." A faculty member is classified as SA if he or she has:

1. Completed appropriate academic preparation in the teaching area as evidenced by a doctorate or appropriate terminal degree in the teaching area, or a closely associated area. Normally, faculty members who have earned their research doctorate or appropriate terminal degree within the past five years prior to the review dates are granted SA status.

2. Demonstrated currency through sustained and substantive academic activities relevant to the faculty member's field of teaching.

To maintain SA status, during the previous five years, a faculty member must:

- Author 2 publications from the most recent Soules COB journal list (a publication from the A+ category will count as 2 publications). In addition to the 2 articles, 30 points from the Intellectual Contributions or Academic Engagement categories.

  OR

- Author 1 publications as above and a significant externally funded research grant (a research grant over $100,000 may count for 2 publications) plus 30 points from the Intellectual Contributions or Academic Engagement categories.

Practice Academic (PA)

"Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for PA status, and there must be ongoing, sustained, and substantive professional engagement activities supporting the PA status." A faculty member is classified as PA if he or she has:

1. Completed appropriate academic preparation in the teaching area as evidenced by a doctorate or appropriate terminal degree in the teaching area, or a closely associated area.

2. Demonstrated currency through academic and professional engagement activities related to the faculty member's field of teaching.

To maintain PA status, a faculty member must earn, during the previous five years, a minimum of 50 points from the **Maintenance of Qualifications List,** with at least 30 points from the *Academic Engagement* or Professional Engagement categories.

Scholarly Practitioner (SP)

"Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving scholarly activities in their fields of teaching." A faculty member is classified as SP if he or she has:

1. Completed appropriate academic preparation in the teaching area normally evidenced by a master's degree in a discipline related to his or her field of teaching. At the time of hire, the faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

2. Demonstrated currency through academic and professional engagement activities related to the faculty member's field of teaching.

To maintain SP status, a faculty member must earn, during the previous five years, a minimum

of 30 points from the **Maintenance of Qualifications List,** with at least 20 points from the *Intellectual Contributions* and *Academic Engagement* sections.

Instructional Practitioner (IP)

"Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience." A faculty member is classified as IP if he or she has:

1. Completed appropriate academic preparation in the teaching area normally evidenced by a master's degree in a discipline related to his or her field of teaching. At the time of hire, the faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

2. Demonstrated currency through sustained professional engagement activities in the faculty member's field of teaching. A faculty member may undertake a variety of ongoing professional engagement activities to interact with business and management practice to support maintenance of IP status.

To maintain IP status, a faculty member must earn, during the previous five years, a minimum of 30 points from the *Academic Engagement* or *Professional Engagement* sections of the **Maintenance of Qualifications List.**

Maintenance of Qualifications List

POINTS	INTELLECTUAL CONTRIBUTIONS
30	Externally funded research grant of more than $50,000 total
30	Publication from the A+ journal list
20	Publication from the A journal list
15	Publication from the B journal list
15	Internally funded research grant
15	Published refereed proceeding at a regional conference
15	Publication in a trade journal
15	Publication of a case in a textbook
15	Publication of a book chapter or monograph
15	Published book review
10	Published refereed proceedings at a national conference
10	Publication of software
10	Externally funded research grant of $10,000 to $50,000 total
10	Published refereed journal article not on the Soules COB journal list

POINTS	ACADEMIC ENGAGEMENT
15	Externally funded program grant of more than $50,000
15	Officer or Board member of a national academic organization
15	Editor or Associate Editor of a journal on the Soules COB journal list
15	Officer or Board member of state or regional professional organization
15	Program chair at a regional or national conference
15	Track chair at a national conference
10	Obtaining a discipline-based certification
10	Program chair at a regional conference
10	Present a paper, workshop, or panel at national conference
10	Editorial review board member of a journal on the Soules COB journal list
10	Externally funded program grant of $10,000 to $50,000
5	Editor, Associate Editor, or Editorial Board for peer-reviewed journal not on the Soules COB journal list
5	Attendance at a national or regional academic conference
5	Reviewer for a national or regional conference
5	Ad Hoc reviewer for a journal or grant
5	Author of a pedagogical textbook supplement
5	Externally funded program grant of less than $10,000

POINTS	PROFESSIONAL ENGAGEMENT
30	Substantive experience in a managerial/professional role in previous 5 years
30	Officer or Board member of a national professional organization
20	Externally funded development grant of more than $50,000
10	Consulting projects (each)
10	Board of Directors of business or non-profit organization
10	Leadership of business professional associations

10	Faculty internships
10	Own/operate a business (each year – maximum 30 points)
10	Expert witness in case related to discipline area
10	Editor or Associate Editor of practitioner or trade publication
10	Externally funded development grant of $10,000 to $50,000
5	Editorial Review Board of practitioner or trade publication
5	Continuing professional education (maximum of 20 points over 5-year period)
5	Developing or presenting executive education programs
5	Developing or presenting practitioner-related workshops
5	Leadership or active involvement in practitioner-related events
5	Presentation at a trade or professional (non-academic) meeting in discipline area
5	Author/editor of a newspaper column or practitioner newsletter
5	Attendance at a practitioner (non-academic) conference
5	Externally funded development grant of less than $10,000

The faculty member is responsible for maintaining a portfolio of evidence to support his or her participation in the qualifying activities for SA, PA, SP or IP status. The portfolio will presented to and discussed with the Chair/Coordinator during the annual evaluation process. The Chair/Coordinator will specify the appropriate category for the faculty member. If deemed necessary by the Chair/Coordinator, a development plan will be established.

Faculty Qualifications for Administrators

Administrators who have minimal or no teaching responsibilities (Dean or Associate Dean) may be either SA or PA with PA being the normal expectation. Administrators can maintain their PA status by engaging in a variety of professional development activities. A minimum of 30 points from activities listed in the *Intellectual Contributions, Academic Engagement, and Professional Engagement* sections and/or activities specific to senior academic leaders in a College of Business listed in the *Administrative Engagement* section below must be earned during the previous five-year period.

POINTS	**ADMINISTRATIVE ENGAGEMENT**
20	Publishing articles about academic leadership or education issues

15	Serving in a leadership role in a regional or national professional association
15	Serving as an AACSB consultant or peer review team member
10	Participation in AACSB conferences and workshops
10	Serving in a significant role in local government organizations
10	Serving on the boards of companies and philanthropic organizations
10	Involvement with the Chamber of commerce
10	Involvement with accreditation agencies relevant to the college
5	Participating in continuing education such as is required for CPA's

For administrators who also have some teaching responsibilities (Department Chairs or Coordinators, Directors (undergraduate and graduate), or Associate Dean) may be SA or PA with SA being the normal expectation. These administrators can maintain their SA status by publishing and engaging in a variety of activities from the *Intellectual Contributions* or *Academic Engagement* categories.

To maintain SA status, during the previous five years, an administrative faculty member must:

- Author 2 publications from the most recent Soules COB journal list (a publication from the A+ or Exceptional categories will count as 2 publications). In addition to the 2 articles, 30 points from the *Intellectual Contributions* or *Academic Engagement* categories.

  OR

- Author 1 publications as above and a significant externally funded research grant (a research grant over $100,000 may count for 2 publications) plus 30 points from the Intellectual Contributions or Academic Engagement categories.

Participating and Supporting Faculty

AACSB Standard 5 requires the school to maintain sufficient, qualified faculty to meet its mission. Depending upon their responsibilities, faculty must be either designated **Participating Faculty or Supporting Faculty**.

Participating Faculty are those who participate in activities beyond the instruction of their classes. All full-time continuing faculty designated as Participating Faculty, regardless of rank, are expected to provide effective and meaningful instruction, engage in course/curricular decisions, advise students, conduct research, complete service assignments, and have a voice in relevant

policy decisions. In addition, adjunct faculty and part-time faculty members who engage in course/curricular decisions and take part in and vote in faculty meetings for those purposes are designated Participating Faculty.

Supporting Faculty are those who are assigned to instructional responsibilities without any expectations for involvement in course/curricular decision making, research, or service activities

EMBA Learner Career Progression

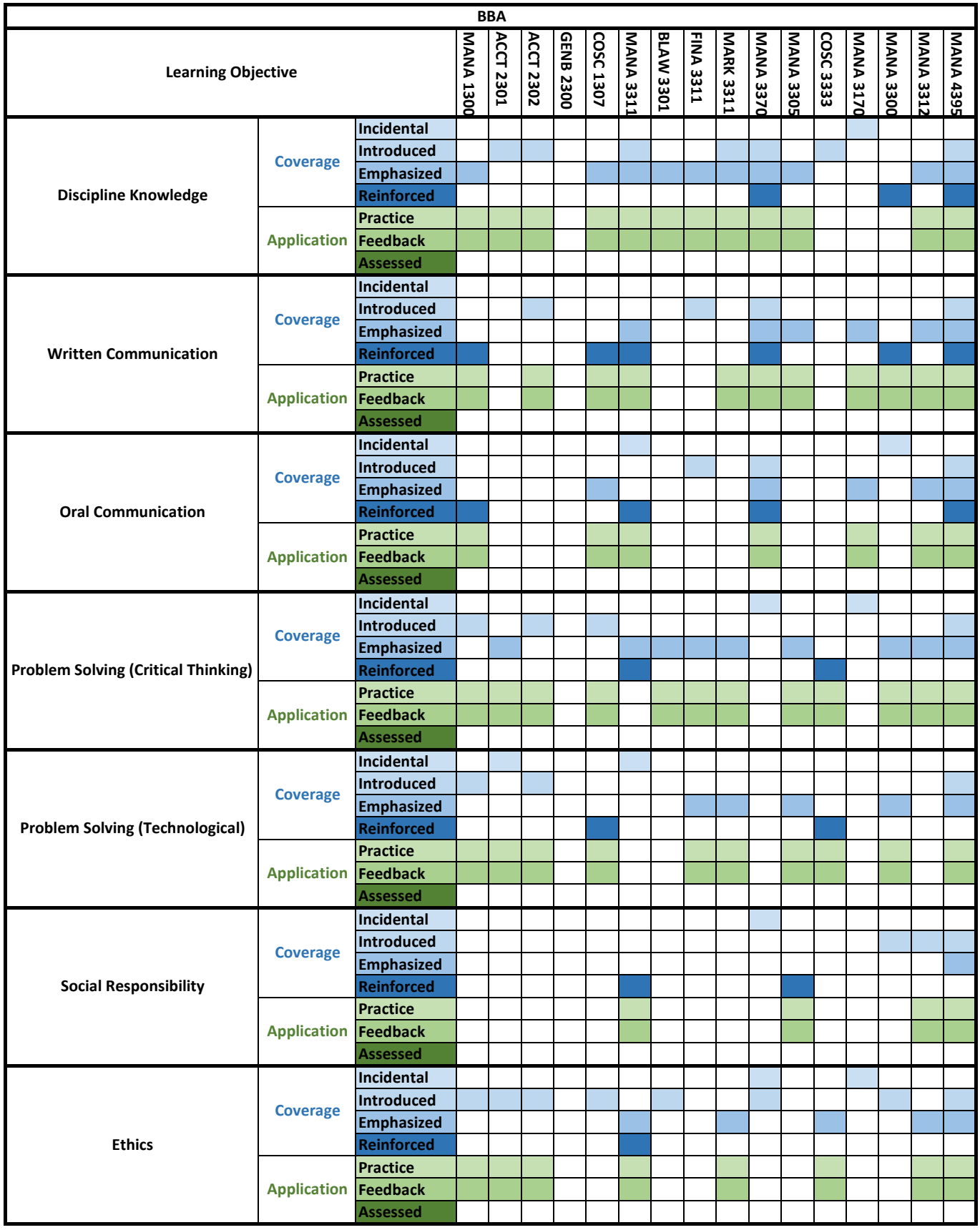
Name	Title	Institute	*New Title*	*New Institute*
Vanessa Bernal, CCRP	Clinical Research Coordinator, Physical Medicine and Rehabilitation Department	McGovern Medical School at UTHealth – Houston	Research Program Manager, Physical Medicine and Rehabilitation	McGovern Medical School at UTHealth – Houston
Ralph De Similien, MD, MPH	Assistant Professor, Department of Psychiatry	UT Health East Texas	Assistant Professor, Department of Psychiatry	UT Health East Texas
Jamie Jack Dowell, BS, PMP	Program Director, Project Management Office	CHRISTUS® Good Shepherd Health System	Program Director, Project Management Office	CHRISTUS® Good Shepherd Health System
Joseph Elliott, PMP	Operations Analyst	Patientcare EMS	Police Communications Administrator	The City of San Antonio
Jamie Freels-Runey, BS	Senior Business Development Professional	Eating Recovery Center and Insight Behavioral Health	Executive Director	Mosaics of Mercy
Elizabeth Garza, MD	Rural Family Medicine Resident	The University of Texas Health Science Center Tyler	Family Medicine Physician	Seton Medical Center
Sonya M. Grigsby, DNP, APRN, AGACNP-BC	ACNP-Trinity Clinic Intensivists	CHRISTUS® Trinity Mother Frances Hospital, Adjunct Faculty, Ut Tyler	ACNP-Trinity Clinic Intensivists	CHRISTUS® Trinity Mother Frances Hospital, Adjunct Faculty, UT Tyler
Sarah Herbel, MD	Family Medicine Resident	The University of Texas Health Science Center Tyler	Family Medicine Physician	CHRISTUS® Coushatta Health Care Center
William Hooks Jr, MD	Medical Director of Procedural Services & Chief Medical Information Officer,	Titus Regional Medical Center	Chief Medical Officer	Titus Regional Medical Center
Ravi Kaja	Director	Teladoc Health, Inc.	Director	Teladoc Health, Inc.
Melissa Malone	Senior Project Manager	Children's Health Systems of Texas	Senior Project Manager	Children's Health Systems of Texas
Rose A. Orji, MBBS	Activity Therapist	UT Health Behavior Health Center (BHC)	Activity Therapist	UT Health Behavior Health Center (BHC)

Name	Title	Institute	*New Title*	*New Institute*
Litton Alvin Schexnaildre	Owner	DBS Allergy, LLC	Owner	DBS Allergy, LLC and Live Hydration Spa
Samantha Smith	Director of Business Development	Cedar Park Regional Medical Center (CPRMC)	Senior Director of Business Development	StrideCare
Vera M. Stroman Turney	Program Director	CHRISTUS® Good Shepherd Wound Care Center-Marshall	Director of Operations	Healogics, Inc.
Igal Tarash, D.O., B.S.	Psychiatry and Behavioral Medicine Program Resident	The University of Texas Health Science Center Tyler	Board Certified Psychiatrist	San Francisco Bay Area
Supriya Veeramachaneni	Project Manager	Austin Regional Clinic	Project Manager	Austin Regional Clinic
Rigoberto Villa Jr, CHAA	Office Coordinator	Healogics	Administrative Fellow	Titus Regional Medical Center

Appendix 13: Staff Award Service Evaluation Criteria

Staff Award Service Evaluation Criteria	Excellent	Very Good	Good	N/A
***Note: to be eligible for the Staff Award for Service the staff member must be full time and have been employed by the Soules College of Business for a minimum of two years**				
Service to students • Activities such as serving as an advisor for a student organization • Planning of student-centered activities • Volunteering at student activities				
Service to faculty • Significant service to other Soules faculty through activities such as assisting with faculty research presentations • Providing support for faculty-led events				
Service to an academic department • Volunteering to support departmental activities/events • Additional professional development or training above and beyond required training for staff position				
Service to the college Activities such as: • Significant service as member of a college committee that resulted in a significant positive impact • Volunteering to support college activities/events				
Service to the university Activities such as: • Significant service as member of a university committee that resulted in a significant positive impact • Leadership role in a university committee that resulted in a significant positive impact • Volunteering to support college activities/events				
Service to the community Activities such as: • Serving on committees or boards in the community • Significant contribution to economic or community development activities • Volunteering with community activities/events				
Other documentation, as applicable				

Appendix 14: Assurance of Learning Curriculum Maps



Computer Information Systems																																
Learning Objective			MANA 1300	ACCT 2301	ACCT 2302	COSC 1307	MANA 3311	BLAW 3301	FINA 3311	MARK 3311	MANA 3370	MANA 3305	COSC 3333	MANA 3300	MANA 3312	MANA 4395	COSC 1315	COSC 1336	COSC 1337	COSC 3385	COSC 3375	COSC 4325	COSC 4347	COSC 4362	COSC 4375
Discipline Knowledge	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Written Communication	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Oral Communication	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Problem Solving (Critical Thinking)	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Problem Solving (Technological)	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Social Responsibility	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							
Ethics	Coverage	Incidental																							
		Introduced																							
		Emphasized																							
		Reinforced																							
	Application	Practice																							
		Feedback																							
		Assessed																							

General Business BS															
Learning Objective			MANA 1300	ACCT 2301	ACCT 2302	COSC 1307	MANA 3311	BLAW 3301	FINA 3311	MARK 3311	MANA 3370	MANA 3170	MANA 3312	MANA 3320
Discipline Knowledge	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Written Communication	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Oral Communication	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Problem Solving (Critical Thinking)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Problem Solving (Technological)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Social Responsibility	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Ethics	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												

MBA												
Learning Objective			ACCT 5320	FINA 5320	MANA 5305	MANA 5320	MANA 5345	MANA 5350	MANA 5360	MANA 5395	MARK 5320
Discipline Knowledge (Breadth)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Discipline Knowledge (Depth)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Leadership (Styles)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Leadership (Application)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Problem Solving (Qualitative)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Problem Solving (Quantitative)	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Written Communication	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									
Oral Communication	Coverage	Incidental									
		Introduced									
		Emphasized									
		Reinforced									
	Application	Practice									
		Feedback									
		Assessed									

EMBA																
Learning Objective			ACCT 5320	FINA 5320	MANA 5305	MANA 5320	MANA 5345	MANA 5350	MANA 5360	MANA 5395	MARK 5320	EMBA 5361	EMBA 5362	BLAW 5340
Discipline Knowledge (Breadth)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Discipline Knowledge (Depth)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Leadership (Styles)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Leadership (Application)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Problem Solving (Qualitative)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Problem Solving (Quantitative)	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Written Communication	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												
Oral Communication	Coverage	Incidental												
		Introduced												
		Emphasized												
		Reinforced												
	Application	Practice												
		Feedback												
		Assessed												

Master of Accountancy											
Learning Objective			ACCT 5310	ACCT 5335	ACCT 5355	ACCT 5360	ACCT 5380	ACCT 5385	ACCT 5395	BLAW 5310
Discipline Knowledge (Breadth)	Coverage	Incidental								
		Introduced								
		Emphasized		■		■		■	■	■
		Reinforced					■			
	Application	Practice		■		■	■	■	■	■
		Feedback		■		■	■	■	■	■
		Assessed								
Discipline Knowledge (Depth)	Coverage	Incidental								
		Introduced								
		Emphasized		■		■		■	■	■
		Reinforced					■			
	Application	Practice		■		■	■	■	■	■
		Feedback		■		■	■	■	■	■
		Assessed								
Leadership (Styles)	Coverage	Incidental				■				
		Introduced								
		Emphasized								
		Reinforced								
	Application	Practice								
		Feedback								
		Assessed								
Leadership (Application)	Coverage	Incidental				■				
		Introduced								
		Emphasized								
		Reinforced								
	Application	Practice								
		Feedback								
		Assessed								
Problem Solving (Qualitative)	Coverage	Incidental								
		Introduced								
		Emphasized		■		■		■	■	■
		Reinforced					■			
	Application	Practice		■		■	■	■	■	■
		Feedback		■		■	■	■	■	■
		Assessed								
Problem Solving (Quantitative)	Coverage	Incidental								
		Introduced								
		Emphasized		■		■		■	■	
		Reinforced					■			
	Application	Practice		■		■	■	■	■	
		Feedback		■		■	■	■	■	
		Assessed								
Written Communication	Coverage	Incidental					■			
		Introduced								
		Emphasized		■		■		■		■
		Reinforced								
	Application	Practice		■		■		■		■
		Feedback		■		■		■		■
		Assessed								
Oral Communication	Coverage	Incidental		■						■
		Introduced								
		Emphasized				■		■		
		Reinforced								
	Application	Practice				■		■		
		Feedback				■		■		
		Assessed								

Appendix 15: Assurance of Learning Rubrics

DIRECTIONS FOR INSTRUCTOR'S USE OF THE UNDERGRADUATE ORAL COMMUNICATION RUBRIC

On the next page you will find the Oral Communication Rubric developed by the Soules College of Business faculty. This rubric is intended for use in evaluating and improving student performance in delivering an oral communication assignment. Instructors are encouraged to share copies of the rubric with students in advance of the students' completing oral communication assignments so that they will understand instructor expectations. If your course is not selected as part of the evaluation of student learning objectives, you are still encouraged to use this rubric and modify it as appropriate for your course for any oral communication assignments.

To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various performance dimensions. The rubric is set up with three levels of performance (i.e., Does Not Meet Expectations, Meets Expectations, Exceeds Expectations) that can be achieved by the student for the oral communication assignment:

- Does Not Meet Expectations:
    - 0 = The student does not demonstrate sufficient knowledge, skills, or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets Expectations:
    - 1 = The student demonstrates sufficient knowledge, skills, or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds Expectations:
    - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank. The Oral Communication Rubric will also be created in Canvas and shared with college faculty to facilitate the use in grading.

Undergraduate Oral Communication Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Content/Organization			
Specific introduction and conclusion			
Compelling and memorable message			
Sequenced material and transitions within the body of the presentation			
Content of the presentation is cohesive			
Appropriate length			
Language			
Language in presentation is specific to audience			
Use of professional language			
Delivery			
Appropriate level of energy and enthusiasm			
Use of appropriate gestures			
Consistent and appropriate pace			
Audience awareness and engagement			
Maintains good eye contact and seldom uses notes			
Projects confidence			
Avoids pauses, gap fillers, or distractions			
Supporting Material			
Uses effective visual aids			
Sources appropriately cited for images and content			
Visualizations are professional and appropriate (fonts, colors, images, avoids grammatical and typographical errors)			
Overall Assessment			

DIRECTIONS FOR INSTRUCTOR'S USE OF THE UNDERGRADUATE WRITTEN COMMUNICATION RUBRIC

On the next page you will find the Written Communication Rubric developed by the Soules College of Business faculty. This rubric is intended for use in evaluating and improving student performance in producing a written document. Instructors are encouraged to share copies of the rubric with students in advance of the students' completing written assignments so that they will understand instructor expectations. If your course is not selected as part of the evaluation of student learning objectives, you are still encouraged to use this rubric and modify it as appropriate for your course for any written assignments.

To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various performance dimensions. The rubric is set up with three levels of performance (i.e., Does Not Meet Expectations, Meets Expectations, Exceeds Expectations) that can be achieved by the student for the written assignment:

- Does Not Meet Expectations:
    - 0 = The student does not demonstrate sufficient knowledge, skills, or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets Expectations:
    - 1 = The student demonstrates sufficient knowledge, skills, or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds Expectations:
    - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank. The Written Communication Rubric will also be created in Canvas and shared with college faculty to facilitate the use in grading.

Undergraduate Written Communication Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Organization			
Consideration of audience			
Appropriately met the goals of the assignment			
Responsive to all assigned tasks			
Language			
Uses appropriate, relevant, and compelling content to illustrate the writer's understanding of the subject			
All pertinent information is included			
Main ideas stated concisely			
Tone is appropriate and fosters goodwill			
Demonstrates appropriate/logical sequence of ideas/facts/data			
Uses visualization to support and effectively communicate ideas			
Critical Thinking and Analysis			
Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas			
Demonstrates effective analysis in developing recommendations and ideas			
Builds an adequate argument to provide evidence of inductive and deductive thinking			
Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the focus			
Derives logical conclusions based on information/data gathered			
Supporting Material			
Professional appearance			
Effective use bullets and/or headings			
Correctly cites sources using APA style			
Writes professionally with well-structured paragraphs and transitions			
Central Message			
Uses appropriate grammar			
Constructs correct sentence structure			
Punctuation is correct			
Free of spelling and typographical errors			
Slang and jargon is avoided			
Professional language is used			
Overall Assessment			

DIRECTIONS FOR INSTRUCTOR'S USE OF THE UNDERGRADUATE ETHICAL REASONING RUBRIC

On the next page you will find our Ethical Reasoning Rubric. Instructors are encouraged to share copies of the rubric with students in advance of the students' completing assignments so that they will understand instructor expectations. If your course is not selected as part of the evaluation of student learning objectives, you are still encouraged to use this rubric and modify it as appropriate for your course for any written assignments.

To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various performance dimensions. The rubric is set up with three levels of performance (i.e., Does Not Meet Expectations, Meets Expectations, Exceeds Expectations) that can be achieved by the student for the written assignment:

- Does Not Meet Expectations:
    - 0 = The student does not demonstrate sufficient knowledge, skills, or abilities with respect to this dimension and therefore, does not meet the expectations.
- Meets Expectations:
    - 1 = The student demonstrates sufficient knowledge, skills, or abilities with respect to this dimension, and thereby basically meets the expectations.
- Exceeds Expectations:
    - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank. The Ethical Reasoning Rubric will also be created in Canvas and shared with college faculty to facilitate the use in grading.

Undergraduate Ethical Reasoning Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Recognizes an ethical dilemma or issue	❑ **0**	❑ **1**	❑ **2**
• recognizes an ethical dilemma or issue in a specific context	❑ **0**	❑ **1**	❑ **2**
• analyzes ethical dimensions/complexities of a dilemma/issue	❑ **0**	❑ **1**	❑ **2**
• identifies stakeholders and considers their differing perspectives	❑ **0**	❑ **1**	❑ **2**
Develops alternatives and analyzes consequences			
• Identifies alternative courses of action/solutions regarding an ethical dilemma/issue	❑ **0**	❑ **1**	❑ **2**
• evaluates immediate and long-term risks/consequences of alternative courses of action	❑ **0**	❑ **1**	❑ **2**
• identifies the law(s) relevant to an ethical dilemma and understands what is necessary to comply with the law(s)	❑ **0**	❑ **1**	❑ **2**
Proposes an appropriate response			
• develops an approach to address the dilemma or issue	❑ **0**	❑ **1**	❑ **2**
• considers individuals rights and options in regard to unethical activities/behaviors	❑ **0**	❑ **1**	❑ **2**
• Communicates rationale for their proposal	❑ **0**	❑ **1**	❑ **2**
Overall Assessment			
Overall, the student's ethical reasoning…	❑ **0**	❑ **1**	❑ **2**

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UNDERGRADUATE QUALITATIVE PROBLEM-SOLVING ASSESSMENT RUBRIC

PROBLEM IDENTIFICATION AND DEFINITION	**Does Not Expectations**	**Meets Expectations**	**Exceeds Expectations**
Student can completely and accurately define the problem.	❑ 0	❑ 1	❑ 2
Student can ascertain if additional information/data not stated in the problem is necessary for its resolution.	❑ 0	❑ 1	❑ 2
Student can identify and disregard extraneous information provided in the problem definition if not relevant to the problem's solution .	❑ 0	❑ 1	❑ 2
PROBLEM ANALYSIS AND DECOMPOSITION			
Student identifies logical connections between facets/component parts.	❑ 0	❑ 1	❑ 2
Student weighs/evaluates pros and cons of alternative solutions.	❑ 0	❑ 1	❑ 2
Student explores implications and consequences of possible solutions.	❑ 0	❑ 1	❑ 2
PROBLEM SOLVING AND SOLUTION GENERATION			
Solution clearly states assumptions.	❑ 0	❑ 1	❑ 2
Solution is correct/viable/optimal.	❑ 0	❑ 1	❑ 2
Solution is well-documented and explained.	❑ 0	❑ 1	❑ 2
Student can demonstrate the appropriateness of the solution.	❑ 0	❑ 1	❑ 2
OVERALL ASSESSMENT			
Overall, the student:	❑ 0	❑ 1	❑ 2

UNDERGRADUATE QUANTITATIVE PROBLEM-SOLVING ASSESSMENT RUBRIC

PROBLEM IDENTIFICATION AND DEFINITION	**Does Not Expectations**	**Meets Expectations**	**Exceeds Expectations**
Student can completely and accurately define the problem.	❑ 0	❑ 1	❑ 2
Student can ascertain if additional information/data not stated in the problem is necessary for its resolution.	❑ 0	❑ 1	❑ 2
Student can identify and disregard extraneous information provided in the problem definition if not relevant to the problem's solution .	❑ 0	❑ 1	❑ 2
PROBLEM ANALYSIS AND DECOMPOSITION			
Student identifies logical connections between facets/component parts.	❑ 0	❑ 1	❑ 2
Student weighs/evaluates pros and cons of alternative solutions.	❑ 0	❑ 1	❑ 2
Student explores implications and consequences of possible solutions.	❑ 0	❑ 1	❑ 2
PROBLEM SOLVING AND SOLUTION GENERATION			
Solution is testable.	❑ 0	❑ 1	❑ 2
Solution can be replicated.	❑ 0	❑ 1	❑ 2
Solution is well-documented and explained.	❑ 0	❑ 1	❑ 2
Student can demonstrate the correctness of the solution.	❑ 0	❑ 1	❑ 2
OVERALL ASSESSMENT			
Overall, the student:	❑ 1	❑ 2	❑ 3

DIRECTIONS FOR INSTRUCTOR'S USE OF THE GRADUATE ORAL COMMUNICATION RUBRIC

On the next page you will find the Oral Communication Rubric developed by the Soules College of Business faculty. This rubric is intended for use in evaluating and improving student performance in delivering an oral communication assignment. Instructors are encouraged to share copies of the rubric with students in advance of the students' completing oral communication assignments so that they will understand instructor expectations. If your course is not selected as part of the evaluation of student learning objectives, you are still encouraged to use this rubric and modify it as appropriate for your course for any oral communication assignments.

To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various performance dimensions. The rubric is set up with three levels of performance (i.e., Does Not Meet Expectations, Meets Expectations, Exceeds Expectations) that can be achieved by the student for the oral communication assignment:

- Does Not Meet Expectations:
    - 0 = The student does not demonstrate sufficient knowledge, skills, or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets Expectations:
    - 1 = The student demonstrates sufficient knowledge, skills, or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds Expectations:
    - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank. The Oral Communication Rubric will also be created in Canvas and shared with college faculty to facilitate the use in grading.

Graduate Oral Communication Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Content/Organization			
Specific introduction and conclusion			
Compelling, memorable, and persuasive message			
Sequenced material and transitions within the body of the presentation			
Content of the presentation is cohesive			
Appropriate length			
Language			
Language in presentation is specific to audience			
Consistent use of professional language			
Delivery			
Appropriate level of energy and enthusiasm			
Use of appropriate gestures			
Consistent and appropriate pace			
Audience awareness and engagement			
Maintains good eye contact and seldom uses notes			
Projects confidence			
Avoids pauses, gap fillers, or distractions			
Supporting Material			
Uses persuasive visual aids			
Sources appropriately cited for images and content			
Visualizations are professional and appropriate (fonts, colors, images, avoids grammatical and typographical errors)			
Overall Assessment			

DIRECTIONS FOR INSTRUCTOR'S USE OF THE GRADUATE WRITTEN COMMUNICATION RUBRIC

On the next page you will find the Written Communication Rubric developed by the Soules College of Business faculty. This rubric is intended for use in evaluating and improving student performance in producing a written document. Instructors are encouraged to share copies of the rubric with students in advance of the students' completing written assignments so that they will understand instructor expectations. If your course is not selected as part of the evaluation of student learning objectives, you are still encouraged to use this rubric and modify it as appropriate for your course for any written assignments.

To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various performance dimensions. The rubric is set up with three levels of performance (i.e., Does Not Meet Expectations, Meets Expectations, Exceeds Expectations) that can be achieved by the student for the written assignment:

- Does Not Meet Expectations:
    - 0 = The student does not demonstrate sufficient knowledge, skills, or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets Expectations:
    - 1 = The student demonstrates sufficient knowledge, skills, or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds Expectations:
    - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank. The Written Communication Rubric will also be created in Canvas and shared with college faculty to facilitate the use in grading.

Graduate Written Communication Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Organization			
Consideration of audience			
Appropriately met the goals of the assignment			
Clearly mastered all assigned tasks			
Language			
Uses appropriate, relevant, and compelling content to illustrate the writer's understanding of the subject			
All pertinent information is included			
Main ideas stated concisely			
Tone is appropriate and fosters goodwill			
Demonstrates appropriate/logical sequence of ideas/facts/data			
Uses visualization to support and effectively communicate ideas			
Critical Thinking and Analysis			
Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas			
Demonstrates effective analysis in developing actionable recommendations and ideas			
Builds a compelling argument to provide evidence of inductive and deductive thinking			
Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the focus			
Derives logical conclusions based on information/data gathered			
Supporting Material			
Professional appearance			
Effective use bullets and/or headings			
Correctly cites sources using APA style			
Writes professionally with well-structured paragraphs and transitions			
Supporting material enhances presentation			
Central Message			
Uses appropriate grammar			
Constructs correct sentence structure			
Punctuation is correct			
Free of spelling and typographical errors			
Slang and jargon is avoided			
Professional language is used			
Central message is persuasively articulated			
Overall Assessment			

GRADUATE PROBLEM-SOLVING ASSESSMENT RUBRIC

PROBLEM IDENTIFICATION AND DEFINITION	**Does Not Expectations**	**Meets Expectations**	**Exceeds Expectations**
Student displays the capability to survey and understand the question or research topic.	❑ 0	❑ 1	❑ 2
Student creates hypotheses and constructs a clear problem statement.	❑ 0	❑ 1	❑ 2
Student identifies the relevant information and excludes irrelevant data pertinent to the problem's solution.	❑ 0	❑ 1	❑ 2
PROBLEM ANALYSIS AND DECOMPOSITION			
Student differentiates predicable and measurable components of the problem.	❑ 0	❑ 1	❑ 2
Student evaluates the alternative options or resolutions.	❑ 0	❑ 1	❑ 2
Student explores implications of practical solutions.	❑ 0	❑ 1	❑ 2
PROBLEM SOLVING AND SOLUTION GENERATION			
Student tests and verifies various solutions.	❑ 0	❑ 1	❑ 2
Solution can be replicated.	❑ 0	❑ 1	❑ 2
Student defends the solution with accurate evidence. .	❑ 0	❑ 1	❑ 2
Solution is appropriately articulated.	❑ 0	❑ 1	❑ 2
OVERALL ASSESSMENT			
Overall, the student:	❑ 1	❑ 2	❑ 3

Undergraduate Admission Requirements

1. All applicants must complete an Application for Admission on-line by visiting: http://www.uttyler.edu/admissions (http://www.uttyler.edu/admissions) or by going to http://www.goapplytexas.org (http://www.goapplytexas.org) by the posted deadline for the intended semester of enrollment.
2. Applicants must submit an official updated transcript from each high school, college or university attended, and a $60 application fee for domestic students, or a $75 application fee for international students.
3. Applicants will not be subject to discrimination on any basis prohibited by applicable law, including, but not limited to, race, color, age, national origin, religion, sex, sexual orientation, or disability.
4. Automatic admission is available to any applicant who meets any minimum requirements established by the institution and is a child of certain public servants who were killed or sustained a fatal injury in the line of duty.
5. Unsolicited letters of support will not be retained or considered during the admission review process.

Eligibility for the Top 25% Automatic Admission

You qualify for automatic admission if you:

- attend a public or private high school in Texas, and
- rank in the top 25% of your graduating class on or before the application deadline, and
- satisfy the State of Texas Uniform Admission Policy, and
- complete the new foundation plan with the Distinguished Level of Achievement
- make sure all required documents are received by the application deadline.

Freshman Admission

Eligibility for admission as a freshman is determined primarily on the basis of three predictors of academic success: high school preparation, rank in high school class, and high school Grade Point Average. Additional consideration for admission will be based on an evaluation of the additional criteria as described below.

Freshman Orientation
All freshmen graduating from high-school or transfer students transferring less than 30 semester credit hours are required to complete Orientation prior to registering for classes. Freshmen are required to attend an on-campus Orientation session. The program gives students the opportunity to meet with an academic advisor and register for classes, as well as learn about campus services, resources, and student activities.

For more information regarding Freshman Orientation or to register for Orientation, contact the Office of New Student & Family Programs, visit http://www.uttyler.edu

/sll/newstudentprograms/ (http://www.uttyler.edu/sll/newstudentprograms/), or call 903.565.5645.

High School Preparation

To be eligible for admission to the university as a freshman an applicant must be a high school graduate or equivalent. A high school record that demonstrates achievement in the most challenging academic course work available is the best single predictor of academic success. Beginning freshmen must submit an official high school transcript before classes begin in order to verify graduation and completion of required courses.

The minimum high school units required for admission include:

1. English/Language Arts
   Required: Four units of English to include English I, II, III and IV or higher
2. Science
   Required: Four units of science to include at least one unit of Biology, Chemistry and two advanced sciences such as Physics, Environmental Science, or Anatomy and Physiology.
   Strongly recommended: Three units of laboratory science including Chemistry and Physics.
3. Language other than English
   Required: Two units in a single language (American Sign Language courses included)
4. Mathematics
   Required: Four units of math to include Algebra I, Algebra II, Geometry, and advanced math courses such as pre-calculus, calculus, and statistics
5. Social Studies
   Required: Three units to include world/human geography or world history, US history since 1877, US government and economics.
6. Electives
   Required: Additional one credit in fine arts and/or computer science and physical education to satisfy high school graduation requirements

High School Rank in Class and GPA

1. An applicant who graduates from an accredited high school in one of the two years preceding the academic year for which the applicant is applying for admission and who has a grade point average in the Top 25% of the applicant's high school graduating class will be admitted automatically (subject to applicable enrollment limit).
2. An applicant who does not qualify for admission under item (1.) but meets the following criteria also qualifies for regular admission:

High School Rank in Class	Minimum GPA
Top 25%	Automatic Admissions
Second 25%	2.75

Third 25%	2.75
Fourth 25%	2.75

*If not ranked must meet 2nd quartile standards.

Home schooled students: Requirements for home schooled students entering as freshmen are as follows:

1. Minimum GPA of 2.75.
2. TSI, if applicable.
3. Official Notarized HS transcript or GED scores.

Additional Criteria

In addition to the current university requirements for admission, applicants must also have either: successfully completed the curriculum requirements for the foundation with endorsement or distinguished level of achievement high school program or its equivalent; or satisfied ACT's College Readiness Benchmarks on the ACT assessment application to the applicant, or earned on the SAT assessment a score of at least 1090 out of 1160 or the equivalent.

The above requirement may be satisfied if the applicants official high school transcript or diploma states that the applicant completed the portion of the foundation with endorsement or distinguished level of achievement curriculum or its equivalent that was available to the applicant, but was unable to complete the remainder of the curriculum solely because courses necessary to complete the remainder were unavailable to the applicant at the appropriate times in the applicant's high school career as a result of course scheduling, lack of enrollment capacity, or another cause not within the applicant's control.

An applicant may be given additional consideration based upon a holistic review process of the individuals' involvement and level of responsibility in extracurricular activities; involvement in responsible non-academic affairs while attending high school, including employment and family responsibilities; status as a first-generation college student; English not first language; and socioeconomic background.

Transfer Students

Transfer students having fewer than 30 semester credit hours must meet the freshmen admission requirements as specified above.

Transfer students having successfully completed 30 semester hours or more at an accredited institution must have earned a minimum grade point average of 2.0 (on a 4.00 scale) on all college/university coursework attempted.

Students seeking special certification courses may be admitted to complete the required certification courses based on the program requirements.

UT Tyler strives to provide guidance for prospective transfer students by outreach through community college visits, individual counseling, transfer credit evaluations, on-campus recruitment events, and orientation. UT Tyler offers transfer students incentives such as scholarship opportunities to those who qualify. Transfer scholarship awards are renewable for

two years and have the effect of waiving out-of-state tuition. Additional information regarding admission requirements, scholarship information, recommended degree plans, housing, student life, and athletics are all included on the UT Tyler web site: www.uttyler.edu (http://www.uttyler.edu).

Transfer Orientation
Transfer students who are transferring more than 30 semester credit hours may sign up for Transfer Orientation. Transfer Orientation is an optional on-campus program that gives students the opportunity to become more familiar with the university. Similar to the freshman program, students will learn about campus services, resources, and student activities. Although this program is not mandatory it is highly recommended.

For more information regarding Transfer Orientation or to register for Orientation, contact the Office of New Student & Family Programs, visit http://www.uttyler.edu/ (https://www.uttyler.edu/orientation/)orientation (https://www.uttyler.edu/orientation/), or call 903.565.5645.

Appealing an Admission Decision

Students who do not meet the minimal admission requirements, or who have special ability, experience, or other circumstances to demonstrate readiness for college level work may petition for admission by scheduling an appointment with an admissions counselor and submitting an application for appeal form and supporting documentation to the Admissions Office, STE 209. Consideration will be given to the individuals' involvement in responsible non-academic affairs (leadership) while attending high school; status as a first generation college student; English not first language; and attending an underrepresented high school and other extenuating circumstances. Petitions for special admission to the university must receive approval from the Admissions Appeal Committee prior to registration.

Readmission

If a student has not attended UT Tyler during the past academic year, the student will need to submit a completed application, official transcripts from any institution attended since leaving UT Tyler, and a $60 application fee for domestic students, or a $75 application fee for international students. Readmitted students come under the catalog in effect at the time of readmission. Students who withdraw from the university to perform active military service (not including Texas National Guard training exercises) will not have to reapply for admission but will be readmitted upon a request made within one year of being released from active military services and may be eligible for the same financial assistance provided before the student's withdrawal. See Texas Education Code, Section 51.9242.

Transient Admission

Undergraduate students pursuing degrees at other colleges and universities who wish to take courses at the University may be admitted as transient students. The transient student application and approval form are available in the One-Stop Service Center (OSC), STE 230, or the website at https://www.uttyler.edu/admissions/transient/ (https://www.uttyler.edu/admissions/transient/).

A transient student who later wishes to be admitted to the University on a regular basis must apply for admission as a transfer student.

Students who attend the University as transient students and then are admitted on a regular basis are immediately subject to the University’s academic regulations. Specifically, students

will be placed on academic probation upon enrollment if their grade point average for work undertaken at the University as a transient student is below a 2.00.

International Admissions

In addition to the undergraduate admission requirements stated previously, applicants that are F-1 nonimmigrant visa holders from countries other than the U.S. are subject to the following requirements for the assessment and transfer of academic credits from a foreign institution:

1. Supply an official transcript from each foreign institution, and an English evaluation of each from an approved agency to the Undergraduate Admissions Office, or
   If the applicant is transferring from a regionally accredited institution that has previously assessed their foreign transcripts, they may request for the transcribed credits to be evaluated based upon documentation from the prior institution detailing how the credits were transcribed per their review of the student's international record. Students may submit documentation for this review as:
   a. An official transcript that specifically lists details of what credits were transferred, how many credits were awarded per course, and how they were equated at the sending institution, or
   b. An official transcript lacking specific equivalency details, accompanied by either 1) an unofficial transcript that lists all details required under item A, or 2) a letter detailing all itmes required under item A at the prior institution. All such unofficial transcripts and/or letters must be printed on the sending institution's official letterhead and bear the institution's official seal to confirm their authenticity An official English evaluation of the transcripts, from an approved agency of the Undergraduate Admissions Office if the academic transcripts are from a foreign institution.
2. Evidence of English proficiency must be submitted before admission will be granted. Applicants whose primary language is not English must submit results of the Test of the Test of English as a Foreign Language (TOEFL), Pearson Test of English (PTE), the International English Language Testing System (IELTS), or the EIKEN exam. Minimum score requirements are as follows:
   a. TOEFL Internet Based Test (IBT): 79
   b. TOEFL Paper Based Test (PBT): 550
   c. Duolingo English Test: 105
   d. Pearson Test of English (PTE): 53
   e. International English Language Testing System (IELTS) overall band score: 6.5
   f. EIKEN: Grade 1
   g. TOEFL, PTE, IELTS and EIKEN scores will be waived for individuals who complete Level 6 of the University of Texas at Tyler Intensive English Language Institute (IELI) with no grade lower than an A or those who complete Level 7 with no grade lower than a B. See http://www.uttyler.edu/oip/ieli/ (http://www.uttyler.edu/oip/ieli/) for more information.
3. All undergraduate international students must pay a nonrefundable application fee of

$75.00. Submit the International Application Fee. A nonrefundable application fee of U.S. $75.00, payable by cashier's check or money order, is required of all international students applying for admission to The University of Texas at Tyler.

4. Application deadlines are as follows:

Semester of Enrollment	If outside U.S.	If already in the U.S.
Fall	May 31	June 30
Spring	October 31	November 30
Summer	February 28	March 20

After an international student is admitted, the student will be required to submit the following documentation to the Office of International Programs (OIP) oip@uttyler.edu (mailto:oip@uttyler.edu)for more information.

   a. An affidavit of support is required indicating the source of funds being made available to the student. The affidavit of support must indicate the amount of money being provided in U.S. Dollars and the length of time the funds will be made available.

   b. Holders of student (F-1) visas must be classified as full-time students. For international undergraduate students, full-time enrollment is 12 semester credit hours.

   c. Before registration the OIP must have a copy of a current passport, visa, I-94, and current I-20(s). In addition, accepted students who will be transferring in from another U.S. school will need to submit a SEVIS transfer form completed by the transferring institution.

   d. International students with an F or J visas are automatically enrolled in the UT System Student Health Insurance Program (UT SHIP). The health insurance fee will be assessed at the time of enrollment. International students may submit a waiver during the waiver period only. However, the policy must meet or exceed UT SHIP insurance requirements. If the waiver is approved by the waiver team, the insurance charge on the student bill will be removed. The health insurance fee will be in the amount of the premium approved by the UT System Student Health Insurance Plan for the actual cost of the insurance.

For information regarding International Student Services, contact the Office of International Programs (https://www.uttyler.edu/oip/) at 903.565.5960, or visit https://www.uttyler.edu/oip/ (https://www.uttyler.edu/oip/).

Transient or Visiting Admission at other Institutions

After the student is admitted to UT Tyler, he or she should not register for any course(s) at any other institution until approval is granted. Approval by the student's Advisor, Department Chair, Dean and the University Registrar is required to assure that the courses taken at another institution will count toward the student's degree. A student should not register at another institution until an Undergraduate Transient Form has been completed and approved. Forms for this purpose are available at www.uttyler.edu/registrar/forms/index.php

(http://www.uttyler.edu/registrar/forms/index.php) or at the One-Stop Service Center, and must be submitted by the relevant UT Tyler Census Date as noted on the Academic Calendar.

Academic Fresh Start

An applicant for admission who is a Texas resident may seek to enter this institution pursuant to the “academic fresh start” statute, Texas Education Code, §51.931 by requesting an Academic Fresh Start Program Acknowledgement form from the Director of Admissions, and submitting the form to the One-Stop Service Center, STE 230. The University will not consider academic course credits or grades earned by the applicant 10 or more years prior to the starting date of the semester in which the applicant seeks to enroll. An applicant who makes the election to apply under this statute may not receive any course credit for courses taken 10 or more years prior to enrollment under academic fresh start. Once Academic Fresh Start has been enacted, appropriate notations will be placed on the student's official transcript.

Master of Business Administration

The basic objective of the Master of Business Administration (MBA) degree program is to offer individuals an opportunity to develop corporate leadership ability in an increasingly complex and dynamic global society by enhancing their knowledge, managerial skills and perspective. The broad, integrated curriculum provides the student with an opportunity to gain understanding of the major facets of multinational business operations in a competitive environment. The program includes work in the theoretical foundations of business, quantitative controls, decision-making, the development of advanced functional skills, and the global and ethical environment of business. An opportunity is also provided for a limited degree of specialization. The degree may be delivered face-to-face, online, hybrid and in an executive format.

The program is a non-thesis program designed for graduates from recognized colleges of business as well as graduates in liberal arts, science, engineering, nursing, or other fields desiring to undertake professional studies in the area of business administration.

Admissions

The requirements to be a graduate student in business administration are:

1. Admission to the degree program is determined primarily on the basis of predictors of success in graduate study:
    a. a baccalaureate degree from an accredited institution,
    b. grade point average computed on the last 60 Upper-Division undergraduate hours,
    c. a satisfactory score on the Graduate Management Admissions Test (GMAT). In rare instances the Graduate Record Examination (GRE) may be accepted in lieu of the GMAT,
    d. two letters of recommendation from professional contacts and,
    e. a current resume.
2. Quantitative measures are integrated into an index that multiplies the applicant's 60-hour Upper-Division GPA times 200 and adds the total GMAT score (60-hour Upper- Division GPA X 200) + GMAT = >1000. An index score of greater that 1000 is typical of a successful candidate. If the student's 60-hour Upper-Division GPA is above 3.25 the GMAT may be waived.
3. Applicants who earned a prior graduate degree may request a waiver of the GMAT. Additionally, applicants with three or more years of extensive managerial work experience and a baccalaureate degree (earned in the U.S. or with a U.S. government entity) with the last 60-hour Upper Division-undergraduate GPA is a 3.0 or higher may request to have the GMAT requirement waived by the Program Advisor. This decision is made on a case-by-case basis; "extensive managerial experience" will typically mean a full-time supervisory or managerial position held for three or more years as through a resume, employment record and/or letters of recommendation. Applicants for the Executive MBA Healthcare Management Program (EMBA HCM) are required to have 3 or more years of managerial work experience. Such experience is evaluated by the Program to waive the GMAT requirement for EMBA HCM applicants. For additional information on this executive program refer to https://www.uttyler.edu/emba/program-cost/ (https://www.uttyler.edu

/emba/program-cost/).

4. Consideration may also be given to other factors.
5. International applicants must meet the minimum requirements as stated in the International Graduate Student Admissions section of this catalog.
6. No more than nine semester credit hours of graduate credit earned prior to acceptance into the program, including transfer credit, may be applied to the degree. Students seeking admission to the program who have not yet satisfied admission criteria may be admitted as conditional or provisional students and allowed to complete one semester with up to nine hours for the MBA Program or 12 hours for the Accelerated MBA Program.
7. After reviewing all credentials (official transcripts, GMAT score, other relevant information), the Graduate Program Advisor and the Soules College of Business Graduate Admissions Committee will determine if the student may be accepted into the program. A degree plan will be prepared by the Graduate Program Advisor with the student. Students will be notified of official acceptance into the program. Upon admission, applicants will receive a link to the UT Tyler Honor Code and be asked to abide by it. Full admission must occur prior to enrollment beyond a single semester.
8. Although a student may not have completed all baccalaureate work at the time of application, a provisional admission decision will be made on the strength of the student's permanent record before the student can be enrolled as a graduate student in business.

Although a student may not have completed all baccalaureate work at the time of application, a provisional admission decision will be made on the strength of the student's permanent record before the student can be enrolled as a graduate student in business.

The student must maintain a 3.0 cumulative grade point average (4.0 basis) on all graduate work at UT Tyler. No course with a grade below "C" may be applied toward this degree.

Transfer of Credit

Subject to the approval of the Graduate Program Advisor and the Dean of the Soules College of Business, a student may transfer up to nine (9) hours of graduate credit earned at an approved institution. Graduate credit over three years old at the time of admission generally may not be used to meet degree requirements.

Degree Requirements

The MBA degree requirements are outlined below (36 hrs.):

ACCT 5320 (/en/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5320)	Accounting for Management Control
FINA 5320 (/en/2022-2023/Catalog/Courses/FINA-Finance/5000/FINA-5320)	Advanced Financial Management
MANA 5305 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5305)	Decision Making in Operations Management

MANA 5320 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5320)	Organizational Behavior
MANA 5345 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5345)	Strategic Leadership Processes
MANA 5350 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5350)	Strategic Human Resources Management
MANA 5395 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5395)	Formulating and Implementing Strategy
MARK 5320 (/en/2022-2023/Catalog/Courses/MARK-Marketing/5000/MARK-5320)	Advanced Marketing Fundamentals
MANA 5360 (/en/2022-2023/Catalog/Courses/MANA-Management/5000/MANA-5360)	Global Business Perspectives
	Electives (9 hours)

4+1 MBA Option

Undergraduate students at UT Tyler can choose this option to get a master's degree in one additional year. Students within 12 semester hours of graduation in their final semester may take 6 credits of graduate-level courses. Students must be in good academic standing and will be provisionally admitted to this program in their final semester of their senior year. Students will receive full admission to the graduate program under this option after they complete all undergraduate graduation requirements as well as meet all program admission requirements. Students must obtain a B average in all the graduate-level courses taken during their senior year. Students interested in this option must obtain advisor approval prior to application to this program.

Master of Accountancy (MAcc)

(For information about the Integrated BBA/MAcc, see the Bachelor of Business Administration section.)

Total Semester Credit Hours = 30

The objective of the Master of Accountancy (MAcc) degree program is to prepare students for professional accounting careers in the public, corporate, not-for-profit or governmental sectors. It is flexible enough to accommodate applicants with an undergraduate degree in any discipline who demonstrate the potential for success in the graduate study of accounting, as indicated by prior academic achievement, a satisfactory score on the Graduate Management Admission Test (GMAT), and other relevant factors. Students entering the MAcc program are expected to have a background equivalent to that of students graduating with a Bachelor of Business Administration (BBA) degree in accounting from The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

The MAcc and The Uniform CPA Exam

Students with an undergraduate degree in accounting will meet the education requirements of the Texas State Board of Public Accountancy (TSBPA) to sit for the Uniform CPA Exam upon completion of the MAcc Program. Students with an undergraduate degree in business will meet the education requirements to sit for the CPA Exam upon completion of the MAcc Program and prerequisite courses. Students with an undergraduate degree in an area outside of business may need up to nine additional hours of coursework in related business courses if they wish to meet the education requirements to sit for the CPA Exam in Texas.

Application Materials

A completed application for admission will include:

1. Completed application form
2. Official transcripts from all universities attended
3. A recommended score of 500 on the Graduate Management Admissions Test (GMAT). The GMAT may be waived for applicants meeting one of the following criteria:
    a. Holds a Certified Public Accountant (CPA), Chartered Financial Analyst (CFA), or Certified Management Accountant (CMA) license (or official documentation that all parts of the specific exam have been passed) and submits a personal statement or,
    b. Holds a business, law or economics graduate degree from an accredited academic institution and submits a personal statement
4. Current resume with information regarding employment and other relevant experience
5. Letters of reference (optional)
6. A personal statement (optional)

Admissions

In addition to the general requirements for admission to graduate study and consistent with

the UT Tyler Graduate Policies, the requirements to be a graduate student in the Master of Accountancy (MAcc) program are the following:

1. Admission to the MAcc degree program is determined primarily on the basis of predictors of success in graduate study: 1) a baccalaureate degree from an accredited institution, 2) a recommended grade point average of upper division accounting hours or on the last 60 undergraduate hours equal to or greater than 3.0 on a 4.0 scale and 3) a recommended score of 500 on the Graduate Management Admissions Test (GMAT). Consideration may also be given to other relevant factors.
2. English skills are essential for success in the MAcc program. As a result, it is important to demonstrate the ability to speak, read, write, and understand English through the TOEFL or IELTS. Official scores for either the internet-based TOEFL or IELTS must be on the student's record prior to the application deadline, even if s/he was allowed to waive the TOEFL or IELTS for admission to the University. The preferred minimum for the TOEFL is 105 overall, with a minimum of 24 for each individual section or a minimum band score of 7.5 for the IELTS. If previously-submitted test scores do not accurately reflect the applicant's current English proficiency, it is strongly recommended to retake the test to increase scores.
3. After reviewing all credentials (official transcripts, GMAT score, and other relevant information), the MAcc Program Committee will determine if the student may be accepted into the MAcc Program. Students will be notified of official acceptance into the MAcc Program. A degree plan will be prepared by the MAcc Program Director with the student. Full admission must occur prior to enrollment beyond nine semester credit hours. No graduate credit earned at another institution will be accepted as transfer credit.

Graduation Requirements

The MAcc is a non-thesis program. The minimum number of semester hours required for the MAcc degree, excluding prerequisite coursework, is 30. The student must maintain a 3.0 grade point average (4.0 basis) in all graduate coursework, and in all required accounting graduate courses. A graduate student receiving a grade below "C" in a graduate course will be dismissed from the program, as will a student receiving more than two "C's" during their graduate program of study.

Students with an undergraduate degree in accounting typically qualify for waiver of the prerequisite requirements and complete the program in the minimum 30 hours. Students with an undergraduate degree in an area outside of accounting may be required to complete up to 18 hours of prerequisite courses or their equivalents.

Prerequisite Courses (up to 18 hours)

ACCT 3311 (/2022-2023/Catalog/Courses/ACCT-Accounting/3000/ACCT-3311)	Intermediate Accounting I
ACCT 3312 (/2022-2023/Catalog/Courses/ACCT-Accounting/3000/ACCT-3312)	Intermediate Accounting II
ACCT 3315 (/2022-2023/Catalog/Courses/ACCT-Accounting/3000/ACCT-3315)	Cost Accounting

ACCT 3325 (/2022-2023/Catalog/Courses/ACCT-Accounting/3000/ACCT-3325)	Introduction to Federal Income Taxation
ACCT 4380 (/2022-2023/Catalog/Courses/ACCT-Accounting/4000/ACCT-4380)	Auditing
ACCT 4391 (/2022-2023/Catalog/Courses/ACCT-Accounting/4000/ACCT-4391)	Accounting Information Systems

Students who plan to sit for the Uniform CPA Exam in Texas should also take MANA 3370 (/2022-2023/Catalog/Courses/MANA-Management/3000/MANA-3370), Business Writing and Oral Presentations, and BLAW 4340 (/2022-2023/Catalog/Courses/BLAW-Business-Law/4000/BLAW-4340), Business and Professional Ethics.

Required Courses (24 hours)

ACCT 5310 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5310)	Research Problems in Federal Income Taxation
ACCT 5335 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5335)	Advanced Government and Not-for-Profit Accounting
ACCT 5355 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5355)	Strategic Cost Management
ACCT 5360 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5360)	Advanced Problems in Accounting
ACCT 5380 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5380)	Advanced Auditing and Systems
ACCT 5385 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5385)	Advanced Accounting Research and Theory
ACCT 5395 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5395)	CPA Review Topics
BLAW 5310 (/2022-2023/Catalog/Courses/BLAW-Business-Law/5000/BLAW-5310)	Business Legal Environment

**ACCT 5310 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5310) is not required if ACCT 3326 (/2022-2023/Catalog/Courses/ACCT-Accounting/3000/ACCT-3326) has been completed.*

Electives (6 hours)

Six hours (nine hours if ACCT 5310 (/2022-2023/Catalog/Courses/ACCT-Accounting/5000/ACCT-5310) is not taken) of graduate electives in accounting, business law, computer information systems, economics, finance,

management or marketing approved by the MAcc Program Director.

Peer Observation Processes
Soules College of Business
The University of Texas at Tyler

Statement of purpose of peer observation process:

The purpose of this policy is to honor the importance of teaching by providing a system for formative feedback designed to strengthen teaching in the Soules College of Business at the University of Texas at Tyler. The university recognizes the essential contribution of its faculty members to the quality of students' education and learning experiences and supports faculty development in all aspects of instruction. An effective tool for faculty development is formative peer observation of teaching, which involves a constructive and open review of teaching for the sole purpose of fostering improvement.

The goal of the peer observation process is to improve teaching and student learning and should serve as a tool for mentoring. The peer observation process should foster a culture of teaching excellence through collegial dialogue. Thus, the outcome of the faculty peer observation process should be a reflective summary written by the observed faculty member describing any steps taken or changes made towards the enhancement of teaching and improvement of student learning.

A. Frequency of Peer Observations:

For tenure track Assistant Professors, peer observations will be conducted every other year unless an unfavorable review determines the need for additional observations.

Tenured faculty will have a peer observation every three years. If a post-tenure review determines that a tenured faculty member needs to improve in the area of teaching, more frequent peer observations can be scheduled.

Beginning fall 2015 full-time lecturers, senior lecturers, visiting faculty, and clinical faculty would be observed every three years.

The Associate Dean will develop and maintain a rotation schedule for observations.

B. Timeline for peer observation process:

Chairpersons should identify and notify each faculty member who will be observed by a peer at least two weeks prior to the beginning of that semester. The chairperson and faculty member should determine in which course the observation will occur and in which semester. A recommended timeline is provided below.

Timeline	*Action*	*Responsible Party*
At least two weeks* prior to first day of the semester.	Provide Faculty Member with department guidelines.	Department chair or unit head or equivalent
No later than the third week of the semester.	Provide the names of three acceptable Observers to chair.	Faculty Member
No later than fourth week of semester.	Assign Peer Observer	Department chair
No later than fifth week of semester.	Meet to discuss teaching materials and set date(s) for observation.	Faculty Member and Peer Observer.
No later than twelfth week of semester.	Peer observation(s)	Peer Observer
Within one week of observation.	Post-observation meeting	Faculty Member and Peer Observer
No later than last day of class.	Peer Observation Report provided to chair.	Faculty Member

* In the event a faculty member is hired within one month of the beginning of a semester, their observation would be moved to the next semester to allow reasonable notification.

Section A of the Peer Observation Report will be provided to the department chair or unit head or equivalent (or to the dean in the event the faculty member being observed is the department chair) no later than the last day of classes for the semester in which the observation takes place. The department chair, unit head, or equivalent or dean will file the report with the Faculty Member's record.

By October 1 each year, the unit responsible for peer observation of teaching will submit to the Provost's office a list of faculty who were observed during the prior academic year.

C. Process for identifying peer observers

All full-time faculty in the Soules College of Business may serve as Peer Observers. Faculty members will generally conduct no more than two peer observations in any academic year.

D. Description of how detailed guidance and opportunity for training will be provided to observers:

Before peer observations are conducted peer observers shall be provided detailed guidance and opportunities for training on effective observation procedures using observation instruments, pre- and post- observation conferencing, and on the preparation of summary statements based on observations.

E. Assurance that observed faculty members will have a say in the selection of peer observers

Faculty members will submit three peer observers from a list of approved observers. The observer may come from any department within the Soules College of Business, but must be at least at the same rank as the instructor.

F. Number of visits per observation

The number of observations is at the discretion of the faculty member and peer observer. A minimum of one visit is required.

G. Assurance that class visits will occur only after prior notification and discussion with the faculty member being observed:

Observations will be conducted in accordance with the table in section B. of this document.

H. In classes consisting of lecture and lab will both lecture and lab be observed?

In classes consisting of lecture and lab the number of observations is at the discretion of the faculty member and peer observer.

I. Description of content of peer observation report: (Refer to Appendix A for required content.)

i. Number and title of course observed

ii. Date of report

iii. Name and signature of observer

iv. Date of pre-observation meeting between observer and instructor, at which the syllabus and assignments are reviewed, special instructor concerns are addressed, and a mutually agreed class and date are specified

v. Date of classroom or online observation

vi. An instrument that reflects methods by which instructor engages students in active learning

vii. Date of post-observation meeting of observer with instructor, at which the observation was discussed

viii. Instructor's signature affirming that the discussions took place

and Sections B and C.

J. Attach observation instrument(s) that will be used by the unit.
Peer observation instrument is in Appendix B below.

Description of requirements for pre- and post-observation meetings.

The purpose of the pre-observation meeting between the peer observer and instructor is to help the observer understand the context of the classroom, receive and review a copy of the syllabus and selected instructional materials, address special instructor concerns, and mutually agree on a class and date for the observation. The observation instrument will be reviewed and discussed as part of the pre-observation conference. For online courses the aforementioned information can be shared electronically through the use of appropriate technologies.

A post observation conference must take place soon after the observation. During the post-observation session the instructor will receive a Peer Observation Report prepared by the peer observer. The report will include observed strengths and suggested areas for improvement (Section B). Feedback should be constructive, specific, focused, action oriented, clear, honest and positively phrased. The instructor will prepare a summary statement on how he/she will use suggestions from the observation Section C).

K. Statement regarding the confidential nature of the peer observation report and pre-and post-observation meetings.

The Peer Observation Report is considered "collegial communication" between observer and instructor. Section B of the Observation Report is considered to be confidential and will not be submitted to the department by the observer. It may be given to the department by the instructor.

Approved by:

Dean: _____ Date: _____

Provost: _____ Date: _____

Appendix A Peer Observation Report Requirements

Section A
(This section must be included in T&P package)

Faculty Member: _____ Date: _____

Course: _____

Observer: _____

Date of Pre-Observation Meeting: _____

Date of Observation: _____

Date of Post-Observation Meeting: _____

_____
Peer Observer's Signature

_____
Instructor's Signature Affirming the Discussions Occurred

Section B
(Written report of what was observed and given to faculty member by peer observer)

Section C
(Narrative prepared by observed faculty member describing what was learned from the observation)

Appendix B Peer Observation instrument

Peer Observation Checklist

Faculty member being observed _____ Course _____

Observer _____ Date _____

	Observed (check if yes)	Comments
Faculty colleague clearly communicates the purpose of class session and instructional activities.		
Faculty colleague uses concrete examples and illustrations that clarify the material.		
Faculty colleague uses a variety of activities to ensure all students are engaged.		
Faculty colleague challenges students to think analytically.		
Faculty colleague uses activities in class to determine whether students understand course material.		
Faculty colleague fosters student-to student interaction.		
Faculty colleague links new material to previously learned concepts.		
Faculty colleague uses visuals and handouts where appropriate to accompany verbal presentation.		
Faculty colleague requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion instead of passively listening).		
Students are comfortable asking questions.		
Students actively participate in class activities and discussion.		

Include comments on next page

Additional comments/observations:

Major strengths demonstrated by faculty colleague in this peer observation:

Suggested areas for faculty colleague's improvement based upon this peer observation:

Source: www.albany.edu/teachingandlearning/tir/peer_obs/, Adapted for The University of Texas at Tyler Soules College of Business

Revised February, 2019

SOULES COLLEGE OF BUSINESS

PERFORMANCE EVALUATION GUIDELINES

Preamble

The Soules College of Business (SCOB) faculty believe that a fair and systematic performance evaluation system is a necessary condition for guiding an individual faculty member's professional development and is a critical element of efforts to implement the mission and improve the quality and reputation of the SCOB. Based on the policies defined in the university *Handbook of Operating Procedures* (HOP), the performance evaluation system specified in this document describes shared beliefs about the activities, behaviors, and outcomes that will help the SCOB remain competitive.

The philosophy guiding the performance evaluation system incorporates the following six basic beliefs:

- The ongoing review and improvement of the performance evaluation system will help continually examine the activities, behaviors, and outcomes necessary to achieve the mission and goals of the departments and the SCOB.

- A well-defined performance evaluation system will serve as a guide for new and existing faculty to improve job performance and professional development. This document helps specify the activities, behaviors, and outcomes that are valued.

- The performance evaluation system explicitly recognizes that individual faculty members can make a significant contribution to the SCOB in many different ways. Thus, it is recognized that different weightings of the evaluation criteria are appropriate for different faculty members and that alternative sets of activities, behaviors, and outcomes may result in the same level of overall performance.

- There are many different forms of scholarly activities that are important to the profession and to various stakeholders. Each of these diverse forms of scholarship is valued. Consequently, one or more scholarly activities must be explicitly incorporated in each dimension of performance.

- The annual performance evaluation process should provide consistent and accurate feedback about job performance. The job performance and formative feedback history documented in the annual review process constitute only one piece of information that will be incorporated in promotion, tenure, and post-tenure review decisions. **Receiving a "meets or exceeds expectations" does not guarantee promotion or tenure.**

- We recognize that professional performance is very complex and cannot be accurately and reliably measured on simple interval scales. Thus, great confidence is placed in the professional judgment and integrity of the Department Chairs/Coordinator, and the Dean. These individuals are charged with insuring that the performance evaluation process is conducted in a fair and impartial manner.

Purpose

The performance review is designed to provide both summative and formative information. The summative information will provide input into decisions about annual merit pay increases, contract renewals, and faculty workloads. In most cases, these summative decisions will be based on the performance review conducted by the Department Chair/Coordinator. The formative information generated during the performance review process is expected to play an important role in the ongoing career development of each faculty member. It is the responsibility of the Department Chair/Coordinator to provide each faculty member with ongoing professional development feedback and guidance.

The annual performance evaluation does not replace the role of the cumulative review processes in the department. Thus, in addition to the annual performance reviews, untenured faculty members will receive a 3rd year review prior to being reviewed for tenure, and post-tenure reviews following tenure. Faculty members are expected to include copies of each annual review in the materials submitted for cumulative reviews.

Process and Timetable

1. The Performance Evaluation Guidelines can be found on the SCOB shared computer drive.

2. All faculty members will receive an annual performance review each year. The ***approximate*** timeline follows:

   a. March 20 (one week after return from Spring Break). **Faculty information must be complete in FAC 180.**
   b. April 15 completed faculty evaluations due to the Dean for review.
   c. April 20 – May 7 Chair/Coordinator meets with faculty individually to discuss evaluation. Chairs/Coordinator provide each faculty member a copy of their evaluation and a copy is provided to the Dean's Office.
   d. May 31 all evaluations complete and certified to Provost's Office.

3. The results of the Annual Performance Review by the Chairs/Coordinators will be summarized on the Performance Evaluation form. Each faculty member will be rated on the dimensions of Teaching, Research, Service, and Collegiality.

On each dimension, a faculty member will be evaluated on a four-point scale:

1 – Unsatisfactory
2 – Does not meet expectations
3 – Meets expectations
4 – Exceeds expectations

An individual faculty member need not demonstrate each of the activities in a category to achieve the corresponding level of performance, and exhibiting a single activity, behavior or outcome in a category does not automatically place the faculty member's performance in that category. The professional judgment of the Department Chair/Coordinator and Dean are relied upon to fairly and accurately evaluate the performance of each faculty member.

4. The score on the Teaching, Research, and Service dimensions will be weighted by the appropriate percentage of effort for the faculty member on that dimension. For example, if a faculty member is to spend 50% of his/her effort on research, the score for research is weighted by 50%. See Workload policy for appropriate distribution of effort scenarios.

   The weighted scores plus the Collegiality score will be averaged into a single number that is used for summative purposes.

   The Chair/Coordinator must also provide an overall rating. This is a holistic evaluation and not merely a function of the summary score. However, large differences between the weighted average of the individual dimensions and the overall evaluation requires justification.

5. At the discretion of the Chair/Coordinator and the Dean, a rating of unsatisfactory on any performance dimension may trigger a professional development process for the faculty member. This plan is developed in consultation with the Department Chair/Coordinator and provides specific actions that the faculty member will take to improve his or her performance on the appropriate dimension(s). The initial draft of the professional development plan will be submitted to the Department Chair/Coordinator by May 15, and the final version approved by the Chair/Coordinator will be submitted to the Dean by May 31. Failure to submit and implement a professional development plan may be cause for termination.

6. Repeated performance evaluations of unsatisfactory on any single dimension or as the overall performance rating may be cause for termination.

TEACHING DIMENSION OF PERFORMANCE

Teaching is a core activity for all members of the faculty and the primary revenue generating activity for the Soules College of Business. As such, it is imperative that all members of the faculty contribute to the continuing improvement and integration of the curriculum, instructional delivery, and collective learning environment. Despite the importance of teaching, mechanisms for evaluating teaching effectiveness are underdeveloped. No single instrument, method, or data source has been demonstrated to provide a valid and reliable approach to evaluate teaching performance. Thus, teaching performance in the SCOB will draw on multiple sources of information including those provided by the faculty member, students, peers, and administrators.

The *minimum* documentation required for evaluating teaching performance includes copies of the student teaching evaluations for each class, a syllabus for each class, and a clear statement of learning objectives for each class. Faculty members will submit via FAC 180. Materials that cannot be submitted on FAC 180 may be submitted directly to the Chair/Coordinator.

Performance Criteria for Teaching

1 – Unsatisfactory

Below are the activities expected of each faculty. ***Failure*** to meet these expectations will result in the score of "1" – Unsatisfactory.

- Regularly meets classes as scheduled and holds appropriate office hours
- Ensures that course content is consistent with the SCOB curriculum
- Ensures that course materials are current and relevant
- Provides students with a current course syllabus
- Maintains a current and relevant Blackboard page for each course
- Cooperates with activities to support both the SCOB Assurance of Learning program and SACS assessment.
- Typically receives student teaching evaluations above 3.5 on a scale of 5.0

2 – Below Expectations

A faculty member who ***only meets the expected activities*** noted below will be evaluated as "2" - Below Expectations.

- Regularly meets classes as scheduled and holds appropriate office hours
- Ensures that course content is consistent with the SCOB curriculum
- Ensures that course materials are current and relevant
- Provides students with a current course syllabus

- Maintains a current and relevant Blackboard page for each course
- Cooperates with activities to support both the SCOB Assurance of Learning program and SACS assessment.
- Typically receives student teaching evaluations above 3.5 on a scale of 5.0

3 – Meets Expectations

In addition to performing the activities necessary to earn a "2" or "Below Expectations" rating, a faculty member evaluated as "Meets Expectations" will ***provide evidence that they have achieved*** **several** ***of the following outcomes*** during the previous year:

- Creates updated course materials on a yearly basis
- Integrates his or hers current research with the course content when appropriate
- Creates an active learning environment through the appropriate use of exercises and assignments, lectures, and other instructional strategies and techniques
- Participates in or coordinates multiple section courses in the core
- Remains competent in and instructs multiple different courses
- Typically receives student teaching evaluations above 4.0 on a scale of 5.0

4 – Exceeds Expectations

In addition to performing the activities necessary to earn a "3" or "Meets Expectations" performance rating, a faculty member evaluated as "Exceeds Expectations: will ***provide evidence that they have achieved several of the following outcomes*** during the previous year:

- Engages in new course development or significant revisions to existing courses
- Engages in significant efforts to initiate program revisions within the SCOB
- Publishes a case in widely used text book
- Publishes pedagogical materials in refereed outlets
- Publishes multiple pedagogical articles in refereed outlets
- Publishes a textbook or casebook that is widely used
- Receives a teaching award from the College, the University, or a professional association
- Typically receives teaching evaluations above 4.25 on a scale of 5.0

RESEARCH DIMENSION OF PERFORMANCE

(Tenured and Tenure-Track Faculty)

Research activities are the primary mechanism through which faculty members make intellectual contributions to the Soules College of Business and to their respective professions. Typically, the evaluation of research will focus on the creation of new knowledge (basic scholarship) and the application, transfer, and interpretation of knowledge to advance the practice of management (applied scholarship) that is disseminated through refereed scholarly journals, scholarly books, and high quality practitioner journals. Other types of scholarly activities, such as instructional development, business cases, consulting activities, and publications in trade journals are explicitly incorporated in other areas of the annual performance review document and thus do not contribute to the research dimension of performance.

The research dimension only will incorporate a 3-year moving evaluation period to allow for uneven publication cycles. Special consideration will be given to faculty with less than 3 years of service. Research for the performance evaluation will only be considered **when published** not when accepted and, thus, should be presented with full citation. **Documentation required to evaluate research performance will be submitted via FAC 180.**

An ongoing pattern of unsatisfactory ratings on the research dimension may constitute unsatisfactory cumulative performance.

Performance Criteria for Research

1 – Unsatisfactory

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved **only** the following during the previous 3-year period:

- Created a substantial draft of a new paper for submission to an academic conference of journal
- Created a substantial draft of a new scholarly book chapter
- Gathered new data for an ongoing research project
- Made significant revisions that demonstrate progress on existing working paper(s)
- Renewed IRB approval to continue research on prior research study
- Submitted at least one scholarly paper to an academic conference
- Presented at least one intellectual contribution at a regional academic conference

- Submitted at least one scholarly paper to an academic journal for blind peer review
- Responded to at least one "revise and resubmit" editor letter by revising and resubmitting a scholarly paper to an academic journal
- Presented research at a department, college, professional, or academic seminar
- Published research or a position paper in practitioner outlets

2 – Below Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous 3-years:

- Engaged in significant ongoing research activities
- Submitted manuscript(s) or manuscript revisions to academic journal(s)
- Presented at national or regional conference appropriate for discipline
- Provided evidence of work under review at journals on the SCOB journal list
- Published chapters in scholarly or professional books
- Completed technical reports to funding sources
- Applied for research or grant funding

3 – Meets Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous 3-years:

- Published one or more manuscripts in a journal on the SCOB journal list
- Obtained internal (college or university) research funding
- Applied for significant external research funding
- Received external research funding
- Supervised doctoral students in ongoing research activities
- Received a best paper or best track award
- Received a research award from a department, the SCOB, or UT Tyler or a professional/academic association
- Published/Presented multiple papers at national conferences

4 – Exceeds Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous 3-years:

- Published multiple blind peer review articles in journals that are ranked as "A" or "B" on one of the SCOB departmental journal lists
- Published a paper in a journal that is ranked "A+" on one of the SCOB departmental journal lists
- Received significant external research funding
- Received a research award from a regional or national professional organization
- Published or edits scholarly book or textbook
- Received a patent for intellectual property
- Served as Editor or Associate Editor for a journal on the SCOB journal list

RESEARCH DIMENSION OF PERFORMANCE
(Lecturers and Senior Lecturers)

Generally, Lecturers/Senior Lecturers with the faculty status of IP are not considered to have any research expectations (workload would be 0% for research). However, the requirements to obtain/maintain the faculty status of SP *may* include a research component. The workload distribution for research may be greater than 0% with concurrence of the Chair/Coordinator and the faculty member. When that is the case, the performance criteria shown below will be used for the research dimension.

Research activities are one mechanism through which lecturers and senior lecturers maintain appropriate SP faculty status. Typically, the evaluation of research will focus on activities that demonstrate currency and relevancy in the field of teaching. The set of activities encompass peer reviewed journal articles, publications and presentations at professional meetings, among others.

Documentation required to evaluate scholarship and professional activities will be submitted via FAC 180.

It should be noted that an ongoing pattern of unsatisfactory scholarship and professional activities is not sufficient for a given faculty member to maintain his or her status as being considered AACSB Qualified. An ongoing pattern of unsatisfactory ratings on the scholarship and professional activities dimension constitutes unsatisfactory cumulative performance.

Performance Criteria for Research

1 – Unsatisfactory

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved **none** of the following outcomes during the previous year:

- Attended regional professional meeting in discipline
- Submitted at least one manuscript to a regional conference
- Presented research at a “brown bag” seminar
- Participated in select AACSB seminars and workshops

2 – Below Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous year:

- Attended regional professional meeting in discipline
- Submitted at least one manuscript to a regional conference
- Presented research at a "brown bag" seminar
- Participated in select AACSB seminars and workshops

3 – Meets Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous year:

- Submitted manuscript(s) to journal(s)
- Presented at national or regional conference appropriate for discipline
- Applied for research funding
- Published materials in academic or professional outlet

4 – Exceeds Expectations

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved several of the following outcomes during the previous year:

- Published in peer reviewed journals
- Submitted manuscripts to national conferences appropriate for discipline
- Obtained internal or external research funding
- Presented paper at regional or national conference
- Received a research award from a regional or national professional organization
- Published scholarly book(s) (as author or editor)

SERVICE DIMENSION OF PERFORMANCE

Service is an important and valued activity that is a key responsibility for each faculty member. Each member of the faculty is expected to provide significant service to the department, college, and university. In addition, faculty members are expected to engage in other service activities to the broader community including service to professional organizations, business organizations, government organizations, and/or community organizations.

Given the large assortment of service options, a large variation in the service of individual faculty members is expected. No single type of service is preferred, and many different types of service are valued. It is also expected that the amount and type of service contributions to vary with an individual's career stage. Junior faculty members often have lower service requirements and are likely to focus more on internal service activities. More senior faculty members are expected to make greater overall service contributions and are likely to focus on more external service activities. Thus, the Department Chair/Coordinator and the Dean may shift the behavioral descriptions somewhat to adjust for the career position of the individual faculty member.

Documentation required to evaluate service performance will be submitted via FAC 180.

Performance Criteria for Service

1 – Unsatisfactory

Faculty members will earn this performance rating when their annual evaluation materials clearly provide evidence that they have achieved **none** of the following outcomes during the previous year:

- Regularly attended department and SCOB faculty meetings
- Provided service to department
- Conducted consulting activities that benefit the department or college
- Provided oversight to student groups when asked
- Was regularly present in office and meetings
- Attended graduation convocations when possible

2 – Below Expectations

In addition to performing the activities noted above, a person will earn this rating when their evaluation materials clearly provide evidence that they have achieved multiple outcomes from the following during the previous year:

- Regularly attended department and SCOB faculty meetings
- Provided service to department
- Conducted consulting activities that benefit the department or college
- Provided oversight to student groups when asked
- Was regularly present in office and meetings
- Attended graduation convocations when possible

3 – Meets Expectations

In addition to performing the activities noted above, a person evaluated as "Meets Expectations" will provide evidence that they have also achieved several of the following outcomes during the previous year:

- Actively served on at least one SCOB committee or taskforce
- Served as faculty sponsor of a student organization
- Served on Faculty Senate
- Actively participated in departmental efforts
- Supervised doctoral students if applicable
- Conducted significant consulting activities that benefit the SCOB, department, University, community or national professional organization
- Conducted significant review for scholarly journals in their discipline
- Actively participated in professional associations
- Served as coordinator for one or more of the multiple section core or interdisciplinary courses
- Edited and/or reviewed papers for colleagues
- Reviewed papers for proceedings and journals
- Served on major University and SCOB and department committees
- Provided support to colleagues by attending their presentations
- Served on an editorial board for a major journal
- Directed SCOB Center
- Represented SCOB at University and Community events*

4 – Exceeds Expectations

In addition to performing the activities noted in the above categories, a person evaluated as "Exceeds Expectations" will provide evidence that they have also achieved several of the following outcomes during the previous year:

- Actively participated on multiple SCOB of University committees
- Chaired a Faculty Senate Committee
- Was an active reviewer for two or more journals on the SCOB journal list
- Chaired (or co-chaired) a major SCOB committee or taskforce
- Helped with Development and Alumni Relations
- Served as an active mentor for junior faculty members
- Provided economic development activities
- Served as an officer or program chair in a professional association
- Held an officer position in a regional or national professional organization
- Demonstrated significant Center activities
- Delivered significant executive education activities

*Examples of these events include:

University	**College/Departmental**	**Community**
Distinguished Alumni	Business Expo booth	Better Business Bureau Awards
Dedication/Open Houses	Meetings sponsored by SCOB	Chamber of Commerce activities
Patriots Day		

COLLEGIALITY DIMENSION OF PERFORMANCE

FROM: The University of Texas at Tyler Handbook of Operating Procedures,
SECTION: 3.3.4 – **TENURE**
(http://www.uttyler.edu/ohr/hop/documents/3.3.4Tenure.pdf)

Item 4 – Performance Standards for the Granting of Tenure – paragraph b. **iv.**
Collegiality.

UT Tyler defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies, and guarantees faculty the right to support any colleague whose academic freedom is threatened. Collegiality is a professional, not personal, criterion relating to the performance of duties within a department. Collegiality should not be confused with sociability, likability or conformity to certain views. Instead collegiality addresses such issues as the faculty member's compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level.

The University subscribes to the following description of collegiality from the American Association of University Professors (AAUP) statement on professional ethics:

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

SOULES COLLEGE OF BUSINESS

Collegial Activities

- Demonstrate an ability and willingness to work cooperatively within the department and college
- Engages in shared governance
- Demonstrates high standards of professional civility and integrity in dealing with colleagues and students
- Contributes to a collegial department environment

Non Collegial Activities

- Willingly violates important department or SCOB policies
- Does not participate in a positive fashion
- Intentionally creates a hostile work environment
- Engages in workplace violence, i.e., behaviors ranging from harassment, verbal abuse, aggressive behavior, physical contact, and violence
- Does not contribute to a collegial environment

SOULES COLLEGE OF BUSINESS FACULTY AND STAFF AWARDS RUBRIC

Faculty Awards Teaching Evaluation Criteria	Excellent	Very Good	Good	N/A
Effective Teaching • End of course ratings (quantitative and qualitative) • Other forms of feedback that documents effective teaching (e.g., peer evaluations) • Evidence to support that course learning outcomes have been met • Evidence of how changes in the approach to teaching has resulted in improved student learning outcomes				
Teaching Innovations • Documentation of the development and deployment of a new/novel teaching approach (could include new techniques, technology, etc.) • Documentation of contributions made to the development of courses or the revision of existing courses				
Professional Development Related to Teaching • Documentation of reflective teaching practice (e.g., evidence of how a faculty member's teaching philosophy has influenced their choice of methods) • Evidence of actions taken to improve the learning environment (e.g., workshops/seminars on methods of instruction, curriculum development, assessment strategies, etc.)				
Pedagogical Scholarship • Peer reviewed intellectual contributions related to pedagogy				
Other documentation, as applicable				

Faculty Awards Research Evaluation Criteria	Excellent	Very Good	Good	N/A
Annual Intellectual Contributions • Productivity – documentation of number of submissions, revise and resubmission activities, acceptances and actual publications during the year • Quality – documentation in terms of the outlet by which the intellectual contributions were disseminated (e.g., journal impact factors, journal ranking, etc.) • Impact – documentation of research impact (e.g., recognition of an intellectual contribution during the year by a conference organizer, professional organization, journal publisher, etc.)				
External Funding Efforts • Documentation of grant applications • Documentation of grant awards				
Other documentation, as applicable				

Faculty Award Service Evaluation Criteria	Excellent	Very Good	Good	N/A
Service to students • Activities such as serving as an advisor for a student organization				
Service to faculty • Significant service to other Soules faculty through activities such as mentoring, peer review of teaching, etc.				
Service to an academic department Activities such as: • Significant service as member of a departmental committee that resulted in a significant positive impact • Leading a departmental committee that resulted in a significant positive impact				
Service to the college Activities such as: • Significant service as member of a college committee that resulted in a significant positive impact • Leading a college committee that resulted in a significant positive impact				
Service to the university Activities such as: • Significant service as member of a university committee that resulted in a significant positive impact • Leading a university committee that resulted in a significant positive impact				
Service to an academic discipline Activities such as: • Reviewing articles for academic journals • Serving as an editor for an academic journal • Serving as an elected officer of a professional society • Significant service to help organize and conduct a professional conference				
Service to the community (Note: must be <u>discipline related</u>) Activities such as: • Serving on discipline-related committees in the community • Significant contribution to economic or community development activities • Providing workshops/presentations related to Soules academic disciplines for the public				

Department of Accounting, Finance and Business Law Approved Journal Rankings

APPENDIX A

Journal Quality Lists

Accounting and Finance

The Australian Business Deans Council (ABDC) Journal Quality List (JQL

Business Law

The ABDC JQL plus any journal or law review from the 2019 Washington and Lee Law School law review rankings with the following scalar translation:

W&L Combined Impact Factor	UT Tyler Ranking
21 or above	A*
12-21	A
<12	B

Ethics The ABDC JQL plus

Business and Society	A*
Business Ethics Quarterly	A*
Ethics	A*
Ethics and Information Technology	A*
Journal of Business Ethics	A*
Journal of Law, Medicine and Ethics	A*
Journal of Medical Ethics	A*
Law and Human Behavior	A*
AMA journal of ethics	A
Business and Society Review	A
Business Ethics: A European Review	A
Cambridge Quarterly of Healthcare Ethics	A
Ethical Theory and Moral Practice	A
Ethics and Behavior	A
JONA Healthcare Law, Ethics & Regulation	A
Journal of Academic Ethics	A
Journal of Ethics	A
Journal of Information, Communication & Ethics in Society	A
Philosophy, Ethics and Humanities in Medicine	A
Public Health Ethics	A
Yale Journal of health policy, law and ethics	A

Business & professional ethics journal	B
Ethics, Medicine and Public Health	B
International Journal of Business Governance and Ethics	B
Internet Journal of Law, Healthcare and Ethics	B
Journal of Accounting, Ethics & Public Policy	B
Journal of Ethics, Law, and Aging	B
Journal of Information Ethics	B
Law and Ethics of Human Rights	B
Legal Ethics	B
Notre Dame Journal of Law, Ethics & Public Policy	B
Research on Professional Responsibility and Ethics in Accounting	B
Studies in Ethics, law & Technology	B

Taxation

The ABDC JQL plus any journal from the Business Law journal list above, plus the following:

Top 7 journals on the 2019 Washington and Lee Law School taxation journal rankings	A*
Other journals on the 2019 Washington and Lee Law School taxation journal rankings not listed above	B

The initial journal lists will be the 2019 ABDC JQL and the 2021 Washington and Lee Law Journal rankings.. Subsequent ABDC JQLs and W&L journal rankings will be adopted upon their publication. If the ranking of a journal changes from one JQL or W&L ranking to another, the rank at the time of publication will apply.

A faculty member may petition to have a journal not on the approved journal lists ranked by submitting, prior to initial submission, a written petition for approval by the tenured department faculty and chair. If granted, approval applies only to that submission, such that future submissions, even to the same journal, require additional petitioning.

Department of Computer Information Science Journal Rankings

Journals	Category	SJR (2020)
ACM Transactions * Family of Journals	A+	
Computers in Human Behavior	A+	2.11
Decision Sciences	A+	1.24
Decision Support Systems	A+	1.56
Electronic Commerce Research and Applications	A+	1.18
European Journal of Information Systems	A+	1.43
Expert Systems with Applications	A+	1.37
Group and Organization Management	A+	1.64
IEEE Transactions * Family of Journals	A+	
Information & Management	A+	2.15
Information and Organization	A+	3.3
Information Systems Journal	A+	2.64
Information Systems Research	A+	3.51
INFORMS Journal on Computing	A+	1.4
International Journal of Electronic Commerce	A+	1.17
International Journal of Project Management	A+	2.76
Journal of the Association of Information Systems (JAIS)	A+	1.88
Journal of Information Technology	A+	1.94
Journal of Knowledge Management	A+	1.84
Journal of Management Information Systems	A+	3.07
Journal of Strategic Information Systems	A+	3.13
MIS Quarterly (MISQ)	A+	5.28
MISQ Executive	A+	2.73
Information Society	A+	1.13
Information Systems Frontiers	A+	1.09
Journal of the Association for Information Science and Technology	A	0.9
Information and Software Technology	A	0.61
Behaviour and Information Technology	A	0.64
Computers and Security	A	0.86
Decision Analysis	A	0.53
Electronic Commerce Research	A	0.56
Group Decision and Negotiation	A	0.5
Human-Computer Interaction	A	0.59
IEEE Security and Privacy IEEE	A	0.53

IEEE Software	A	0.69
Information Technology and People	A	0.72
Interfaces	A	0.66
International Journal of Human Computer Studies	A	0.73
International Journal of Human-Computer Interaction	A	0.69
Journal of Computer Information Systems	A	0.63
Journal of Electronic Commerce Research	A	0.69
Journal of Information Systems	A	0.86
Small Group Research	A	0.76
Communications of the Association for Information Systems	A	0.58
Data Base for Advances in Information Systems	A	0.8
Decision Sciences Journal of Innovative Education	A	0.52
Information Systems Management	A	0.62
Journal of Enterprise Information Management	A	0.74
Journal of Organizational Computing and Electronic Commerce	A	0.64
Knowledge Management Research and Practice	A	0.52
IEEE Access	A	0.59
International Journal of Data Science and Analytics	A	0.53
Data Science and Engineering	A	0.5
Journal of Data and Information Science	A	0.61
EPJ Data Science	A	0.92
Journal of Intelligent Information Systems	B	0.42
Journal of Computer Security	B	0.2
Journal of Database Management	B	0.27
Information technology and management	B	0.47
Digital Investigation	B	0.35
AIS Transactions on HCI	B	N/A
AIS Transactions on Replication Research	B	N/A
Australasian Journal of Information Systems	B	0.35
Business Information Review	B	0.39
Computer Fraud and Security	B	0.25
IEEE IT Professional	B	0.49
Information Resources Management Journal	B	0.26
International Journal of Applied Decision Sciences	B	0.23
International Journal of Business and Systems Research	B	0.21
International Journal of Business Information Systems	B	0.26
International Journal of Data Warehousing and Mining	B	0.16

International Journal of Digital Crime and Forensics	B	0.19
International Journal of e-Collaboration	B	0.12
International Journal of Enterprise Information Systems	B	0.28
International Journal of Healthcare Information Systems and Informatics	B	0.27
International Journal of Information and Computer Security	B	0.15
Journal of Information Security and Privacy	B	0.24
International Journal of Knowledge Management	B	0.23
Journal of Decision Systems	B	0.35
Journal of Global Information Management	B	0.32
Journal of information systems education	B	0.32
Journal of Information Technology Theory and Application JITTA	B	N/A
Journal of Organizational and End User Computing	B	0.46
Pacific Asia Journal of the Association of Information Systems	B	N/A
Scandinavian Journal of Information Systems	B	0.18
Data Science Journal	B	0.36
International Journal of Business Intelligence and Data Mining	B	0.18
Journal of the Midwest Association for Information Systems	B	N/A
The Journal of the Southern Association for Information Systems	B	N/A
Relcasi	B	N/A
Business & Information Systems Engineering	B	N/A
Journal of Information Systems and Technology Management	B	N/A
Systèmes d'Information et Management	B	N/A

Department of Computer Science Journal Rankings

A+ Journals

ACM Computing Surveys
ACM Transactions on … (any)
Applied Mathematics and Computation
Applied Soft Computing Journal
Communications of the ACM
Computer Networks
Computer Vision and Image Understanding
Computers and Education
Data Mining and Knowledge Discovery
Decision Support Systems
Frontiers of Computer Science
IEEE Network
IEEE Systems Journal
IEEE Transactions on … (any)
IEEE/ACM Transactions on Networking
Information Sciences
International Journal of Computer Vision
International Journal of Information and Software Technology
International Journal of Machine Learning and Cybernetics
International Journal of Transportation Science and Technology
International Journal on Recent and Innovation Trends in Computing and Communication
International Journal on Soft Computing
Internet and Higher Education
ISPRS Journal of Photogrammetry and Remote Sensing
Journal of Computer and System Sciences
Journal of Network and Computer Applications
Journal of the ACM
Journal of Transportation Systems Engineering and Information Technology
Journal of Visual Communication and Image Representation
Neural Networks
Pattern Recognition
SIGMOD Record
Theoretical Computer Science
Transportation Research Record
VLDB Journal

A Journals

ACM Journal on Emerging Technologies in Computing Systems
Advances in Data Analysis and Classification
Applied Intelligence
Automated Software Engineering
Computer Science Education
Computers in the Schools
Computing and Informatics
Computing and Visualization in Science
IEEE Multimedia
Information Journal
Information Processing and Management
Intelligent Data Analysis
International Journal of Advanced Computer Science and Applications

International Journal of Advances in Soft Computing and its Applications
International Journal of Computational Science and Engineering
International Journal of Data Mining and Bioinformatics
International Journal of Image and Data Fusion
International Journal of Imaging Systems and Technology
International Journal of Software Engineering and its Applications
International Journal of Wireless and Mobile Computing
IPSJ Transactions on Computer Vision and Applications
Journal of Communications and Networks
Journal of Computer Science and Technology
Journal of Computers
Journal of Computing and Information Science in Engineering
Journal of Educational Computing Research
Journal of Global Optimization
Journal of Imaging Science and Technology
Journal of Information Technology Education: Research
Journal of Intelligent Information Systems
Journal of Software
Journal of Software Engineering and Applications
Machine Learning
Mobile Networks and Applications
Multimedia Tools and Applications
Optimization
Optimization Letters
Pattern Recognition and Image Analysis
Pattern Recognition Letters
Peer-to-Peer Networking and Applications
Signal, Image and Video Processing
Soft Computing
Statistical Analysis and Data Mining
Technology, Pedagogy, and Information
The Computer Journal
WSEAS Transactions on Information Science and Applications

B Journals
Advances in Multimedia
Applied Artificial Intelligence
Computers in Education Journal
CrossTalk: The Journal of Defense Software Engineering
Informatics in Education
Innovations in Systems and Software Engineering
International Journal of Computational Intelligence and Applications
International Journal of Computer Science and Application
International Journal of Computers and Applications
International Journal of Data Analysis Techniques and Strategies
International Journal of Data Mining, Modelling and Management
International Journal of Fuzzy System Applications
International Journal of Information and Communication Technology Education
International Journal of Intelligent Information Technologies
International Journal of Mobile and Blended Learning
International Journal of Pattern Recognition and Artificial Intelligence
International Journal of Sensor Networks
International Journal of Soft Computing
International Journal of Software Engineering and Knowledge Engineering
International Journal of Web-Based Learning and Teaching Technologies
ITALICS Innovations in Teaching and Learning in Information and Computer Sciences

Journal of Combinatorial Optimization
Journal of E-Learning and Knowledge Society
Journal of Information and Communication Technology
Journal of Intelligent and Fuzzy Systems
Journal of Research on Technology in Education
Neural Network World
Neural, Parallel and Scientific Computations

Department of Human Resource Development Journal Rankings

A+ Journals

Academy of Management, Learning and Education
Behavior Research Methods
Frontiers in Psychology
Human Performance
Human Relations
Human Resource Development Quarterly
Human Resource Development Review
Human Resource Management Journal
Human Resource Management Review
International Journal of Selection and Assessment
Journal of Business and Psychology
Journal of Business Ethics
Journal of Business Research
Journal of Career Assessment
Journal of Engineering and Technology Management
Journal of Happiness Studies
Journal of Human Resources
Journal of Occupational and Organizational Psychology (JOOP)
Journal of Occupational Health Psychology
Journal of Organizational Behavior
Journal of Service Research
Journal of Vocational Behavior
Leadership Quarterly
Management and Organization Review
Management Learning
Methods in Ecology and Evolution
Molecular Ecology
Multivariate Behavioral Research
Organization Science
Organization Studies
Organizational Behavior and Human Decision Processes
Organizational Research Methods
Personnel Psychology
Psychological Methods
R&D Management
Review of Public Personnel Administration
Australian Business Dean's Council "A+" Journals not previously listed

A Journals

Action Learning: Research and Practice
Adult Education Quarterly
Advances in Developing Human Resources
American Journal of Evaluation
Asia Pacific Journal of Human Resources
Business Communication Quarterly/Business and Professional Communication Quarterly
Business Horizons
Career Development International
Career Development Quarterly
Education and Training
European Journal of Training and Development

Human Resource Development International
Human Resource Management
International Journal of Human Resource Management
International Journal of Human Resources Development and Management
International Journal of Manpower
International Journal of Productivity and Performance Management
International Journal of Research and Method in Education
International Journal of Training and Development
Journal of Applied Behavioral Science
Journal of Applied Gerontology
Journal of Career Development
Journal of Change Management
Journal of Chinese Human Resource Management
Journal of Experimental Education
Journal of Interactive Online Learning
Journal of Managerial Psychology
Journal of Vocational Education and Training
Journal of Workplace Learning
Leadership
Leadership and Organization Development
New Horizons in Adult Education and Human Resource Development
Organizational Dynamics
Performance Improvement Quarterly
Personnel Review
Practical Assessment, Research and Evaluation
Team Performance Management
TechTrends
Australian Business Dean's Council "A" Journals not previously listed

B Journals

Asia-Pacific Journal of Business Administration
Business Process Management Journal
Equality, Diversity and Inclusion
European Business Review
Industrial and Commercial Training
International Journal of Business Performance Management
International Journal of Evidence Based Coaching and Mentoring
International Journal of Innovation and Learning
International Journal of Mentoring and Coaching
International Journal of Mentoring and Coaching in Education
Journal of Education and Work
Journal of Education for Business
Journal of Entrepreneurship and Applied Management
Journal of Knowledge Management
Journal of Leadership and Organizational Studies
Journal of Management Development
Journal of Management, Spirituality, and Religion
Journal of Organizational Change Management
Management Research Review
Organizational Development Journal
Qualitative Research in Organizations and Management
Team Performance Management
Training and Management Development Methods
Australian Business Dean's Council "B" Journals not previously listed

Department of Management and Marketing Journal Rankings

Management and Marketing department faculty member journal publications will be ranked using the categories in Table 1.

Ranking	Criteria
A+	A* or A ranking on ABDC list or for those journals not listed on the ABDC list if the SJR average for applicable* 5 years is => 2.0 * The applicable period is the last 5 years of published SJR data at the time the publication is submitted for review
A	B ranking on ABDC list or for those journals not listed on the ABDC list the SJR average for applicable* 5 years is > 0.5 and < 2.0 * The applicable period is the last 5 years of published SJR data at the time the publication is submitted for review
B	C ranking on ABDC list or for those journals not listed on the ABDC list the SJR average for applicable* 5 years is <= 0.5 * The applicable period is the last 5 years of published SJR data at the time the publication is submitted for review

Table 1. *Management and Marketing Department Journal Ranking Categories and Criteria*

Notes

- It is recognized that not all journals are necessarily listed in the ABDC list or have applicable SJR's. In this case it is strongly suggested that faculty with other publications must provide information on their publication's peer review process and the journal quality from sources such as:
    - The Harzing Journal Quality List (Harzing, 2021).
    - InCites Journal Citation Reports.
    - Scopus Citescore.
- As new ABDC journal lists and SJR data are published, the most recent data from these sources will be used to determine a journal's classification.
- If a journal is ranked on the list for another department in the Soules College of Business, a Management and Marketing department faculty member can use that department's ranking for any journal publication.

References

Australian Business Deans Council. (2019). ABDC journal quality list. https://abdc.edu.au/research/abdc-journal-quality-list/

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Scimago Lab. (2020). SJR – Scimago journal & Country Rank. https://www.scimagojr.com/journalrank.php

UT Tyler. (2016). Journal list. Soules College of Business. https://www.uttyler.edu/soules-college-of-business/files/journal-list-october-2016.pdf

Department of Technology Journal Rankings

A+ Journals

Computer-Aided Design
IEEE Robotic and Automation Magazine IEEE Transactions on Robotics
International Journal of Industrial Engineering & Technology International Journal of Machine Tools and Manufacture
International Journal of Modern Engineering
Intl. Journal of Advanced Research in Engineering & Technology Intl. Journal of Design and Manufacturing Technology
Intl. Journal of Production Technology and Management
Journal of Technology Studies
Journal of Manufacturing Processes
Journal of Manufacturing Science and Technology
Journal of Manufacturing Systems
Journal of Materials Processing Technology Journal of Purchasing & Supply Management Journal of Quality Technology
Journal of Small Business Management
Journal of Technology, Management, and Applied Engineering Manufacturing Technology
Robotics and Computer-Integrated Manufacturing Technology
Technology Interface International Journal
The International Journal of Advanced Manufacturing Technology

A Journals

IEEE Transactions on Components, Packaging and Mfg. Technology IEEE Transactions on Nanotechnology
International Journal of Lean Six Sigma
International Journal of Productivity and Performance Management International Journal of Quality & Reliability Management
Journal of College Student Development Journal of Electrostatics
Journal of Manufacturing Science and Engineering
Journal of Manufacturing Technology Management
Management Decision
Project Management Journal
Safety Science
The International Journal of Engineering Research and Innovation
IEEE Nanotechnology Magazine

B Journals

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American Journal of Materials Engineering and Technology
Early Career Technical Journal (ECTJ) (formerly ASME ECTJ)
IEEE Computer Graphics and Applications
IEEE Technology and Society Magazine
Industrial Management
International Journal of Agile Manufacturing
International Journal of Manufacturing Engineering
International Journal of Nanoscience and Nanotechnology
International Journal of Six Sigma and Competitive Advantage International
Journal on Integrating Technology in Education
Journal of Agile Manufacturing
Journal of Engineering Technology
Journal of Industry and Higher Education
Journal of Management and Engineering Integration
Journal of Technology Education
The Online Journal for Workforce Education and Development
Workforce Education Forum

COVID-19 Addendum

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

The University of Texas at Tyler created several task forces in late Spring 2020 to investigate the best responses to operating under COVID-19 restrictions. Faculty, staff, and students were surveyed, and plans were developed at the University level for how to proceed and offer classes in Fall 2020 semester. Various modalities were developed to give faculty and departments choices in structuring each course. Modalities ranged from face-to-face to several versions of a hybrid modality to entirely online. Required social distancing made it necessary to measure each room to determine maximum capacities under COVID restrictions. With new room capacities and the new modality approaches, the university was able to develop the Fall 2020 and Spring 2021 schedules and communicate this to students. Since Fall 2021, the state of Texas progressively eliminated COVID-19 restrictions, and regular scheduling options have been available.

The COVID-19 pandemic has had a profound impact on the Soules College of Business in several areas. In the following paragraphs, we discuss more specifics regarding the impact COVID-19 has had on college enrollment, finances, faculty members and staff hiring, instructional delivery, and other areas.

College enrollment has been declining since the previous 2018 AACSB CIR report. In Fall 2018, total enrollment (both undergraduate and graduate) in the Soules College of Business accounted for 2696 learners. In Fall 2021, enrollment had declined to 2099 learners. Upon further examination, most of the decline in enrollment can be accounted for in the declining enrollment of the MBA online program. The increased competitive landscape in the MBA online market since COVID has continued to put downward pressure on MBA online enrollment. In addition, international graduate student enrollment, which was nearly eliminated during the pandemic, is slow to come back. Undergraduate enrollment has remained relatively stable throughout the COVID-19 pandemic and after.

Fortunately, regardless of the COVID-19 pandemic and its impact on University and College finances, the Soules College of Business has continued to execute its mission. However, the persistent decline in graduate enrollment has influenced the finances of the College. Instructional support fees (ISF), which are directly related to enrollment, have continued to decrease during

the review period. A ten-million-dollar gift from the John Soules Food Company, Inc. has provided increased funding for graduate and undergraduate student scholarships and additional funding in areas such as faculty and student research. In addition, the success of the self-funded Executive MBA program, which began in 2017, has generated additional revenue.

As the COVID-19 pandemic emerged in Spring 2020, one of the first University measures that went into effect was the freezing of any open faculty and staff lines. This policy remained in effect for the following academic year but has since been lifted, and most faculty and staff lines have been filled.

One of the COVID-19 success stories has been the agility displayed by faculty in delivering their courses online and adapting to virtual teaching. Additional equipment and software were purchased to facilitate faculty and staff working from home early on during the pandemic. The University of Texas at Tyler provided a pool of funds to help pay for this effort. One of the outcomes of this "exercise" is that many faculty who were reluctant and skeptical that they would be able to deliver quality virtual instruction discovered they are able to do so. Consequently, there has been a greater willingness on the part of the faculty to explore creating additional in-demand graduate degrees. This is especially important as part of the Soules College of Business strategic plan involves creating additional in-demand graduate degrees and will help offset the decline in the MBA-online enrollment previously referred to in this addendum.

A continuing lingering challenge has been student and faculty engagement. While video conference technologies like Zoom and Microsoft Teams have become common tools that facilitated virtual student and faculty engagement activities and efforts during the COVID-19 pandemic, it has conditioned both faculty and students, to some degree, to resist returning to a face-to-face modality. Since the COVID-19 restrictions were lifted, extra efforts are required to encourage students to enroll in face-to-face classes. Faculty as well have become comfortable teaching online courses from wherever they are and need to be encouraged to be on campus.

The focus during the early days in dealing with the COVID-19 pandemic was spent ensuring all staff and faculty were safe and healthy and could operate efficiently and effectively from home. Yet while the COVID-19 pandemic presented challenges, it has not impacted the Soules College of Business' ability to align with accreditation standards. Soules College of Business staff, faculty, students, and community stakeholders continue to set goals and strategies and pursue the resources needed to achieve its mission in a dynamic and changing environment. Assurance of learning activities have continued throughout, and learner success continues to be the primary focus of Soules College of Business. Innovative in-demand new courses, certificates, and programs are developed. Faculty continue to be productive and impactful researchers meeting AACSB qualification standards, and Soules College of Business outreach centers ensure meaningful engagement with the community.