EXECUTIVE SUMMARY

GUIDING PRINCIPLES

Ethics and integrity are at the heart of who we are and what we do as a part of the Texas Tech University System. System regulations outline the Code of Ethical Conduct and mandate biennial training for all faculty and staff. The Rawls College of Business' core values include "Strive for Honor," and our collective behavior holds us accountable to that value. We seek to make a positive **societal impact** as outlined in our mission and vision statements. In line with Standard 9, we have developed strategies to support societal impact and will continue to refine our strategies, activities, and outcomes. We have continued to refine our **mission-driven focus** via a specific mission, strategies, and expected outcomes and welcome the **peer review** process provided by AACSB in the spirit of **continuous improvement**. Dean Margaret L. Williams participates as a member or chair of multiple peer review teams each year.

Collegiality is an important aspect of our culture and is evident throughout our statement of core values: we engage and build community, foster diversity and inclusion, and strive for honor by acting with compassion and generosity. Our alumni, employers, and anyone who works at Texas Tech will tell you that collegiality sets our students, staff, and faculty apart from many other universities. We cannot engage in continuous improvement without **agility**. We were required to demonstrate this agility in 2020 as we responded to COVID-19. Knowing that we have been agile has established a mindset that will allow us to take on new and different challenges each year.

Our internationally-diverse leadership and faculty exemplify the **global mindset** of the Rawls College of Business. In the core curriculum, Fundamentals of Business (BA 1301) provides students with an initial view of the relevance of globalization in business. This perspective is emphasized in the introductory marketing and management classes. Our Center for Global Engagement allows students and faculty to experience different cultures through study abroad programs or by interacting with international exchange students on campus. These opportunities are augmented by Texas Tech's campuses in Costa Rica and Spain, the college's longstanding international partnerships like the one with the University of Southeastern Norway, and international service-learning opportunities offered through the Scovell Business Leadership Program.

Another important core value is **fostering diversity and inclusion**. This is an initiative of the 2018 strategic plan, and we have taken many actions over the past five years to enhance diversity, equity, and inclusion within the college. These activities and results are shared in various sections of our report. Our commitment to fostering a greater understanding and acceptance of cultural diversity is strengthened by Texas Tech's designation as a Hispanic Serving Institution.

The Rawls College of Business has been continuously accredited by AACSB since 1958. We participate fully in the review process and other AACSB data collection efforts and will continue to do so. We acknowledge the responsibilities associated with this status, and our practices will remain consistent with AACSB's Guiding Principles and Business Standards.

VISION, MISSION, AND STRATEGIC INITIATIVES

OUR VISION

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and leaders.

OUR MISSION

As a comprehensive, research-based business school, the Rawls College of Business:

- advances knowledge and societal well-being through impactful research.
- educates and empowers resilient, purpose-driven graduates who will shape the workplace of the future.
- provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment.
- serves and engages with our communities, from local to global, and provides value to practitioners.
- instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, accountability, civility, humility, and philanthropy.

Within our mission and vision, we have adopted six major initiatives. Our progress toward these initiatives and associated metrics is provided in our report.

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.

Attract and retain highly qualified students, faculty, and staff.

Work to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking.

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.

Strengthen our ties with alumni and the business community.

Foster diversity and inclusion.

ALIGNMENT WITH AACSB STANDARDS

STRATEGIC MANAGEMENT AND INNOVATION (STANDARDS 1-3)

We align with the first three standards by engaging in a robust strategic planning process and maintaining a current strategic plan that guides our actions and allocation of resources. The current strategic plan, adopted in 2018, addresses graduate and undergraduate curricula, research and intellectual contributions, community engagement broadly defined, and diversity and inclusion. We have monitored progress against the plan and engaged in a risk analysis to be prepared to mitigate major risks. A process to refresh our strategic plan for the next five years is currently underway.

We monitor our physical, virtual, and financial resources and are effective stewards of the abundant resources we are fortunate to manage. Our biggest resource limitation is that our building does not provide us with the space we need to achieve the goals outlined in our strategic plan. The university is conducting a facility needs assessment and strategic alignment project as the first step toward the renovation and expansion of our facilities.

Over the past five years, one of our goals has been to increase the faculty and staff of the college to keep pace with our enrollment growth. The financial uncertainty surrounding the early days of the pandemic disrupted progress in this area. Faculty and staff hiring has increased since 2020. Faculty qualification and sufficiency are consistent with our mission. Another accomplishment of the past five years is the development of well-documented and well-communicated processes to support faculty as they progress through their careers. For faculty, we have revised or developed policies for AACSB qualification, merit, workload, third-year review, promotion, tenure and/or continuing appointment, and comprehensive performance (i.e., post-tenure) review. We have also implemented a formal review process for holders of endowed faculty appointments and began using appointment letters that include performance criteria and a description of procedures for review and reappointment. We have increased the number of professional staff by 11% since 2017 and have reallocated staff positions to areas of greatest need within the college to enhance efficiency and effectiveness. Many staff members have been promoted or have had their positions reclassified to be consistent with increased responsibility. Pay raises consistent with those changes have been funded by the college. The college has participated in three university programs for pay equity adjustments for staff and faculty within the past five years. The college provided funding for pay increases for deserving staff and faculty beyond the funding provided by the university.

LEARNER SUCCESS (STANDARDS 4-7)

One of the college's strategic initiatives is to "raise the level of graduates' professional skills in areas that employers require and that match the future needs of business." This is consistent with the requirements of Standard 4.1. The curriculum is managed through assessment and other systematic review processes based on faculty committees related to degree programs: Undergraduate Program and Assessment Committee, MBA Committee, Master's Program Committee, and PhD Program Committee. An associate dean for undergraduate programs and an associate dean for graduate programs and research work with the faculty committees and the academic areas to review and update curriculum for currency and relevancy. A renewed emphasis on peer review of teaching within the college addresses the alignment of instruction with course and program learning outcomes. Examples of curriculum innovation, experiential learning, and opportunities for meaningful learner-to-learner and learner-to-faculty engagement are included in our report. Opportunities for professional engagement for learners are a focus of another strategic initiative to "strengthen ties with alumni and the business community." Metrics related to these engagements are provided in Appendix 4.

A major activity of the past five years has been a systematic overhaul of our Assurance of Learning (AoL) program. Central to this process was a focus on viewing assessment as a faculty-driven strategy that the college supports and values. Led by a newly-appointed faculty director of assessment, faculty developed AoL plans for each degree program.

Faculty identified student competencies, conducted curriculum mapping, identified measures and associated rubrics for each competency, and determined how artifacts would be obtained with an end-goal of an efficient AoL process that satisfies both AACSB and SACSCOC requirements. Through this process, we have established and maintained a committed culture of assessment that is integrated, faculty-driven, oriented toward continuous improvement of our degree programs, and focused on student competencies. In 2021, the Rawls College of Business was spotlighted by the Texas Tech Office of Planning and Assessment for our outstanding AoL process across all programs.

We have clear, effective, consistently-applied, and mission-aligned policies and procedures for admissions, acceptance of transfer credit, academic progression, and support for career development. Almost all aspects of undergraduate enrollment are managed centrally by Texas Tech's Division of Enrollment Management with support from the college (e.g., evaluation of transfer credit is done within the college). At the graduate level, the Rawls Graduate and Professional Programs Office plays a more active role in admissions, following the Texas Tech Graduate School guidelines. Key performance indicators for Texas Tech's strategic plan include 1-year retention and 6-year graduation rates. Our faculty and staff adopt best practices for retention and degree completion by using tools provided by Texas Tech (i.e., the STRIVE system) and via personal contact with students. The Rawls Career Management Center tracks placement for the BBA and master's programs. Placement results for each term are posted on our website as they become available.

THOUGHT LEADERSHIP, ENGAGEMENT AND SOCIETAL IMPACT (STANDARDS 8-9)

Consistent with our mission, we expect faculty to produce high-quality, impactful intellectual contributions. To that end, over the past five years, we have invested resources to support faculty research activity throughout their careers. Examples of these investments include more competitive research support for newly-hired faculty, an increase in college-funded competitive summer research grants, and greater access to databases. From 2017 to 2021, college financial investments in research increased by 88%. We have developed a college journal list to encourage and reward publication in high-quality outlets, including those related to basic, applied, and pedagogical research. We engage with external stakeholders to create and transfer knowledge that informs the theory, policy, and practice of business. As noted below and elsewhere in our report, our research demonstrates societal impact consistent with our mission.

ENGAGEMENT, INNOVATION, AND IMPACT

The Rawls College of Business exemplifies the themes of engagement, innovation, and impact by the actions of our students, faculty, staff, alumni, and donors. Each of these activities is embedded in our mission and strategic plan, and we have emphasized these themes in our news stories over the past five years. More stories in the categories of engagement, innovation, and impact can be found here.

Examples of **engagement** include a new summer program with a local school district to attract high school students to the study of business; an accounting faculty member who completed a two-year fellowship with KPMG as director of academic research; the launch of the Sales and Customer Relationship Strategy Competition which pairs student teams with companies and non-profits to address a sales or marketing challenge; and continuation of the Rawls Diversity Symposium (the seventh was held in 2022).

Examples of **innovation** include the launch of our undergraduate research program; the launch of a virtual career fair (a necessity during the pandemic that has been maintained to attract employers who have not typically traveled to Lubbock to recruit); a partnership with the Northwest Small Business Development Center, the Texas Tech Innovation Hub, and the City of Lubbock to launch the Hub City Small Business Triage Hotline in April 2020.

Examples of **impact** include the "Dress for Success" scholarship program launched in the summer of 2022 to help students purchase professional attire; the establishment of the Excellence in Banking program designed to fulfill employment needs of banks, including community banks, in Texas; an alumnus leading the effort to distribute COVID-19 vaccines; and webinars presented by faculty to help people understand how to access components of the CARES Act.

STRATEGIES FOR DIVERSITY AND INCLUSION

Our activities related to diversity and inclusion over the past five years have focused on assessing the successes and challenges we experience in these areas (i.e., conducting a climate survey); allocating resources and creating a structure to support concerns, challenges, and progress related to diversity and inclusion (i.e., filling the role of director of inclusive excellence, establishing a diversity and inclusion committee); and creating opportunities for conversation and learning around these topics (i.e., college- and university-wide workshops and presentations, a book club, the Rawls Diversity Symposium). As part of this process, we have defined what diversity, equity, and inclusion mean to us, and we use these common definitions to promote productive conversation and action within our college community. We have greater diversity among our students, staff, and faculty than we did five years ago. For example, in that time, Texas Tech became a Hispanic-serving Institution. We strive to create an inclusive environment for everyone and consistently look for ways to improve.

POSITIVE SOCIETAL IMPACT

In developing our approach to demonstrating a positive societal impact, we took an inventory of current college activities and matched them to the goals of Texas 2036. As a state university that claims a unique sphere of influence in West Texas and Eastern New Mexico, the Texas 2036 strategic framework is appropriate because the non-profit's mission is "to ensure Texans' well-being and economic prosperity." We selected societal impact goals from the Texas 2036 framework that are consistent with areas of strength in the college and our strategic initiatives. They are economic growth; workforce preparation; energy distribution and production; crisis readiness; and diversity and inclusion. Our curriculum positively impacts society through new programs and courses that prepare students for in-demand careers. Examples include the Excellence in Banking program; a certificate in clean energy; and new courses in diversity, equity, and inclusion and business analytics. We have demonstrated the positive societal impact of our thought leadership through research that addresses the critical role of community banks in responding to the pandemic, provides insight into the dearth of women in technical fields, and demonstrates the negative impacts of SEC regulations and Dodd/Frank on small businesses and community banks. Together, these activities impact society as a whole by contributing to the economic growth of Texas. In the words of Texas 2036, our activities promote an innovative and business-friendly climate, help students earn a post-secondary credential to access the jobs of today and tomorrow, and provide knowledge and skills to access careers enabling economic security.

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AACSB Continuous Improvement Review

Report 2017-2022

RAWLS COLLEGE OF BUSINESS

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OVERVIEW

CONTEXT

Texas Tech University was created by legislative action in 1923 and has the distinction of being the largest comprehensive higher education institution in the western two-thirds of the state of Texas, a region larger than 46 of the nation's 50 states. The university, which boasts an enrollment of over 40,000 students, is part of the Texas Tech University System, the only system in the nation to include a law school, medical school, veterinary school, and a school of architecture. Texas Tech is accredited by the Southern Association of Colleges and Schools Commission on Colleges. In 2016, Texas Tech entered the Highest Research Activity (R1) category of the Carnegie Classification of Institutions of Higher Education. Texas Tech is a Carnegie Community-Engaged Institution, and in 2019, became a Hispanic-Serving Institution.

The Jerry S. Rawls College of Business, established as the Division of Commerce in 1942, is one of 13 colleges and schools at Texas Tech. In 1958, the college's undergraduate programs became AACSB-accredited, and in 1981, graduate programs received AACSB accreditation. The college's first Bachelor of Business Administration was awarded in 1928, the first Master of Business Administration in 1941, and the first Master of Science in Accounting degree in 1977. The first Doctor of Business Administration was awarded in 1968 to Rosemary Pledger, who was later named the first dean of the University of Houston-Clear Lake and the first female president of the Academy of Management. In 2002, the college was officially renamed in recognition of a $25 million endowment gift from Texas Tech alumnus Jerry S. Rawls. In 2013, the college received approval from the Texas Higher Education Coordinating Board to create the School of Accounting, the first separately accredited school in Texas.

ORGANIZATIONAL STRUCTURE

Professor Margaret L. Williams joined the college as dean in spring 2017. Three associate deans (senior associate dean, associate dean for undergraduate programs, and associate dean for graduate programs and research) and six area coordinators (how we refer to department chairs) compose the academic administration. Seven senior directors provide leadership to the 80 professional staff of the college. The current organization chart is provided in Appendix 1.

CURRENT ENVIRONMENT

The Rawls College of Business is protected from many of the factors buffeting higher education by virtue of our location in the state of Texas. The Texas economy is booming, and population growth is strong. As we approach the 2023 legislative session, the state seems to be especially supportive of increasing funding for Texas Tech and other "next-tier" institutions (e.g. the University of Houston) to increase our competitive position with respect to the state's public AAU universities: University of Texas and Texas A&M. The expectation is that additional permanent state funding will be allocated to Texas Tech beginning in the next biennium. Because of the tight labor market and our status as a

Hispanic-Serving Institution, demand for our graduates is increasing, as proven by our May 2022 undergraduate placement rate that exceeds 95%. Our alumni and friends continue to be supportive of the college with their gifts of time, talent, and treasure, increasing both our industry engagement and our fundraising.

Internally, the college has experienced substantial growth over the past five years. In the 2021-22 academic year, we enrolled 5,145 residential undergraduate students seeking the BBA degree across eight majors: accounting, energy commerce, finance, information technology, management, marketing, supply chain, and general business (offered only to students pursuing business as a second major). These students can also earn undergraduate certificates in 10 unique areas. The Undergraduate Services Center provides professional advising by eight major-specific advisors[1] and houses an embedded, licensed mental health counselor to address the mental health needs of business students. The Center for Global Engagement helps students access study abroad opportunities and arranges faculty-led study abroad programs. The Career Management Center serves both undergraduate and graduate students and maintains a job placement rate of over 92% across undergraduate majors.

Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Five-Year Enrollment Increase
Undergraduate	4,042	3,807	4,320	4,834	5,145	27.3%
Graduate	574	557	689	814	864	50.5%
Total	4,616	4,364	5,009	5,648	6,009	30.2%

In fall 2021, the graduate enrollment included 818 master's students and 46 doctoral students. We offer three formats of the MBA: STEM MBA (full-time, residential), Online MBA, and Professional MBA (weekend, hybrid). Specialized master's programs (i.e., MS) are offered in accounting, data science, finance, and marketing research and analytics. Additionally, we offer a graduate business minor and two graduate certificates: business analytics and essentials of business. Students may pursue a PhD in business in five areas: accounting, finance, information systems, management, and marketing.

SPECIFIC CHALLENGES

1. **Opportunities for enhancing degree offerings** lie in three areas: online delivery of the undergraduate program, additional specialized master's programs, and new concentrations in the MBA program. With encouragement from the provost, the college is currently exploring the possibility and potential of offering an online BBA program appealing primarily to non-traditional students. We plan to add additional master's programs in upcoming years (e.g., MS in Human Resource Management and MS in Management Information Systems). In addition to the four current MBA concentrations (data analytics, healthcare organization management, marketing analytics, and general business), we plan to offer a supply chain optimization concentration starting in fall 2023.

   Texas Tech opened a campus in San José, Costa Rica (TTU-CR) in 2018 using a public-private partnership model. The academic programs offered are Texas Tech degree programs overseen by a Texas Tech dean. A private company operates the campus by setting and collecting tuition, hiring and

[1] *The university recently funded an additional two undergraduate advisors and a student success counselor as part of the Texas Tech student success initiative.*

compensating faculty and staff (with input and approval from Rawls College of Business faculty and administration), providing and maintaining facilities, etc. Based on demand from local students and their families, we began offering the BBA degree with a major in management at TTU-CR in 2021. With 39 students enrolled, it is the largest major offered at TTU-CR. We seek consultative advice from the Peer Review Team regarding future staffing of the BBA program at TTU-CR to remain consistent with AACSB guidelines.

2. **Changing models of faculty engagement** related to online instruction is a challenge facing higher education to which we are not immune. As online instruction becomes more prevalent, questions arise regarding fully-remote work for faculty. To this point, we have hired continuing appointment faculty[2] and part-time lecturers who teach fully remotely and have made exceptions to allow tenured faculty to work fully remotely as an ADA accommodation. As pressure for remote work increases and peer and aspirant business schools adopt more flexible models, our expectations and understanding of faculty engagement may need to change.

3. **Space constraints** have become a challenge due to substantial enrollment growth over the past five years (27% growth in undergraduate students; 51% growth in graduate students), causing a strain on faculty, staff, and facilities. Undergraduate differential tuition and graduate program fees allocated by Texas Tech to the college are important sources of revenue to support hiring faculty and staff. Restricting enrollment reduces college revenues and is not supported by the central administration. The college occupies a 191,000-square-foot state-of-the-art facility that includes the original building that opened in 2011 and a $15 million expansion that opened in 2016. Our current facilities, although constructed in 2011 and 2016, are no longer adequate to support current programming, faculty, staff, enrollment, or future enrollment growth.

ISSUES IDENTIFIED IN THE PRIOR CONTINUOUS IMPROVEMENT REVIEW

Seven issues were identified by the CIR Peer Review Team visit in 2018. They are listed below, along with a summary of how we have addressed them. The FR2 Peer Review Team indicated one item that needed to be addressed prior to our next visit: we are urged "to continue to utilize the results of the AoL process to further enhance the academic learning of the students." Our response to the FR2 Peer Review Team is also addressed in the responses to the CIR team provided below.

STANDARD 5 (2013): FACULTY SUFFICIENCY AND DEPLOYMENT

"The team and committee were unable to determine faculty sufficiency ratios from Table 15.1. The college used courses taught as the metric. The data indicated that most of the faculty were teaching well over 4 courses and some were teaching as many as 23 courses in a year. The college is encouraged to create a clear faculty workload policy with respect to individual independent studies and internships that would justify the number required to be considered equivalent to teaching a standard course. For example, a faculty member overseeing 15 internships in a single term might be considered equivalent to teaching a standard course. In developing this policy, Texas Tech is encouraged to benchmark against comparative business programs in determining the appropriate number. Numbers counted in the tables should reflect reasonable faculty loads given the mission of Texas Tech. In the CIR2 report provide a fully completed and updated Table 15.1 reflecting the above recommendations and including both full and part-time faculty. The previous report only included a summary table."

[2] *Texas Tech provides continuing appointment to non-tenure track faculty (professors of practice and lecturers) after six years of employment, with approval by college faculty: thus, the term "continuing appointment" faculty as opposed to "non-tenure track" faculty. A faculty member with continuing appointment cannot be terminated without cause.*

Response: In our CIR2 report, we presented a revised Table 15.1 based on student credit hours rather than sections taught. We applied a revised faculty qualification procedure to determine each faculty member's qualification (Appendix 2). The revised procedure, in which we raised SA standards for faculty who teach doctoral students and chair doctoral dissertations, is based on the mission of Texas Tech as a Carnegie Research 1 institution. The revised table showed adequate faculty ratios for all academic areas except Energy Commerce and Business Economics which were 38.4% SA and 89.3% SA+PA+SP+IP. We also created a new college faculty workload policy (Appendix 3) that addresses when and how much teaching credit is earned for supervising internships and independent studies. We do not allow teaching credit to accumulate for independent studies. These changes remain in place and are reflected in the current report.

STANDARD 11 (2013): DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE AND EQUIVALENCE

"The MBA program is delivered in three formats. It is expected that these programs are equivalent regardless of the delivery mode. There is no indication of equivalence (other than a statement indicating they are all the same degree) and there is no comparison of SLOs across the delivery formats. In the CIR2 report, the college should provide evidence that despite the difference in teaching and delivery formats, the learning outcomes and student experience are equivalent and are at the same quality level."

Response: In the CIR2 report, we provided a description of equivalence across MBA formats, including the same student learning goals, an equivalent set of core courses (24 credit hours), and common admission criteria and support services. Faculty qualifications (i.e., SA, IP, PA) are similar across MBA formats. A review of syllabi conducted by faculty who teach across the MBA formats indicated only two courses in which content and assignments were not equivalent. Faculty members teaching Financial Management Concepts (FIN 5320) and Strategic and Global Management (MGT 5391) coordinated to ensure that the students in all three formats receive similar and consistent educational experiences. Our revised AoL program includes making comparisons for equivalence across MBA modalities. Comparisons of faculty deployment and student outcomes across different MBA formats and modalities are presented in the "learner success" portion of this report.

STANDARD 8 (2013): CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

"Assurance of learning (AoL) was a concern from the previous visit year, and it remains a serious concern today. During the CIR2 year, it is imperative that the college's AoL processes be thoroughly addressed and well-documented at all levels."

General Response: The AoL for the Rawls College of Business has been overhauled. The faculty developed an assessment plan for each degree program. Student competencies were identified. Specific measures and rubrics exist for each competency, as do guidelines for how results will be obtained (e.g., using multiple raters for subjective assessments). The faculty responsible for collecting and reviewing assessment data are aware of their responsibilities. Our CIR2 report presented assessment results from 2018. These results were reviewed by the faculty, and actions to close the loop were taken. Most importantly, the climate surrounding assessment within the college has changed. Faculty now understand not only the "what" but the "why" of assessment. AoL has been, and will continue to be, a faculty-led effort to substantially improve student learning within the college.

In addition to our general response provided above, four specific AoL concerns were identified by the committee and peer review team:

CONCERN ONE:

"The team noted that the undergraduate AoL was unclear because the current system appeared to be artificially creating two cycles when in fact the college is conducting assessment every semester. In addition, the team was told that an exam was administered to about 800 students per year at all levels, but this information was not provided to the team prior to the visit. Further, the report did not present any results of the measurements from course-embedded assessment of student learning objectives."

> **Response:** These concerns were created by a lack of communication within the college as to what assessment data were being collected and who was responsible for summarizing and reporting the data. We are now following a clear plan for data collection, including course-embedded measures.

CONCERN TWO:

"The AoL process for the graduate programs remains problematic. While there are eight learning objectives for the MBA program, only four have been measured, and, in all cases, no curricular adjustments were suggested. The other four learning objectives were measured by student self-reflection which are considered indirect assessments and determined to be an insufficient measure of expected learning outcomes. In addition, while the college has one MBA program offered in three formats, there is no separate assessment of the three formats to determine if there is consistency in learning outcomes."

> **Response:** Each graduate program, including the MBA, has a formal assessment plan developed by faculty who teach in the program. There are now five student competencies for the MBA program, each of which is measured using direct assessment. We evaluated equivalency across the MBA formats and presented evidence of equivalence in our CIR2 report.

CONCERN THREE:

"For the doctoral program, the original CIR report provided six learning objectives followed by the statement, 'Every student is expected to meet expectations on each SLO; thus, every student who earns a doctoral degree meets these standards.' Supplemental material provided to the team indicated that continuous improvement had occurred and that 13.6% of the students had left for performance reasons but this was not detailed according to the SLOs. In discussion with the Graduate Program and Assessment Committee, the team discovered there is far more assessment, both direct and indirect, being conducted at the PhD level that was not outlined in the CIR report. In fact, the process seems to be much more thorough than at the master's level. All of the assessment activities should be detailed and properly documented in the CIR2 report."

> **Response:** The review team was correct that we have a robust assessment process for our doctoral program. Data collection and reporting have been streamlined, and results are included in this report.

CONCERN FOUR:

"While there has been improvement in terms of closing of the loop, the process appears to be quite cumbersome. The team noted that 'closing the loop' activities were being done in some areas. However, the team did not believe the activities were being reported back to the faculty director of assessment. The team felt that the new faculty director would be able to provide leadership on assuring proper reporting of 'closing the loop' activities. The current director of assessment is evaluating more than 100 oral presentations annually but there appears to be no consistency as to what classes are included in this assessment. It should be noted that common practice for assessment of oral presentations is to have more than one person assessing these presentations. While it appears there is a great deal of assessment information being collected, the CIR report contained very little detail. Overall, the college's AoL processes should be streamlined, more consistent, and assessment of oral presentations should include additional evaluators. Most importantly, the data must be well documented in the CIR2 report."

> **Response:** The faculty director of assessment, who has been in place since spring 2018, provides leadership across our AoL program, including coordinating faculty "loop-closing" activities. We have a formal schedule for data collection, and each of our subjective assessments is now observed or scored by two people. Our ongoing AoL processes, data, and results are documented in this report.

CONSULTATIVE GUIDANCE

We are expanding the geographic reach of our BBA program by offering the management major at Texas Tech's Costa Rica campus. What should we do to ensure these expansion plans operate smoothly from an accreditation perspective?

> In August 2018, Texas Tech launched a campus outside San José, Costa Rica in partnership with Edulink, a private company that provides administrative oversight to the campus. In January 2021, we began to enroll students in their first two years of "pre-business" courses. In fall 2023, the students at the Costa Rica campus will begin to take the "upper-division" management courses. Our assessment plan for the BBA will be implemented in Costa Rica. Faculty hired to teach in Costa Rica will be approved by the relevant academic area within the Rawls College of Business, although they will be considered employees of Edulink. Some faculty will be full-time, and some will be part-time.

What is the appropriate mix of qualifications for faculty within the discipline of energy commerce in our college?

> This academic area was originally created to support an undergraduate major in petroleum land management, an area of great relevance in our West Texas region. The undergraduate major, which has been renamed "energy commerce," has been successful in recruiting excellent students and placing them in high-quality internships and careers with, typically, 100% placement. Four faculty in the energy commerce discipline have extensive, high-level industry experience. Two of these qualify as IP and two qualify as PA (with law degrees). One faculty member has a PhD in economics and is research active, qualifying as SA. In 2020-21, we began to offer graduate courses in "energy business" taught by energy commerce faculty. These courses are electives within some formats of the MBA program and can be combined for an energy business concentration in the Professional MBA program. Under the 2020 AACSB standards, what is the appropriate mix of qualifications for faculty in this discipline now that we are offering graduate coursework in energy commerce? How would your recommendation change if we offered a master's degree in energy commerce?

With encouragement from central administration, we are exploring the possibility of offering a fully online and asynchronous BBA program. What advice do you have as we consider this opportunity?

NEW DEGREE PROGRAMS SINCE THE PREVIOUS ACCREDITATION REVIEW

Prior to 2017, the Master of Science in Finance was offered as the MS in Business Administration with a concentration in finance. This is the first CIR visit in which we report assessment data for the MS in Finance degree. Since the 2018 CIR visit, the college has begun to offer a Master of Science in Marketing Research and Analytics in a fully online, asynchronous format. Although not a new degree, the college launched a fully online, asynchronous format of the MBA in 2018.

STANDARD 1:

STRATEGIC PLANNING

IDENTIFICATION OF THE SCHOOL'S MISSION STATEMENT AND MAJOR STRATEGIC INITIATIVES

The college conducted a comprehensive strategic planning process during the 2017-18 academic year. The resulting strategic plan can be found here. During fall 2017, a 17-member task force composed of faculty, staff, students (one undergraduate and one graduate), members of the Rawls Advisory Council, and associate deans identified a new mission and vision, core values, strategic initiatives, and associated goals for the college. During spring 2018, six task forces involving 70 faculty and staff developed action plans for the five strategic initiatives and for diversity and inclusion (which was labeled an "aspirational" core value). These plans are included in the strategic planning document. We also developed an action plan around the college's core value to "foster diversity and inclusion." In spring 2021, a task force of faculty, staff, students, and alumni recommended revisions to the college mission and vision to explicitly recognize the college's commitment to societal impact, yielding the adjustments highlighted below:

VISION

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and leaders.

MISSION

As a comprehensive, research-based business school, the Rawls College of Business:

- advances knowledge and societal well-being[3] through impactful research.
- educates and ~~develops~~ empowers resilient, purpose-driven graduates who will shape the workplace of the future.
- provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment.
- serves and engages with our communities, from local to global, and provides value to practitioners.
- instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, accountability, civility, humility, and philanthropy.

The major initiatives associated with the strategic plan are shown in Table 2 (p. 10) of the strategic plan and include:

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.

Attract and retain highly qualified students, faculty, and staff.

Work to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking.

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.

Strengthen our ties with alumni and the business community.

Foster diversity and inclusion.

[3] *Highlighted language was added to emphasize societal impact in our mission.*

Appendix 4 includes the list of strategic initiatives and all associated goals from Table 1 of the 2018 Rawls College of Business strategic plan. Actions and results in support of the initiatives are listed along with acknowledgement of areas in which actions were not taken. There is some overlap among the initiatives, so there is some repetition in that list.

Much progress has been made across these initiatives. The "Work" initiative has seen the least amount of progress. This initiative was most impacted by COVID-19 as reflected in the strategic plan metrics. In 2022 and 2023, activity is rebounding.

In most cases, there is not a one-to-one correspondence between the initiatives and the metrics. Therefore, the metrics are provided in a separate table of Appendix 4. For example, the "Raise" initiative and the "Attract" initiative (among other factors) may both impact student retention and graduate rates. Taken together, this list of accomplishments and progress on the associated metrics provide a picture of the progress the Rawls College of Business has made in response to the 2018 strategic plan.

EXPLAIN HOW THE STRATEGIC PLAN IS USED TO INFORM THE SCHOOL'S DECISION-MAKING PROCESSES.

The "Rawls Strategic Action Plan" shown in Table 2 (p. 10) of the Rawls College of Business Strategic Plan has been the blueprint for our activities since 2018. Even as new opportunities, urgent matters (such as the COVID-19 pandemic), and university initiatives arise, the college's leadership team's activities and decisions have been guided by the strategic plan. The Coordinating Council (chaired by the dean and composed of six area coordinators and three associate deans) is the main decision-making body within the college.

EXPLAIN THE PROCESS FOR MONITORING SUCCESS TOWARD PLANNED INITIATIVES AND HOW REGULARLY THE PLAN IS UPDATED, BY WHOM, AND WHEN.

We monitor strategic plan success by tracking the actions we have taken and monitoring key performance indicators and metrics. Progress is shared with Texas Tech administration in regular meetings with the provost, with college leadership in bi-weekly meetings, with faculty and staff in town hall meetings held at least once per semester, and with the Rawls Advisory Council and Recent Alumni Board in semi-annual meetings. A comprehensive list of metrics is shown in Table 3 (p. 21) of the college's strategic plan. Appendix 4 shows results on metrics, some of which are tracked carefully by Texas Tech administration and are the topic of regular conversation with various leaders and offices across campus.

We have made substantial progress with the initiatives identified in our strategic plan. Our accomplishments will be shared throughout this report.

The strategic plan will be updated in spring 2023. A task force of faculty, staff, students, and Rawls Advisory Council members will review the mission and vision, evaluate progress on strategic initiatives, and assess the achievement of metrics. They will be asked to recommend revisions to the mission and vision, update the SWOT analysis given the changes to the higher education environment since 2017, make recommendations related to goals not yet achieved, and recommend new goals and initiatives to college leadership. One of the factors that has become evident since 2017 is the importance of a building expansion to support the growth of the college in terms of enrollment and industry engagement. Space limitations are restricting the college's ability to pursue some strategic initiatives.

AS REQUIRED, A RISK ANALYSIS AND REMEDIATION PLAN IS UPLOADED AS AN ADDENDUM ITEM.

The analysis highlights risks in the areas of enrollment, recruitment/retention of staff and faculty, remaining competitive in the online and hybrid learning market, and facilities. We are confident in our strategies for mitigating these risks.

EXPLAIN HOW THE SCHOOL STRATEGICALLY INTENDS TO MAKE A POSITIVE SOCIETAL IMPACT.

Our vision and mission acknowledge our contributions to and impact on society: "We solve problems facing business and society. We seek to better the world…" Based on input from a task force of students, staff, faculty, and alumni which convened in 2021 to address societal impact, we changed some wording in our mission statement to clarify our commitment to societal well-being. These changes are highlighted in our mission statement presented earlier.

As a state university that claims a unique sphere of influence in West Texas and Eastern New Mexico, we have chosen the Texas 2036 strategic framework to organize our objectives related to societal impact. Texas 2036 is a non-profit organization whose mission is "to ensure Texans' well-being and economic prosperity." We selected strategic goals from the Texas 2036 framework that are consistent with areas of strength in the college and our strategic initiatives: economic growth; workforce preparation; energy distribution and production; crisis readiness; and diversity, equity, inclusion, and belonging. We surveyed faculty to learn how they have been and are currently contributing to these Texas 2036 goals. The selected Texas 2036 goals, related college initiatives and outcomes for curriculum, scholarship, and internal and external activities are listed in Table 9-1. Because societal impact and its measures are embedded within our ongoing strategic planning process, we will review goals, initiatives, outcomes, and processes for improvement annually. Our plans include continuing to improve our performance on the stated goals and include other goals that allow us to leverage our resources and expertise toward societal impact.

EXPLAIN WHAT THE SCHOOL IS DOING TO ADVANCE DIVERSITY AND INCLUSION, CONSISTENT WITH ITS MISSION.

Our actions to advance diversity and inclusion touch on all aspects of the college's mission. We are advancing knowledge related to diversity and inclusion via impactful research as illustrated in Table 9-1. We are "educating and empowering graduates who will shape the workplace of the future" by offering in-demand and engaging coursework related to diversity and inclusion. New courses include a management course on diversity, equity, and inclusion (MGMT 4372 Diversity, Equity, and Inclusion in Organizations) and modules on diversity, equity, and inclusion in the core undergraduate management and marketing courses and several core MBA classes. Seventeen faculty have completed the Texas Tech University Institute for Inclusive Excellence to ensure they are adopting best practices for learner inclusion in the classroom. Additionally, we are engaged with our communities around topics of diversity and inclusion (e.g., the Lubbock Chamber of Commerce, PWC, Conoco, and local businesses) and continue to work to "foster diversity and inclusion" in the college through programming, experiences, training, and development opportunities. Our actions have created a more diverse and inclusive community in at least three important ways: (1) enhancing the number of and status of tenured and tenure-track women within our faculty, (2) greater inclusion of and more equitable opportunities for continuing appointment faculty in the college and university via new policies and procedures, and (3) creation of the Rawls Staff Council which provides greater leadership opportunities for staff and enhanced attention to staff voices and concerns.

STANDARD 2:

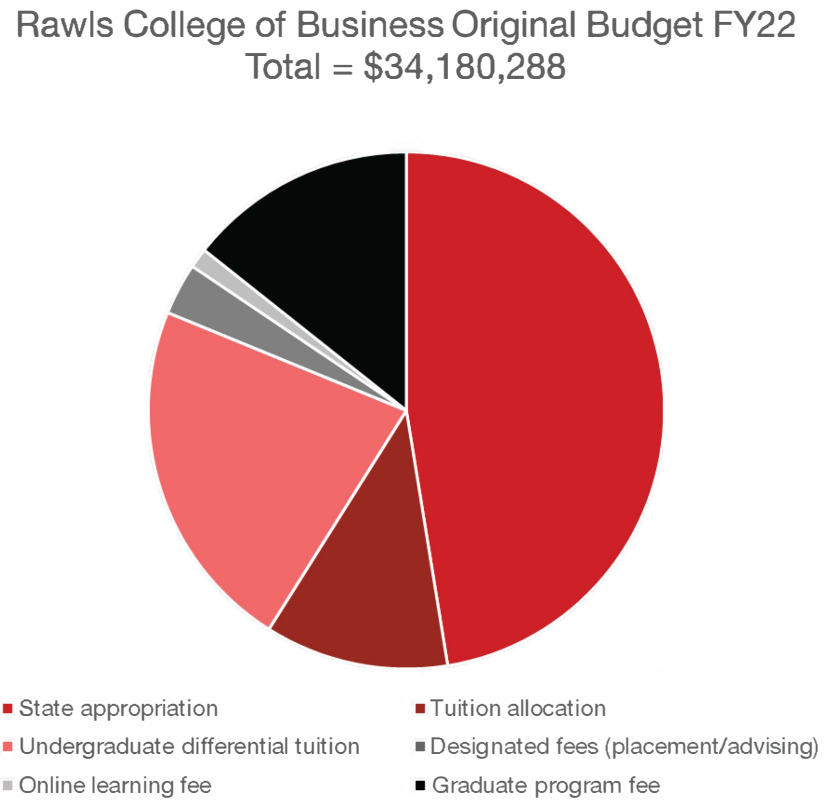
PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

Table 2-1 is available in myAccreditation.

As previously noted in this report, the financial situation of Texas Tech is strong due to the robust state economy, population growth, favorable relationships with the state legislature, and effective university leadership. The college budget for FY 2022 was slightly over $34 million. Revenue sources are illustrated below. Our financial situation is bolstered by undergraduate differential tuition ($70 per credit hour for any student enrolled in an undergraduate business class) and graduate program fees ($1,000 per semester for degree-seeking business students enrolled in less than nine credit hours, $2,000 per semester if enrolled in nine or more hours).

Rapid enrollment growth at the undergraduate and graduate levels from 2018 to 2021 has yielded fund balances, and the college has been encouraged to increase spending for program enhancements such as additional faculty. With a corpus of over $38 million, the Jerry S. Rawls Endowment provides over $1.7 million annually in discretionary funding. The college's overall endowment of $118 million is supported by a strong donor base that has contributed more than $50 million in new funding over the past five years.

As shown in Table 2-1, we will fund future strategic initiatives through a combination of university support, donor support (including the Jerry S. Rawls Endowment), undergraduate differential tuition, and graduate program fees. Revenues are enrollment dependent, so maintaining enrollment is necessary to meet our strategic initiatives. Texas Tech enrollment services expects demand for undergraduate business degrees to remain strong. After rising quickly from 2018 through 2021, graduate enrollment declined slightly in 2022. Later sections of this report describe our plans to grow graduate enrollment.



STANDARD 3:

FACULTY AND PROFESSIONAL STAFF RESOURCES

Tables 3-1 and 3-2 are available in myAccreditation.

PROVIDE AN OVERVIEW OF FACULTY MANAGEMENT POLICIES. DESCRIBE ANY PARTICULAR FORWARD-LOOKING CHALLENGES IN HIRING OF FACULTY AND ADMINISTRATORS.

Since our last CIR visit, we have developed a comprehensive set of faculty management policies. Some are new policies, and some are substantial revisions of existing policies. These include:

- Appendix 3: Workload Policy, addressing the balance among teaching, research, and service
- Appendix 5: Faculty and Staff Recruiting Guidelines
- Appendix 6: Third-year Review Policy for Tenure-track and Continuing-appointment Faculty and the Revised Promotion and Tenure Policies for Tenured and Tenure-track Faculty
- Appendix 7: Promotion and Continuing Appointment Policies for Continuing Appointment Faculty
- Appendix 8: Revised Merit Policy
- Appendix 9: Revised Comprehensive Performance Evaluation (i.e., "post-tenure review") Policy

Many of these policies rely on the updated Rawls College Journal List (Appendix 10). The respective area coordinators and relevant area-level committees are responsible for implementing the faculty management policies and making recommendations for hiring; development; performance evaluation; and promotion, tenure, and continuing appointment.

With growing enrollment, there is always a need to attract and retain highly qualified faculty. Our location has presented some challenges in the past, especially with retention. This situation has improved because of the more competitive salaries and enhanced research support we now provide. In recent years, we have been able to attract highly qualified faculty and faculty departures have typically been for personal reasons. Several faculty members have left the management area for positions in colleges that have separate entrepreneurship departments.

PROVIDE YOUR CRITERIA GUIDING IDENTIFICATION OF FACULTY AS PARTICIPATING AND SUPPORTING AND DISCUSS ANY PARTICULAR ENVIRONMENTAL, CULTURAL, OR REGULATORY CONSTRAINTS THAT MAY IMPACT YOUR ABILITY TO HAVE SUFFICIENT PARTICIPATING FACULTY.

As shown in Appendix 2, we consider faculty members as participating if they engage in responsibilities beyond direct teaching functions such as faculty governance, serving on committees, etc. Supporting faculty are those that engage only in direct teaching functions. We do not experience any constraints in our ability to have sufficient participating faculty.

IN INSTANCES WHERE RECOMMENDED FACULTY SUFFICIENCY AND QUALIFICATIONS RATIOS ARE NOT MET, ADDRESS HOW OUTCOMES FOR THESE PROGRAMS ARE OF HIGH-QUALITY TO SUPPORT THE SCHOOL'S FACULTY STAFFING MODEL.

We have met faculty sufficiency ratios in all areas. Faculty qualification ratios are not met in the following areas:

Business Law: In business law, none of the faculty are SA (less than the 40% AACSB guideline). Business law faculty teach one undergraduate core course, Business Law I (BLAW 3391). They are continuing appointment faculty and have no research expectations. Thus, PA is an appropriate faculty qualification that supports student learning. SA+PA+SP+IP is slightly below the 90% AACSB guideline (87%). All business law faculty possess the relevant terminal degree (JD). Only one faculty member was classified as "additional." This person is no longer employed by the college.

Energy Commerce: In energy commerce, 21.7% of student credit hours are taught by SA faculty (less than the 40% AACSB guideline). Until the 2020-21 academic year, the energy commerce program consisted only of an undergraduate major and undergraduate certificate. These undergraduate courses were taught primarily by professors of practice who were former industry professionals possessing either a JD, MBA, or MS degree and engaged with employers and alumni working in the sector. Student placement has been consistently strong, and our alumni and programs are highly regarded within the industry. We now offer several graduate courses in energy commerce that form an MBA concentration. We seek advice from the PRT regarding the need for additional SA faculty in energy commerce given our expansion to graduate coursework.

General Business: SA faculty teach only 31.2% of the SCH in general business. Courses that fall under general business include Foundations of Business (BA 1301) and classes that provide training for Six Sigma and project management certifications for the MBA program. The faculty teaching these classes have extensive business/industry experience that is relevant to the subject matter.

PROVIDE A NARRATIVE TO ACCOMPANY TABLE 3-2 DESCRIBING THE SCHOOL'S STRATEGY FOR DEPLOYMENT OF FACULTY.

Full-time faculty teach 85% of the courses we offer. Another 5% of courses are taught by doctoral students, and 10% by part-time instructors. Of our full-time faculty, 61% are tenured and tenure-track faculty, 27% are professors of practice, and 12% are lecturers. Our strategy for deploying faculty is for all doctoral courses to be taught by SA faculty. We are near that target with 97%. We expect 60% of master's-level coursework to be taught by SA faculty. All master's programs exceed this level except for the MS-FIN at 46.35%. A quarter of SCH in the MS-FIN program are taught by PA faculty and another 18% by IP faculty. These faculty are highly engaged with industry and teach courses with practical applications such as banking, investments, and real estate. One finance faculty member is considered "additional."

We meet the traditional 40% benchmark for SA coverage in our undergraduate program. Most IP faculty (lecturers, senior lecturers, and part-time instructors) are deployed in the BBA program, where their industry experience brings practical application to the classroom.

DESCRIBE HOW THE SCHOOL ENSURES FACULTY MAINTAIN CURRENCY AND RELEVANCY IN THEIR AREA OF TEACHING. INCLUDE A DISCUSSION OF HOW FACULTY ARE REGULARLY AND MEANINGFULLY ENGAGED WITH PRACTITIONERS TO MAINTAIN CURRENCY AND RELEVANCY.

During the annual evaluation process, area coordinators apply the college standards to determine each faculty member's AACSB qualification. They work with each faculty member to determine activities for the upcoming year that will allow them to achieve or maintain their faculty qualification. For SA faculty, who are active researchers, faculty maintain currency and relevancy via their research activities. PA and IP faculty achieve and maintain their qualification, and thus their currency and relevancy in teaching, by engaging with practice in a variety of forms, including consulting, maintaining a credential(s) or certification, serving on relevant boards, engaging students in live cases or industry trips, bringing in class speakers, interacting with recruiters/employers, and working with college and area advisory boards.

STANDARD 4:

CURRICULUM

DESCRIBE THE SCHOOL'S PROCESSES FOR ENSURING THE CURRICULUM IS CURRENT, RELEVANT, FORWARD-LOOKING, AND GLOBALLY ORIENTED. WHEN WAS THE CORE, OR BASE CURRICULUM LAST UPDATED AND HOW?

Undergraduate Programs: The Undergraduate Program and Assessment Committee (UPAC) oversees all curricular development and revisions for our undergraduate programs. UPAC leads any modification, update, or review of the undergraduate business core curriculum and provides oversight and an integrated perspective to any curricular changes proposed by specific academic areas. The role of UPAC is to ascertain that the undergraduate business core curriculum and area curricula are consistent with the mission of the college and university—including a mandate to seek continuous improvement of the undergraduate core curriculum using assessment data. To assure this, UPAC is composed of one representative from each of the academic areas, plus ex-officio members that provide information and context to UPAC; these members are the faculty director of assessment, the senior director of undergraduate student services, and the associate dean of undergraduate programs. Recently, a Foundations of Business (BA 1301) course coordinator was added to UPAC to provide the perspective of first-year and transfer students and to gain a better understanding of material that should be covered in that foundational course.

To ensure the curriculum is current, relevant, forward-looking, and globally oriented, faculty rely on sources that support best practices in curriculum design and delivery when updating their courses. One of these sources is the Rawls Advisory Council, a group of experienced business leaders from diverse industries who provide perspectives to the dean on issues related to the advancement of the college, including curriculum. Accounting, energy commerce, and information systems and quantitative sciences have specific advisory councils that support their areas in keeping the curriculum updated. Within the finance area, there is an Excellence in Banking Advisory Board and an advisory group associated with the Center for Real Estate. These groups frequently meet with faculty and administrators to discuss curriculum and program matters.

The overall content and structure of the undergraduate core curriculum has not been updated in over 15 years. Based on discussions with the Rawls Advisory Council and results from our AoL metrics (particularly the low business knowledge and critical thinking results), UPAC is currently working on a full review and appropriate revision of the core curriculum with the goal of completing the work by fall 2024.

Graduate Programs: The MBA and MS Programs Committees ensure the curricula in the graduate programs are current, relevant, forward-looking, and globally-oriented by incorporating the most recent industry trends. The MBA and MS Programs Committees are responsible for reviewing new degree programs and curricular changes and revising existing programs.

The MBA program's core courses were updated in 2018. The core was reduced from 30 to 24 hours, enabling students to select more elective courses that boost skills reflecting current trends and appeal to potential employers. At that time, we introduced several concentrations, including big data strategy and energy business, to meet the needs of today's business environment. For example, the big data strategy concentration aims to provide the advanced skill sets required to extract meaningful information from data and apply knowledge immediately to students' jobs. The concentration is also designed to include artificial intelligence strategies in business, big data, data science for managers, data intelligence and visualization, decision theory, and market forecasting analytics. The energy business concentration offers insight into the structure and function of the modern energy industry, geopolitics of energy, energy markets, and energy project evaluation and finance.

The Rawls School of Accounting (RSOA) partners with an advisory board of professionals who maintain leadership and upper management positions. They meet twice a year to discuss changes that the RSOA has incorporated into the MSA curriculum and solicit feedback about what students know and need to know. Because of the dynamic nature of some topic areas (e.g., data analytics, accounting systems), frequent changes to the curriculum are needed more than that of other more stable areas (e.g., financial accounting) where only minor modifications may be needed.

The MS in Data Science (MS-DS) program has established a culture of continuous improvement in which the curriculum is reviewed and updated every two years. The program director consults both an advisory council of alumni who work at major firms as data scientists as well as its own faculty. Based on their feedback and insight, the relevance and rigor of each course are reviewed to ensure the program's courses address current and future industry needs. If a course's content is determined to be outdated, it is revised, or a new course is introduced. For example, based on a review workshop held in May 2021, we replaced Project Management with Technology Environments for Data Science (ISQS 5350), and the course content of Multivariate Analysis (ISQS 6350) and Machine Learning (ISQS 6347) was updated.

The MS in Finance (MS-FIN) program's courses are periodically reviewed, and faculty members who teach in the MS-FIN program update their course content every semester to reflect domestic and international financial news. While common industry knowledge remains stable, the financial market landscape changes daily, and our faculty members regularly update their courses to ensure our students are well-versed in current market conditions. In 2021, the program received a university-level award for its Assessment Day process which brings current students, alumni, and MS-FIN faculty together to discuss course curriculum and degree program changes.

Currency and relevancy of the PhD program is addressed by faculty within the specific academic areas and by the college's PhD Committee. Led by the associate dean of graduate programs and research, the core curriculum was last updated in 2019 based on a collaborative and iterative process that included both area and college PhD committees. The focus was on the courses that provided foundational knowledge that all doctoral students must have as they head into their discipline-specific coursework.

INCLUDE A DESCRIPTION OF HOW CURRENT AND EMERGING TECHNOLOGIES ARE INCORPORATED INTO THE CURRICULUM AS APPROPRIATE. WHAT ARE THE SCHOOL'S PLANS FOR INCORPORATING FUTURE TECHNOLOGIES?

Undergraduate Programs: As described previously, one of the ways emerging technologies are incorporated into the curriculum is through interaction with area and college advisory councils. Based on feedback from the ISQS Advisory Council, data visualization components and Python were incorporated into the core information systems class, Introduction to Information Technology (ISQS 2840). This example shows how emerging technologies originally introduced as part of a course in the major made their way into the business core as those technologies were more widely adopted in the industry. A second example comes from a presentation that a student case competition team made to the Rawls Advisory Council. Members of the council noted the team did not use business intelligence effectively, so this component was added to the core curriculum. In Customer Relationship Management (MKT 4351), students not only learn the strategic side of CRM, but also get first-hand experience with the operation of the Salesforce platform and some of its analytical features. Finally, after a curriculum review by finance faculty, the area decided to add a required class in Emergent Property Technology (FIN 3335).

Graduate Programs: For graduate programs, current and emerging technologies are incorporated into the curriculum in the same way that other curriculum enhancements are made. For example, in fall 2021, the MS-FIN program brought in Wall Street Prep (WSP), an external training program providing an on-campus boot camp for students. Over the course of three days, students used Excel and SEC EDGAR data to learn about career prep, discounted cash flow valuation, and mergers and acquisitions. The student feedback was so positive WSP came back in 2022, and the finance faculty continue to foster this relationship.

In our MS-DS program, each professor and the MS-DS Program Committee are routinely examining the industry, best practices, job postings, and feedback from alumni to identify changing trends and upcoming shifts in technology. This has led to the revision of the program curriculum to focus primarily on Python and R because both are in active development, are industry standards, and frequently implement new packages and innovations. We also provide funding for faculty to attend conferences and workshops to hone their skills related to new and emerging technologies.

One of the best resources for ensuring that doctoral students learn current and emerging technologies is the Consortium for the Advancement of Research Methods and Analysis (CARMA), which is housed in the college. Faculty and doctoral students have free access to monthly seminars and annual short courses in cutting-edge research technologies and methodologies presented by experts from around the globe.

PROVIDE AN OVERVIEW OF MAJOR CURRICULA REVISIONS THAT HAVE OCCURRED SINCE THE LAST REVIEW. WHAT CURRICULUM REVISIONS ARE PLANNED FOR THE FUTURE?

Undergraduate Program: Since the last CIR review, major revisions to the core have included changing Introduction to Business, now Foundations of Business (BA 1301), from 1-credit hour to 3-credit hours, adding a required Microsoft Excel course (BA 2104), and moving a business communication course (BCOM 3373) from the Rawls College of Business to the Department of Professional Communication in the College of Media and Communication. We moved the communication course so that it would be taught by faculty who maintain specialized expertise in and stay abreast with current trends in professional communication. The course is now called Professional Communication (PCOM 3373).

The Area of Energy Commerce works closely with industry partners and recently identified two key areas to focus on: energy markets and sustainability. From this collaboration, they developed a Certificate in Sustainable Energy for Business Professionals and created two new courses: Business of Clean Energy (ENCO 3320) and Business Topics in Sustainability (ENCO 3355).

The Area of Finance increased the flexibility of the major to provide more options to finance students. Since our last revision, the Area of Finance has developed a banking certificate associated with the Excellence in Banking program and a class in Property Technology (FIN 3335).

Following a 2018-2019 curriculum review, the Area of ISQS removed all three of its concentrations (business analysis, application development, and cyber security) and replaced them with two tracks (data analytics and systems). The area also updated its communication literacy plan in 2022, replacing Information Systems Project Management (ISQS 4350) with Business Intelligence (ISQS 3358). To respond to industry needs, the area also developed new courses, including Data Visualization (ISQS 3352) and Mobile Application Development (ISQS 4380).

The Area of Marketing, responding to the growing interest in the industry to hire sales professionals and the rise of digital marketing, developed a new sales concentration and created courses in CRM (MKT 4351) and Sales Forecasting (MKT 4352). The area also developed a new class in Digital Marketing (MKT 4355).

As noted previously, UPAC is undertaking a thoughtful review and revision of the undergraduate core curriculum this academic year.

Graduate Programs: As shown in the table below, the college's graduate program portfolio has changed since the last review:

Programs 2016-17	Change	Current Programs
MBA Formats		
Dual Format MBA (MD, PharmD, JD)	Added more dual agreements	Dual format MBA (MD, PharmD, JD, Sport Management, Architecture, Personal Financial Planning, MS Nursing, Communication, and Biotech)
MBA for Working Professionals in Lubbock	Name change, concentrations added, new locations	Professional MBA with concentrations available in Big Data Strategy, Energy Business, and Health Organizational Management. Locations in Lubbock, Dallas, and Marble Falls (near Austin).
STEM MBA	No change	
	New format	Online MBA (2019) with concentrations available in Health Organizational Management, Information Technology, and Marketing Analytics
Specialized Masters		
MS Accounting	No change	
MS in Data Science	No change	
MSBA in Finance	Discontinued	
MSBA in Health Organization Management	Discontinued	
	New program	MS in Finance (2017) with concentrations available in Commercial Banking and Investment Management
	New program	MS in Marketing Research and Analytics (2019)

In 2019, we responded to current trends and demand by launching a flexible Online MBA. The program can be completed in as little as a year or extended across multiple years. Through the program, students increase their marketability and gain leadership and business acumen. Students in the program have diverse backgrounds and hold full-time jobs while pursuing their degree. Faculty work with our Rawls eLearning Center to provide well-designed online courses that deliver high-quality training for future business leaders. In the last three years, the program has seen record growth of 218% and has improved in the US News and World Report rankings from 100 (2021) to 42 (2022) to 33 (2023).

We reduced the MBA core to eight classes, allowing for the introduction of concentrations in spring 2019. Concentrations offer specialization and greater choice and flexibility for students pursuing their MBA. Currently, we offer the following concentrations:

- Big Data Strategy includes six new courses: Artificial Intelligence Strategies in Business, Big Data Strategy, Data Science for Managers, Data Intelligence and Visualization, Decision Theory, and Market Forecasting Analytics.
- Healthcare Administration includes courses relevant for managers working in the healthcare industry: Healthcare Organization Management, Managing Healthcare Organizations, and HOM Internships.
- Energy Business is only available to Professional MBA students: Structure and Function of the Modern Energy Industry, Energy Markets, Energy Project Evaluation and Finance, and Geopolitics of Energy.
- Information Technology offers IT courses relevant for managers working in the IT industry: Scripting Languages, Database Concepts, and Business Intelligence.
- Marketing Analytics includes courses relevant for managers working in the marketing industry: Forecasting Analytics, Consumer and Big Data Analytics, and Market Analytics Basics.

Major changes in the MSA joint curriculum have occurred since the last review. The program shifted a significant portion of its instruction on Excel to the college's Excel course required of all students. This topical shift enabled the RSOA to enhance the focus of our senior-level accounting systems course to include more advanced Excel skills, visualization software, and techniques for analyzing large data sets. In 2018, with the objective of helping students stay current with the latest accounting technologies and practices, RSOA introduced a new course: Data and Analytics for Tax Accountants (ACCT 5304). Additionally, the MSA launched four new data analytics courses: Introduction to Data Analytics (ACCT 5312, for all students), Data and Analytics for Financial Accountants and Auditors (ACCT 5303), Data and Analytics for Tax Professionals (ACCT 5304), and Advanced Data and Analytics (ACCT 5321). These courses were designed to give students the technical information and skills needed to be successful in the profession.

The MS-FIN program is currently developing a plan to restructure the timing of the internship course so more students can participate in the summer. Additionally, the area is working to restructure Fundamentals of Real Estate (FIN 5332) and Real Estate Analysis (FIN 5345) to better match students' skills with industry needs.

We revised the PhD program's core curriculum in 2019 to provide foundational knowledge to entering PhD students and ensure their competence and competitiveness. The Areas of Accounting and Finance, which generally engage in archival research, collaborated to obtain state-of-the-art instruction on the latest technologies to access and disseminate archival data from Brigham Young University (BYU). This instruction, which employs a series of videos that explain to students how to extract and disseminate data using SAS, Stata, and Python, has been helpful to new finance and accounting students looking to learn data-coding techniques. The BYU course also teaches standardized data-coding techniques and instruction for the PhD areas that routinely engage in archival research endeavors. In addition, all areas have access to the latest technological data analysis techniques through CARMA classes and research modules.

DESCRIBE HOW THE SCHOOL'S CURRICULA PROMOTE A POSITIVE SOCIETAL IMPACT. PROVIDE EXAMPLES OF CURRICULAR ELEMENTS THAT PROMOTE SOCIETAL WELL-BEING.

Undergraduate: Our curricula promote a positive societal impact in many ways, such as:

- Management created a new course in 2021, Diversity, Equity, and Inclusion in Organizations (MGT 4372)
- In consideration of a growing emphasis on sustainability, energy commerce developed a certificate in Sustainability for Business Professionals. Designed for all business students, the course provides tools to understand and manage environmental, social, ethical, and financial sustainability issues.

We have increased the number of courses that are officially designated service-learning. From fall 2017 to spring 2022, we offered 59 service-learning sections across eight different courses. The total enrollment for those five years was 1,926 students.

Semester	Enrollment
Fall 2017	80
Spring 2018	197
Fall 2018	191
Spring 2019	195
Fall 2019	198
Spring 2020	226
Fall 2020	148
Spring 2021	279
Fall 2021	148
Spring 2022	264
Total	**1,926**

In fall 2017, as part of the personal selling course, students raised more than $15,000 for the local non-profit Sondra's Song. During fall 2022, students raised more than $10,000 for scholarships. Recently, students in the Marketing Research and Analysis (MKT 3356) class completed a semester-long research project for Texas Tech's Classical and Modern Languages and Literatures department. They determined marketing strategies to increase foreign language enrollment, conducted a survey, analyzed data, and presented recommendations.

Graduate: In our STEM-MBA program, we offer an integrative project designed to help students apply the knowledge and skills learned in their courses to tech commercialization. The project is based on an integrative teaching model across three separate courses in which students work with projects from the Texas Tech Office of Technology Commercialization to determine product viability, sales forecasts, and marketing plans.

Our MSA program emphasizes the social purpose and responsibilities of accountants in a required junior-level course for first-year accounting majors and, again, in a free-standing, graduate-level ethics course. Throughout our accounting curriculum, we systematically reinforce that our professions should serve as stewards of integrity and social responsibility. Prior to graduation, most students intern in the public accounting profession, where they get a first-hand glimpse of how important the accounting profession is to society.

Our MS-DS program offers a big data security course that covers data privacy as an important social responsibility concept. In addition, we stress ethics and integrity as the core of our program. In many course projects, our students work on non-profit data sets (e.g., police or healthcare data) to bring insights that promote societal well-being.

Our MS-FIN program promotes discussion of current topics of societal impact, including firm stakeholders, inclusiveness, corporate governance, and environmental and economic analysis. For example, our capstone class (FIN 5321), has in-depth discussions regarding Wall Street Journal articles, case studies, and academic research that provide students with informed perspectives on these topics.

Our PhD Committee has made a robust effort to ensure that PhD graduates are both ethical and collegial. In fact, such efforts are part of the "brand" that we hope our PhD students possess, which, in turn, promotes societal well-being. Collegial PhD students will naturally transition to collegial professors, who should impact society in general and their students in a positive manner. Accordingly, the PhD Committee has updated the PhD student handbook to provide "teeth" to support these ethical, collegial, and well-being goals for our students. Specifically, we have included language to reflect that a lack of ethicality and collegiality in dealings with others may cause a student to be dismissed from the program. Collegiality and ethics are also now criteria for our revised assessment program on which faculty evaluate PhD students every year. Finally, students are required to take and pass a course, CITI: Human Subject Protection Training, that trains them on ethical behavior in research.

DESCRIBE THE SCHOOL'S STRATEGIES TO RECRUIT AND RETAIN DIVERSE LEARNERS.

Undergraduate Programs: Texas Tech offers a comprehensive series of programs, services, initiatives, and organizations to underrepresented students, students of color, and first-generation students. We are also interested in recruiting more women into business. To accomplish this goal, we recruit and market our programs in the following ways:

- Maintaining strategic high school and community college counselor partnerships
- Using a third-party website, College Vine, to connect with prospective students
- Advising on dual-credit, AP, and transfer-credit courses while students are in the admissions cycle
- Contacting and connecting with prospective students early in the admissions cycle
- Translating marketing materials into Spanish beginning in 2021-2022
- Attending college fairs at high schools known to have high percentages of Hispanic, African American, and first-generation students, such as those in Houston, El Paso, the Rio Grande Valley, and Austin beginning in fall 2022
- Presenting to specific classes at high schools, for example, an accounting class at Monterey High School in Lubbock and at a college readiness class at Ysleta Young Women's Leadership Academy in El Paso,
- Using non-traditional recruitment channels such as professional and social groups within high schools and community colleges

From a retention perspective, our team of academic advisors support our students in every way possible with an open-door policy that encourages students to schedule regular appointments to ensure they are on track for graduation. We use STRIVE, an online retention platform that connects faculty, staff, and students to collaborate and ensure student success. Student organizations such as Women in Business, Black Business Student Association, and the Association of Latino Professionals for America provide affinity groups for students and allies. Texas Tech has earned a five out of five-star rating on the Campus Pride Index, a national benchmark for measuring progress in creating an inclusive campus learning environment for LGBTQIA students, faculty, and staff. The university has mentorship programs that help our diverse student body feel supported throughout their time at Texas Tech. Examples of these programs are the First-Generation Transition & Mentoring Programs and The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (MentorTech).

Our Scovell Business Leadership Program (SBLP) is another initiative that provides students with support for success. SBLP is designed to give students the skills and knowledge they need to succeed in leadership roles.

Graduate Programs: At the graduate level, the strategy to attract and retain diverse learners is based on our relationship with the PhD Project. PhD Project alumni and representatives from our PhD Committee attend the PhD Project conference in Chicago every year. This conference provides minority students the opportunity to talk with school representatives about their PhD programs. We have a track record of attracting students of color to our PhD program over the past five years.

STANDARD 5:

ASSURANCE OF LEARNING

PROVIDE A ROBUST DESCRIPTION OF THE SCHOOL'S ASSURANCE OF LEARNING (AOL) PROGRAM, INCLUDING: WHEN AND HOW MEASURES ARE COLLECTED, HOW FACULTY ARE MEANINGFULLY INVOLVED IN ASSURANCE OF LEARNING, A DESCRIPTION OF WHERE THE SCHOOL USES DIRECT VS. INDIRECT MEASURES,DESCRIBE HOW THE CURRICULUM WAS REVISED DUE TO THE SCHOOL'S AOL PROCESS, DISCUSS AREAS WHERE LEARNERS HAVE NOT MET THE COMPETENCY GOALS SET AND HOW THE SCHOOL TAKES ACTION IN SUCH CASES.

In spring 2018, the Rawls College of Business faculty began a systematic overhaul of our AoL system for all degree programs. Central to this process was a focus on viewing assessment as a faculty-driven strategy that the college supports and values. Faculty identified student competencies, conducted curriculum mapping, identified measures and associated rubrics for each competency, and determined how artifacts would be obtained with an end goal of an efficient AoL process. This report includes results from 2017-18 through 2021-22. Most importantly, through this process, the college has established and maintained a committed culture of assessment that is integrated, faculty-driven, oriented toward continuous improvement of our degree programs, and focused on student competencies. In 2021, the Rawls College of Business was spotlighted by the Texas Tech Office of Planning and Assessment for our outstanding AoL process across all programs.

Since the last CIR visit, we have taken the following actions:

- Created the position of faculty director of assessment to oversee the redesign of the AoL program and ensure that the AoL process is faculty-driven.
- Faculty revised competencies for undergraduate and graduate degree programs.
- Faculty created comprehensive assessment plans for all degree programs, including curriculum maps, which can be found in Appendix 11.
- Goals were set for student expectations:
    - Does not meet expectations – 15% of students
    - Meets expectations – 75% of students
    - Exceeds expectations – 10% of students
- Elevated assessment methods from course level to program level.
- Designated capstone (MS or MBA) or senior-level courses (BBA) in most degree programs where much of the assessment data can be collected.
- Faculty created program-level Business Knowledge Assessments (BKA) for the BBA and MBA programs.
- Conducted Assessment Day and Assessment Week workshops at least once per year where at least two faculty rated student artifacts and faculty closed the loop across the competencies. Written artifacts are assessed for critical thinking and written communication on Assessment Day, and recorded student presentations are assessed for oral communication during Assessment Week.
- Developed multidimensional rubrics for faculty to score student artifacts based on AAC&U VALUE rubrics (critical thinking, ethical reasoning) or rubrics (written and oral communication) developed by faculty.
- Faculty director of assessment reported AoL results to the faculty at least once per year.
- Involved undergraduate (Undergraduate Program and Assessment Committee [UPAC]) and graduate (MBA, MS, and PhD) committees in the AoL process.

For this review cycle, we decided to collect assessment data annually rather than twice in the five-year period. This was necessary to strengthen our assessment culture and enhance faculty awareness of and commitment to assessment. Texas Tech uses Nuventive Improve to track AoL results. Output from Nuventive Improve is shown in Table 5-1. All measures included in the assessment plans are direct measures of student competencies. The main indirect measure

we use is program placement rates. Placement rates for the BBA and master's programs are shown below. More detail regarding placement can be found here. Reactions that recruiters and employers share with the Career Management Center are that, in general, our students are known to outwork students from other schools in the state and will put in effort without showing a sense of entitlement. Recruiting at the Rawls College of Business has been known to be a good return on their investment because our students tend to have a longer tenure than the average employee. Initial placements for PhD graduates are provided in Appendix 12.

Program Placement Rates 2017-2022 Percentage Placed (Number of Graduates in Parentheses)

Program	F17	Sp18	Su18	F18	Sp19	Su19	F19	Sp20	Su20	F20	Sp21	Su21	F21	Sp22
BBA	91.1 (343)	92.1 (627)	92.9 (156)	92.1 (330)	93.5 (606)	93.5 (129)	91.7 (303)	90.9 (589)	91.5 (145)	91.6 (321)	92.6 (653)	92.8 (173)	93.2 (380)	95.5 (726)
STEM MBA	87.0 (29)	82.4 (19)	76.2 (31)	90.0 (23)	89.5 (31)	91.7 (32)	89.5 (26)	78.6 (39)	84.6 (20)	88.9 (22)	75.0 (29)	85.7 (28)	86.4 (27)	90.5 (28)
MS-Acct	100 (29)	100 (65)	100 (38)	100 (17)	100 (80)	100 (26)	100 (18)	100 (77)	100 (29)	100 (19)	98.0 (55)	100 (45)	100 (1)	100 (64)
MS-Fin	-	100 (8)	100 (1)	-	100 (16)	100 (1)	-	93.8 (19)	100 (2)	-	95.0 (22)	-	-	100 (24)
MS-DS (in-person)	100 (2)	-	95.2 (31)	100 (3)	-	88.9 (42)	100 (1)	90.5 (30)	-	100 (2)	83.3 (9)	100 (2)	100 (2)	92.3 (17)
MS-DS (online)	-	-	-	-	-	-	-	90.5 (34)	100 (4)	-	92.3 (50)	100 (3)	50 (4)	100 (41)
MS-MRA	-	-	-	-	-	-	-	-	-	-	100 (7)	-	100 (9)	87.5 (19)

BACHELOR OF BUSINESS ADMINISTRATION:

The BBA degree has six student competencies measured at the program level:

1. Ethics – Students demonstrate ethical leadership and decision making.
2. Business Knowledge – Students understand the models, concepts, and theories of business.
3. Communication – Students demonstrate effective oral and written communication.
4. Critical Thinking - Students demonstrate critical thinking and draw meaning and solve problems from the information.
5. Teamwork – Students demonstrate that they are effective members of diverse teams.
6. Business Technology – Students demonstrate literacy across business technologies relevant to their discipline.

These competencies are assessed using direct measures in upper-level core courses: Production and Operations Management (ISQS 3344), Organization and Management (MGT 3370), and Introduction to Marketing (MKT 3350), the required Microsoft Excel for Business course (BA 2140), and in major-specific senior level/capstone courses.

RESULTS

Results from Table 5-1 are summarized below.

Competency (>85% Meet or Exceed Expectations)	Criterion AY 17/18	Criterion AY 18/19	Criterion AY 19/20	Criterion AY 20/21	Criterion AY 21/22
1. Ethics	Met	Met	Met	Met	Not Met
2. Business Knowledge	Not Met	Not Met	Not Met	Not Met	Not Met
3. Communication a. Oral Communication b. Written Communication	 Met Not Met	 Met	 Not Met Met	 Met Met	 Met Met
4. Critical Thinking	Not Met		Not Met	Not Met	Not Met
5. Teamwork	Met		Met	Not Met	
6. Technology Literacy	Met	Met	Met	Not Met	Met

We set high standards for our students (75% of students to meet or exceed expectations and 10% to exceed expectations) and have found that they have met expectations most of the time for all competencies except Business Knowledge and Critical Thinking.

Loop Closing

BBA faculty, college administration, and the assessment team met during Assessment Days to discuss results and closing the loop. A summary of the recommendations and actions are presented below.

Competency 1 – Ethics: In response to the poor performance in 2021-22, faculty reviewed the ethics curriculum in the two undergraduate core courses (MGT 3370 and MKT 3350) where ethics are introduced and emphasized. We made curricular revisions in these courses with more attention focused on the ethics modules. We expect this to yield improvements in student competencies in future semesters.

Competency 2 - Business Knowledge: Student performance on our Business Knowledge Assessment (BKA) has not yet achieved the 85% meets or exceeds expectations benchmark we established. We expected at least 85% of our students to score 70% or better on the BKA, which is not the case. The BKA was revised in fall 2018, spring 2019, and fall 2020 to focus on fundamental business knowledge that faculty expect each student, regardless of major, to have attained by graduation. Scores have improved from year one to year five of our cycle, yet student performance continued to miss our target. Average student scores on the BKA were 52% (fall 2018), 59% (spring 2019), 63% (fall 2019), 69% (fall 2020), and 71% (spring 2021). We have emphasized the role of AoL to students in their first-year course, Foundations of Business (BA 1301). Because this assessment was created in-house, we have no comparison data with other schools such as is available with the ETS Major Field Test in Business or the Peregrine Business Administration Assessment.

Faculty are revising the BKA in spring 2023 to capture more fully-functional knowledge across the BBA core curriculum and to rely less on course-specific content that may be assessing memory rather than broad and sustained learning.

Competency 3 – Communication: Areas have begun identifying more courses where written and oral communication skills can be developed, practiced, and reinforced. The assessment team has worked with PCOM 3373 faculty (the course where written communication is emphasized) on course content to maintain its relevance to business communication, and this strong relationship continues. Area faculty are encouraged to work with the Snyder Business Communication Center to share assignments and targeted goals for student writing, and students are encouraged to

attend writing programming offered by the center. Area faculty identified a capstone or senior-level course where written and oral communication is reinforced and assessed.

Competency 4 - Critical Thinking: Over the course of the last review cycle, the assessment of this competency has evolved based on faculty discussion during Assessment Day, beginning with artifacts drawn from Applied Business Economics (BECO 3310) in fall 2017, Business Law (BLAW 3391) in fall 2019, and a senior-level course in the student's major as selected by area faculty in spring 2021. Scores show a positive trend as a result of these changes, which we attribute to the measurement of the competency later in the students' coursework; however, expectations were still not met. During the fall 2022 Assessment Day, faculty met to discuss this competency to determine ways to incorporate critical thinking throughout the curriculum. Suggestions to be implemented include an emphasis on problem-solving in the first-year introduction course (BA 1301) and throughout the curriculum, setting higher expectations for students and communicating this to them consistently, and creating course interconnections and informing faculty more broadly on elements to be reinforced across courses. Areas have begun to identify courses where critical thinking skills can be emphasized and reinforced within the major. The BBA curriculum review that began in fall of 2022 has a major focus on critical thinking and business knowledge.

Competency 5 – Teamwork: The faculty identified courses where team projects were employed and were encouraged to utilize CATME for team-making and peer evaluations.

Competency 6 -Technology Literacy: In response to the poor performance of students in the Microsoft Excel course in 2021-22, the course was shifted from an emphasis on formal Excel certification to a focus on Excel skills needed in business. We determined it was more important for students to learn how to use data to answer business questions than to learn the keyboard shortcuts for functions. The assessment method is now a faculty-developed, Excel-focused exam rather than the Microsoft certification exam. The pass rate for fall 2021 was 96.4%.

MASTER OF BUSINESS ADMINISTRATION:

In 2018, the MBA student competencies and assessment plan went through a complete overhaul with input from faculty, the assessment team, the MBA committee, college leadership, employers, and students. These competencies are as follows:

1. Critical Thinking – Students can analyze problems and propose reasonable solutions using knowledge from across business disciplines.
2. Ethics – Students can identify and propose solutions to ethical dilemmas and legal and social issues.
3. Leadership and Management – Students understand concepts of leading diverse people and demonstrate leadership skills required for managerial roles.
4. Teamwork – Students work collaboratively in teams.
5. Communication – Students communicate effectively both orally and in writing.

These competencies are assessed in three core MBA classes: Strategic Management (MGT 5391), Leadership and Ethics (MGT 5372), and Organizational Behavior (MGT 5371).

RESULTS

Results from Table 5-1 are summarized below.

Competency (>85% Meet or Exceed Expectations)	Criterion AY 17/18	Criterion AY 18/19	Criterion AY 19/20	Criterion AY 20/21	Criterion AY 21/22
1. Critical Thinking	Not Met	Not Met	Met	Met	Not Met
2. Ethics	Met	Met	Not Met	Met	Not Met
3. Leadership and Management		Not Met		Not Met	Not Met
4. Teamwork	Not Met	Met	Met	Met	Met
5. Communication a. Oral Communication b. Written Communication	 Met Met	Met	 Met Met	 Met Met	 Not Met Met

Ethics, teamwork, and oral and written communication are the competencies for which the performance benchmarks have been most consistently achieved. The critical thinking and leadership and management competencies are the areas where criteria are not being met consistently by students.

Loop Closing

Competency 1 - Critical Thinking: The BKA was revised by the faculty in fall 2018, spring 2019, and fall 2020 without the student competency benchmarks being met. While students did not meet the expectations set, in general, scores did improve during this cycle. Average scores across all MBA formats were 55% (spring 2018), 55% (summer 2018), 74% (spring 2019), 73% (AY 2020/21), and 69% (AY 2021/22). We should note that this was an assessment created by Rawls College faculty for learning outcomes specific to our MBA program, and no comparison data with other MBA programs are available.

During the fall 2022 Assessment Day, faculty raised concerns that the assessment items were too "course specific" and addressed information that was not likely to be remembered. During the spring/summer 2023 semesters, the BKA will be fully-revised, and a program to reinforce broad business knowledge and critical thinking will be implemented throughout the MBA curriculum, including in the capstone course. Over the assessment cycle, we had mixed results for students when faculty rated case analysis artifacts for critical thinking. In our fall 2022 Assessment Day session, faculty discussed ways to integrate more critical thinking activities in the MBA curriculum and identified longer assignments that could be used for assessment to allow greater opportunity for students to demonstrate the dimensions of critical thinking identified in our rubric as well as to become more practiced in the critical thinking competency. Another element to be added in spring/summer 2023 is to take better advantage of course prerequisites and program cohort structures to reinforce this and other competencies.

Competency 2 – Ethics: In fall 2020, the instructors of record for Leadership and Ethics (MGT 5372) adapted course content to reinforce ethical reasoning, and the Ethical Reasoning Rubric was adapted to better fit the curriculum in this class. These adjustments restored students' achievement of the ethics competency in subsequent years.

Competency 3 – Leadership and Management: This competency is assessed with specific leadership items on the BKA, which is undergoing revision by the faculty for roll-out in the fall 2023 semester (see Competency 1 above).

Competency 4 – Teamwork: In fall 2018, all sections of Organizational Behavior (MGT 5371) adopted Harvard's Everest Leadership and Team Simulation as a capstone simulation for the course. Student scores on the team effectiveness measure embedded in the simulation were used for assessment, rather than peer evaluation scores on a team case analysis.

Competency 5 – Communication: MBA students tend to demonstrate success in oral and written communication. During the shift to online learning during the pandemic, oral presentations were recorded and assessed by the faculty during Assessment Day and, in general, were rated as generally meeting our benchmarks using the Oral Communication Rubric. Moving forward, most classes will have live student presentations rated by faculty attending in-person classes. Similarly, MBA students demonstrated effective written communication over the reporting cycle. Faculty are encouraged to include written and oral communication opportunities in their courses, and MBA students are offered a communications elective.

MASTER OF SCIENCE – ACCOUNTING:

Please see the Accounting CIR report.

MASTER OF SCIENCE – DATA SCIENCE:

The MS-DS faculty committee determined four competencies when the program began in 2017-18.[1] These were revised in 2020-21 after a comprehensive curriculum review to the current three competencies of (1) data literacy (focusing on the fundamental understanding of data), (2) technology literacy (focusing on analytics technologies to solve business problems), and (3) business literacy (focusing on the application of technical skills to produce business solutions) that were better aligned with the program's core goals. Measurement of competencies occurs in course-embedded assignments across three classes: Business Intelligence (ISQS 6339), Simulation and Optimization (ISQS 7339), and Big Data Security (ISQS 5342).

RESULTS

Results from Table 5-1 are summarized below.

Competency (≥85% Meet or Exceed Expectations)	Criterion AY 20/21	Criterion AY 21/22
1. Data Literacy	Met	Met
2. Technology (Analytics) Literacy	Not Met	Met
3. Business Literacy	Met	Met

Loop Closing

The AoL results indicate that students are developing the competencies expected of graduates. Nevertheless, faculty believed some changes could be made to strengthen the program. Identifying a deficit in the data security curriculum, a new course was added, and course sequencing was adapted to better fit student needs. To better assist the job hiring cycle for graduating students (i.e., potential employers expected graduates to be available in May to start work), the program start date for the in-person format was changed from fall to summer beginning in 2019. Other course changes involved moving a challenging course Time Series Analysis (ISQS 6349) from summer (a five-week session) to fall (a seven-week session) to better support student learning.

[1] *As shown in Table 5-1, students performed well on the original competencies*

MASTER OF SCIENCE – FINANCE:

The MS-FIN program was launched in summer 2017. Previously it was a concentration in finance within the discontinued MS in Business Administration program. A comprehensive assessment plan was developed for the MS-FIN program during the first year of the new program and was implemented in 2018-19. The MS-FIN committee, MS-FIN graduate program director, and the area coordinator worked collaboratively with the faculty to develop course-embedded assessments in four courses. The competencies are:

1. Students can apply the time value of money and associated opportunity cost of capital concepts to real-world business situations.
2. Students will understand and be able to analyze financial statements.
3. Students will apply arbitrage techniques and discounted cash flow models to the valuation of businesses and investments.
4. Students will understand how to measure, monitor, and control both business and financial risk within an organization.
5. Students will devise solutions to problems with an understanding of the operations of financial markets and institutions and the regulations under which they operate.

RESULTS

Results from Table 5-1 are summarized below.

Competency (>85% Meet or Exceed Expectations)	Criterion AY 18/19	Criterion AY 19/20	Criterion AY 20/21	Criterion AY 21/22
1. Time Value of Money and Associated Cost of Capital	Not Met	Met	Not Met	Met
2. Analyze Financial Statements	Not Met	Not Met	Not Met	Not Met
3. Apply Arbitrage Techniques and Discounted Cash Flow Models	Not Met	Met	Not Met	Met
4. Measure, Monitor, and Control Financial Risk		Met	Not Met	Met
5. Devise Solutions to Financial Problems	Met	Met	Not Met	

Loop Closing

Although the competency goals have not been fully met, program adjustments have been made, and in many cases, students have shown improvement over the CIR cycle. For the second competency, the program director worked with the instructor to make changes to Corporate Finance (FIN 5322). These changes were not effective. A new instructor is now teaching the class, and FIN 5322 and Valuation (FIN 5323) are now taught in sequence to enhance students'

understanding of financial statements. We expect this to positively impact students' performance on the assessments. For competencies three and four, instructors implemented course changes, some of which have been effective. In summer 2021, the instructor for Options and Futures (FIN 5328) allocated more time to risk management using evidence-based pedagogical methods. This introduced and reinforced the technical skills demanded by employers as evidenced by expectations being met on the midterm exam in the 2021-22 academic year. Finally, students met the standards for competency five, except for 2020-21 when students' performance may have been impacted by switching to online instruction during the fall semester.

During 2021-22, the MS-FIN Committee conducted a roundtable with MS-FIN alumni and current students on beneficial aspects of the program and areas for improvement. Following this, the MS-FIN Committee completed a comprehensive curriculum review. As a result, the program will change (pending final approval) from 36 hours to 30 hours (with non-finance majors subject to leveling courses). In summer 2021, the MS-FIN program received the Assessment Innovation Grant Award in recognition for the program's assessment efforts, along with $500 to assist assessment innovation moving forward.

MASTER OF SCIENCE – MARKETING RESEARCH AND ANALYTICS:

Launched in fall 2019, the MS-MRA is offered in an online, asynchronous format. It was anticipated that students would enroll part-time, although there are some students who complete the program on a full-time basis. An assessment plan was developed during 2019-20 and implemented in 2020-21. Program faculty identified five student competencies that are assessed by a client project within the final capstone course. The project is a team project that allows for the identification and evaluation of individual performance. Project components are rated by faculty and client evaluators using a specially-designed rubric.

RESULTS

Results from Table 5-1 are summarized below.

Competency	Criterion AY 20/21	Criterion AY 21/22
1. Business Problem-Solving	Met	Met
2. Business Ethics Problem-Solving	Met	Met
3. Business Functions	Met	Met
4. Teamwork	Met	Met
5. Communication	Met	Met

Loop Closing

These results indicate that students successfully demonstrate the required competencies at the time of graduation. In the spirit of continuous improvement, adjustments have been made in the evaluation process. In 2020-21, client evaluations appeared inflated, and the client evaluation process was restructured for 2021-22. The faculty noted that students were not explicit in explaining ethical implications in their work, and additional requirements related to ethics were added to the project. The faculty identified a need to evaluate individual student performance more clearly, and changes to the evaluation rubric will be implemented in spring 2023.

PHD IN BUSINESS ADMINISTRATION:

In spring 2018, the assessment team and PhD program coordinators developed a new assessment plan for the PhD program. Seven competencies were identified that are measured by traditional doctoral program milestones (e.g., passing qualifying exams) and faculty evaluations. In 2019, a calendar-year approach to measurement was adopted to be consistent with the college's schedule for faculty annual reports. Doctoral program directors developed rubrics to rate each doctoral student based on their annual reports and interaction during the year. Students are rated annually using this rubric by faculty major professor/advisors, PhD coursework faculty, and the area PhD coordinator.

RESULTS

Results from Table 5-1 are summarized below.

Competency (100% Meet or Exceed Expectations)	Criterion AY 17/18[2]	Criterion CY2019	Criterion CY2020	Criterion CY2021
1. Analyze and Synthesize Literature	Met	Met	Met	Met
2. Possess a Breadth of Research Knowledge in Academic Discipline	Not Met	Met	Met	Met
3. Communicate Complex Information Clearly and Coherently a. Annual Evaluation by Faculty b. Defend Dissertation Proposal	Met	Met	Not Met Met	Not Met Met
4. Conduct Independent Research	Not Met	Met	Met	Met
5. Ethical Interpersonal and Research Conduct a. CITI Training Completed in 1st Year b. Annual Evaluation by Faculty	Met	Not Met Met	Not Met Met	Not Met Met
6. Interact with Faculty, Students, and Colleagues in a Collegial Manner		Not Met	Met	Met
7. Exhibit Learning and Competence in Teaching		Met	Met	Not Met

In general, doctoral students meet expectations across the required competencies. The only exceptions are faculty evaluations for competency 3 communication, competency 5 completing required ethical conduct of research training (i.e., CITI training) in students' first year, and competency 7 exhibiting competence in teaching.

Loop Closing

PhD coordinators from each area meet regularly with college leadership to discuss assessment in the PhD program. After a review of assessment results with the area PhD coordinators at the end of the 2020-21 calendar year, doctoral faculty implemented the following changes:

[2] *Assessment moved from an academic year basis to a calendar year basis.*

Competency 1 – Analyze and Synthesize Literature: Areas proposed new doctoral seminars (e.g., Management Area – Leadership; Qualitative Research and Critical Theory in Accounting).

Competency 2 – Breadth of research Knowledge: Doctoral students in several academic areas utilize resources from CARMA (Consortium for the Advancement of Research Methods and Analysis) which has been housed at Texas Tech since 2019. Students participate in CARMA short courses and workshops, and CARMA resources are included in PhD coursework. Statistics, methods courses, and doctoral seminars were revised when students were not meeting course learning goals or components in qualifying examinations.

Competency 3 – Communication: Faculty discussed their concerns with doctoral students' ability to communicate complex information. In the current academic year, faculty decided to encourage students who are having difficulty with communication to do one or more of the following: (1) take Writing for Publication (ENGL 5390); (2) participate in Teaching, Learning, and Professional Development Center sessions; (3) work with the Graduate Writing Center; (4) obtain peer feedback when practicing academic presentations; and (5) participate in the Texas Tech Graduate School's 3-Minute Thesis and Poster Competition activities.

Competency 4 – Independent Research: Area faculty and PhD committees revised opportunities for students to develop independent research. For example, the management area revised candidacy requirements in 2021 from a qualifying paper to completing a first and second-year paper (proposal completed after first summer and data collection and manuscript completed after second summer).

Competency 5 – Ethics: For ethics, faculty found that students were completing CITI training before they graduated but not in the first year of their program as required. Completing this training is now tracked more carefully, and in fall 2022, all new students completed CITI training in their first year. As a further ethics enhancement, the faculty have asked the Texas Tech ethics officer to provide an ethics/plagiarism presentation during the college-wide PhD student orientation.

Competency 6 – Collegiality: The PhD rubric was revised in 2020 to assess student interactions with others more comprehensively.

Competency 7 – Teaching: Teaching competency is assessed by a passing grade (B or higher) in the doctoral teaching practicum course. The criterion was met except in spring 2021, when one student did not pass the course.

STANDARD 6:

LEARNER PROGRESSION

DESCRIBE HOW YOUR LEARNER DEMOGRAPHICS AND ENROLLMENT TRENDS HAVE CHANGED OVER TIME. WHAT ARE THE IMPLICATIONS FOR YOUR FUTURE STRATEGIES IN RECRUITMENT AND RETENTION OF LEARNERS?

Undergraduate: As mentioned previously, undergraduate enrollment increased 27.3% from fall 2017 to fall 2021. Within that overall pattern of growth, learner demographics have also changed. The percentage of White students is down (67% to 62%), and the percentage of Hispanic students is up (21% to 25%). The percentage of Black students has remained steady. The number of students with multiple ethnicities has more than doubled, although the percentage is still small (3%). The percentage of female undergraduate students has remained in the low 30s for decades (since as far back as the 1980s). From 2017 to 2021, the percentage of females fell slightly from 34% to 31%, which is about 10 percentage points lower than other public, doctoral-granting business schools (according to AACSB benchmark data).

Undergraduate Enrollment: Percentage & Number of Students (in Parentheses)					
Ethnicity	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
African American Multiracial	0.62 (25)	0.77 (30)	0.93 (40)	1.02 (49)	0.78 (40)
American Indian/Alaskan Native	0.17 (7)	0.18 (7)	0.21 (9)	0.21 (10)	0.16 (8)
Asian	2.66 (107)	2.5 (101)	2.63 (113)	2.64 (127)	2.78 (142)
Black, Not of Hispanic Origin	3.73 (150)	3.68 (144)	3.52 (151)	3.89 (187)	3.93 (210)
Hispanic	21.24 (854)	23.54 (921)	24.35 (1,045)	25.34 (1,219)	24.62 (1,259)
Multiple	1.84 (74)	2.25 (88)	2.56 (110)	2.93 (141)	3.11 (159)
Native Hawaiian/Pacific	0.05 (2)	0.08 (3)	0.02 (1)	0.02 (1)	0.08 (4)
Non-Resident Alien	1.87 (75)	1.99 (78)	1.79 (77)	1.37 (66)	1.25 (64)
Unknown	0.27 (11)	0.31 (12)	0.47 (20)	0.48 (23)	0.61 (31)
White	67.54 (2,715)	64.62 (2,528)	63.51 (2,725)	62.11 (2,988)	62.68 (3,205)
Total	100%	100%	100%	100%	100%
Gender	**Fall 2017**	**Fall 2017**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Female	34.01 (1,369)	33.29 (1,302)	33.09 (1,420)	32.03 (1,541)	31.88 (1,630)
Male	65.99 (2,656)	66.71 (2,609)	66.91 (2,871)	67.97 (3,270)	68.12 (3,483)
Total	100%	100%	100%	100%	100%

We are continuing recruitment and enrollment efforts focused on learners from under-represented ethnic groups and first-generation students by targeting recruitment events geographically in areas such as Houston, El Paso and the Rio Grande Valley. We have not developed recruitment methods targeted specifically at women, and we seek input on strategies or best practices that might be effective.

Student retention is a focus of our class scheduling and advising efforts, and our retention rates are generally above the university average. The one-year retention rate exceeded 90% in fall 2018 and has fallen slightly since then. We experienced a drop during COVID-19, from which we did not recover in fall 2021. Fall 2022 to spring 2023 retention is 95.2% which suggests our one-year retention may be back above 90% for fall 2023.

Retention	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
One-Year Retention	87.5%	90.1%	89.8%	86.4%	86.6%

Retention of Hispanic learners (84.8%) trails that of White learners (87.4%) suggesting that we must pay greater attention to the retention of Hispanic students. We have hired more Hispanic faculty and staff, and the leadership team of the college includes a Latino associate dean for the first time in our history.

Graduate: As noted earlier, graduate enrollment grew 50% from fall 2017 to fall 2021. As of fall 2021, we enrolled 864 graduate students. To sustain this growth, we recruit on a continual basis by analyzing and investing in effective marketing channels, promoting a customer service orientation comprised of quick turnaround times and accurate responses, and providing scholarships. We believe that continuing to expand graduate offerings will be an essential part of our continued growth.

Regarding ethnicity, our graduate enrollment pattern is consistent with that of our undergraduates. The percentage of Hispanic students has increased from 16% to 23% and the percentage of White students has declined from 60% to 55%. The percentage of Asian learners has doubled, although the percentage for fall 2021 is still low, 6%. Unlike the undergraduate program, female graduate students have increased from 38% to 42%.

Graduate Enrollment: Percentage & Number of Students (in Parentheses)					
Ethnicity	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
African American	4% (23)	4% (21)	7% (49)	9% (70)	6% (49)
Non-Resident	14% (81)	11% (64)	13% (91)	8% (64)	7% (62)
White	60% (347)	58% (322)	53% (363)	55% (449)	55% (474)
Hispanic	16% (91)	18% (101)	16% (108)	20% (161)	23% (200)
Asian	3% (15)	5% (29)	5% (34)	5% (44)	6% (48)
Multiple	2% (14)	3% (19)	5% (36)	2% (20)	3% (23)
American Indian/Alaskan Native	.003% (2)	.002% (1)	.003% (2)	.001% (1)	.005% (4)
Undeclared	.001% (1)	0% (0)	1% (6)	.006% (5)	.005% (4)
Total Students	100% (574)	100% (557)	100% (689)	100% (814)	100% (864)
Gender	**Fall 2017**	**Fall 2017**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Male	62% (358)	61% (340)	59% (409)	60% (485)	58% (500)
Female	38% (216)	39% (216)	40% (276)	40% (325)	42% (361)
Not Reported	.001% (1)	.002% (1)	1% (4)	.005% (4)	.003% (3)
Total Students	100%	100%	100%	100%	100%

We have substantial diversity in our graduate programs, and recruitment and retention strategies are not targeted at specific groups. We advertise and recruit broadly. The demographic changes noted above are likely due to the geographical expansion of our master's programs from Lubbock-only to Dallas, the Austin area (Marble Falls) and online. This allows us to attract students who are representative of population demographic changes within the state of Texas and beyond (for our online programs).

An additional trend that we monitor is enrollment changes across programs. The five-year change in degrees conferred shows varying rates of growth across master's programs and declines in the MSA and the doctoral program. Conferral of the MBA has increased, led by the online modality, and we see dramatic increases in specialized master's programs (MS-DS and MS-FIN). The decline in doctoral degrees granted was planned since the program had grown beyond our resources to support it. We now expect to maintain the size of our program and enhance quality by improving recruitment, improving stipends, and covering the cost of student health insurance.

Graduate Degrees Conferred						
Degrees Awarded	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr Change
MBA	222	210	233	243	311	40%
MSA	132	122	124	119	115	-13%
MS-DS	33	46	68	66	69	109%
MS-FIN	9	17	21	23	24	167%
MS-MRA	NA	NA	NA	7	31	NA
Master's Total	413	398	447	451	519	26%
Doctoral	10	12	15	12	9	-10%

DESCRIBE HOW THE SCHOOL IDENTIFIES, PROVIDES INTERVENTION AND SUPPORT FOR LEARNERS WHO ARE NOT PROGRESSING ADEQUATELY, INCLUDING UNDERREPRESENTED OR OTHERWISE AT-RISK POPULATIONS.

We apply several strategies to identify and provide intervention and support for learners who are not progressing adequately. The first is an informal approach by which faculty and staff communicate with students and help get them back on track within their individual classes. When more support is needed, faculty and staff share their concerns with the Undergraduate Services Center. Faculty and staff can also use the Texas Tech Raiders Report system to make referrals for students who may need extra support. These concerns vary from academic integrity issues to conduct or other problems. The university also provides the Academic First Responder Network, which is a team trained to resolve academic alerts and cases concerning students' academic and personal issues more efficiently and effectively. Throughout these processes, Texas Tech uses an early alert system, STRIVE, which allows faculty, advisors, and administrators involved with a student to grasp the history and context of the student's situation.

The staff in the Undergraduate Services Center are key to our ability to support learners. They are well-trained to recognize and respond to the needs of students. Advisors provide support and intervention to at-risk students with in-depth one-on-one academic coaching sessions. In these meetings, advisors help students create action plans to get them back on track and make progress toward their degrees. The team attended Mental Health First Aid training and Question, Persuade, Refer (QPR) training, a suicide prevention program, to respond to students who are in crisis. Advisors also refer students to the Texas Tech Office of Student Life, who can coordinate a response across all resources that Texas Tech provides, such as communication with faculty about absences, mental health referrals, retroactive withdrawals, and access to the food bank. In terms of responding to at-risk populations, an LGBTQIA allies training was conducted for advisors, faculty, and staff of the college.

In 2022, we added a college-embedded counsellor to our Undergraduate Services Center. She is an employee of the Student Counseling Center assigned specifically to work with business students. The goal is to provide early identification and intervention services to students to help them overcome challenges in their personal or academic lives.

Advisors in the Graduate and Professional Programs (GPP) office develop close relationships with students and are able to identify learners who are not progressing adequately or are at-risk. Faculty also identify students who are struggling so that graduate advisors can help. GPP staff have completed QPR training and refer students to the Texas Tech Student Counseling Center when additional help is needed.

STANDARD 7:

TEACHING EFFECTIVENESS AND IMPACT

SUMMARIZE HOW HIGH-QUALITY TEACHING IS ENCOURAGED, SUPPORTED, AND DEVELOPED. SUMMARIZE CONTINUOUS IMPROVEMENT ACTIVITIES FOR FACULTY FOCUSED ON TEACHING ENHANCEMENT.

Our vision supports high-quality teaching, and we put effort into recruiting and retaining excellent teachers. Teaching is a respected part of the faculty role within the college and university. High-quality teaching is encouraged by annual review procedures (raises are not provided to faculty who do not at least “meet expectations” in all three areas of teaching, research, and service), and by promotion, tenure, and continuing appointment guidelines that require an annual peer review of teaching. Texas Tech Operating Procedures provide a framework for implementation of a collaboratively created teaching development plan to address instances of teaching that does not meet expectations.

Each year, the college recognizes a faculty member with the Rawls Excellence in Teaching Award ($10,000) and the Rawls College Integrated Scholar of the Year Award ($10,000), which recognizes synergy among teaching, research, and service. We also recognize a doctoral student in each area with a $1,000 teaching award annually. In 2021, Jerry Rawls funded the Jerry S. Rawls Excellence in Undergraduate Teaching Awards, which recognize faculty and doctoral students who consistently go above and beyond to inspire undergraduate students, challenge them to do their best work, and prepare them for long-term success. Only current students and recent alumni may nominate faculty, and the award committee is composed of three faculty and four students. Each year this program provides two $20,000 awards to full-time faculty and two $5,000 awards to part-time faculty or doctoral students..

At the university level, faculty are eligible for and have been recognized with the President's Excellence in Teaching Award, the Chancellor's Council Distinguished Teaching Award, the Hemphill-Wells New Professor Excellence in Teaching Award, the Spencer A. Wells Creativity in Teaching Award, and the Teaching Academy's Departmental Excellence in Teaching Award among others.

The Texas Tech Teaching Academy recognizes and supports outstanding teaching throughout the university. Fourteen college faculty are members of the Teaching Academy, and they have served in leadership roles within the academy. The Texas Tech Institute for Inclusive Excellence is a faculty cohort program designed to promote inclusive pedagogical methods. Sixteen faculty have completed this program.

The Teaching, Learning, & Professional Development Center is the university office that coordinates programs for teaching enhancement. They run an orientation program for new faculty focused on teaching and an annual series of workshops and seminars on effective teaching. The Texas Tech Graduate School provides orientation and on-going support and development opportunities for doctoral students who are teaching. At the college level, we have developed both faculty and doctoral student orientation programs that complement the orientation provided at the university level, and this spring, we launched a college-wide teaching development program.

As we expanded into online programs, we created the Rawls eLearning Center, staffed with five instructional designers and videographers to encourage faculty to use best practices in their online courses. Two recording studios are available. The Rawls eLearning Center is supported by Texas Tech’s Office for eLearning and Academic Partnerships. In 2022, Newsweek ranked Texas Tech the No. 1 online school in the nation.

STANDARD 8:

IMPACT OF SCHOLARSHIP

Table 8-1 is available in myAccreditation.

DESCRIBE PROCESSES TO ENCOURAGE FACULTY TO PRODUCE HIGH-QUALITY AND IMPACTFUL INTELLECTUAL CONTRIBUTIONS. DESCRIBE HOW THE SCHOOL COLLABORATES WITH EXTERNAL STAKEHOLDERS TO CREATE SCHOLARSHIP THAT INFORMS THEORY, POLICY AND/OR PRACTICE OF BUSINESS.

To encourage faculty to produce high-quality and impactful intellectual contributions, we developed a set of personnel policies and procedures (annual review; third year review; promotion, tenure, and continuing appointment; workload; and comprehensive performance review) that provides clear expectations related to research contribution based on the Rawls Journal List (Appendix 10). Rewards – including merit raises, equity adjustments, contract renewal, promotion, tenure, and continuing appointment, and appointment as an endowed professor or chair (we have 19 professorships and 15 endowed chairs) – are based, at least to some extent, on faculty's record of publication in journals on the college's list. We emphasize the importance of high-quality, especially 5* publications and provide faculty with the resources needed to be successful in publishing. Resources include access to databases and support for data collection, teaching load reductions, research assistants, summer research support, and the Rawls Research Support program, which supplements other sources of funds for research with the potential to lead to publications in elite journals. Our doctoral students help us realize the vision and mission for high-quality research by supporting faculty research, collaborating with faculty, and conducting their own original research.

Other resources to support research include:

- The Consortium for the Advancement of Research Methods and Analysis (CARMA)
- The Neuro Tech Lab, which supports Observer XT to enable researchers to gain accurate and reliable data from face reader and video and audio technologies
- The Shannon Rinaldo Student Research Pool that provides faculty and graduate student researchers the ability to announce, schedule, and deliver studies and experiments with a pool of student participants
- The Rawls Undergraduate Research Program that provides undergraduate students the opportunity to participate in faculty-mentored research

Faculty collaborate with external stakeholders on scholarship in a variety of ways. Faculty have been successful attracting external funding from government and private industry for their research. They have developed consulting relationships that provide access to data for collaborative projects. The college hosts centers and institutes that create opportunities to collaborate with external partners:

- The Alderson & Griffin Center for Family Business & Entrepreneurship provides interactions with family-run companies to obtain relevant information and conduct related research.
- The Center for Sales & Customer Relationship Excellence holds conferences and seminars to report the latest research trends, provide management advice to companies, and develop internships and courses in conjunction with current and other universities and government agencies.
- The E.W. & J. David Williams Institute for Community Banking & Finance works with banks to provide research funds to faculty and PhD students to develop their research projects; provides advice on academic-related fields, such as curriculum improvement or subject addition, so that students can learn financial-industry knowledge; and holds events that help students choose their career paths in the financial industry.
- The Institute for Leadership Research provides funds for conducting the latest research and supports authentic leadership theory and development, charismatic and visionary leadership, leader-member exchange, leadership with virtual teams, and systems.

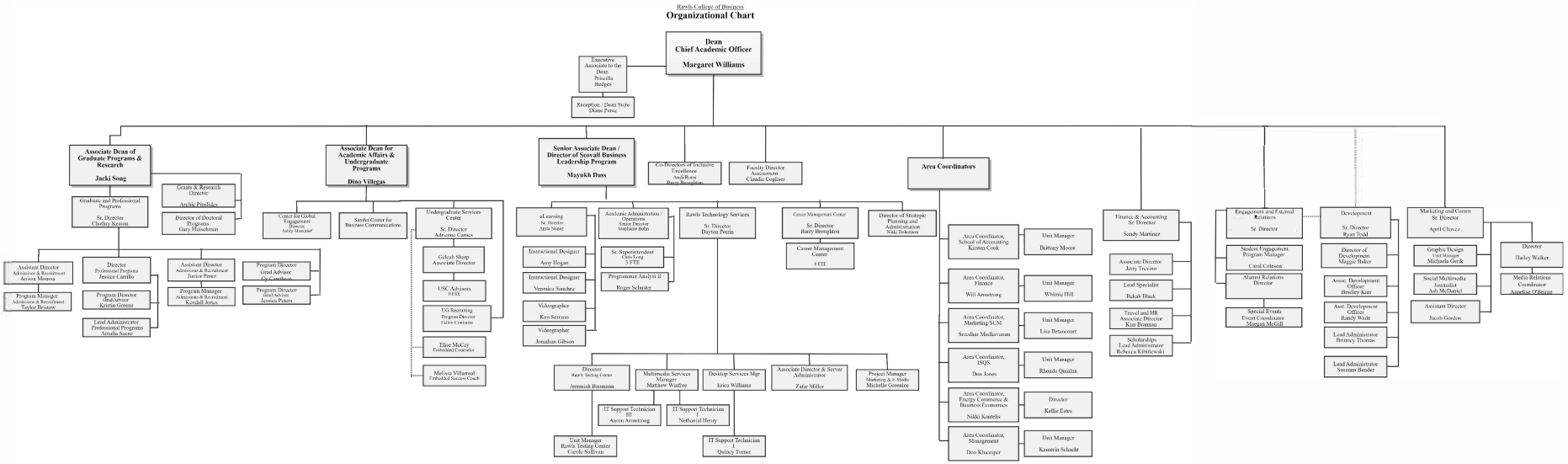
STANDARD 9:

ENGAGEMENT AND SOCIETAL IMPACT

Table 9-1 lists the societal impact initiatives we have chosen to pursue. As a state university that claims a unique sphere of influence in West Texas and Eastern New Mexico, we have chosen the Texas 2036 strategic framework to organize our objectives related to societal impact. Texas 2036 is a non-profit organization whose mission is "to ensure Texans' well-being and economic prosperity." We selected societal impact goals from the Texas 2036 framework that are consistent with areas of strength in the college and our strategic initiatives. They are economic growth, workforce preparation, energy distribution and production, crisis readiness, and diversity, equity, inclusion, and belonging. We surveyed faculty to learn how they have been and are currently contributing to the Texas 2036 goals. Examples of research that have had a positive societal impact are provided in Table 9-1.

Examples of school-supported activities, beyond research, that demonstrate a positive societal impact are also provided in Table 9-1.

Appendix 1


Rawls College of Business
Organizational Chart
Dean
Chief Academic Officer
Margaret Williams
Executive Associate to the Dean
Priscilla Hedges
Reception / Dean Suite
Diane Perez
Associate Dean of Graduate Programs & Research
Jacki Song
Grants & Research Director
Archie Pitsillides
Graduate and Professional Programs
Sr. Director
Chelley Keaton
Director of Doctoral Programs
Gary Fleischman
Assistant Director Admissions & Recruitment
Anissa Monroe
Program Manager Admissions & Recruitment
Taylor Bristow
Director Professional Programs
Jessica Carrillo
Program Director Grad Advisor
Kristin Greene
Lead Administrator Professional Programs
Amalia Suzzo
Assistant Director Admissions & Recruitment
Janice Perez
Program Manager Admissions & Recruitment
Kendall Jones
Program Director Grad Advisor
Cy Cawthorn
Program Director Grad Advisor
Jessica Peters
Associate Dean for Academic Affairs & Undergraduate Programs
Dino Villegas
Center for Global Engagement
Director
Ashly Moncrief
Snyder Center for Business Communications
Undergraduate Services Center
Sr. Director
Adrienne Carnes
Golcuh Sharp
Associate Director
USC Advisors
FTE
UG Recruiting
Program Director
Fallon Contreras
Elise McCoy
Embedded Counselor
Melissa Villarreal
Embedded Success Coach
Senior Associate Dean / Director of Scovall Business Leadership Program
Mayukh Dass
Co-Directors of Inclusive Excellence
Asad Rawi
Barry Broughton
Faculty Director Assessment
Claudia Cogliser
eLearning
Sr. Director
Anita Nunez
Instructional Designer
Amy Hogan
Instructional Designer
Veronica Sanchez
Videographer
Ken Serrano
Videographer
Jonathan Gibson
Academic Administration / Operations
Sonia Duenez
Stephanie Bobo
Sr. Superintendent
Chris Long
3 FTE
Programmer Analyst II
Roger Schuster
Rawls Technology Services
Sr. Director
Dayton Perrin
Director
Rawls Testing Center
Jeremiah Baumann
Unit Manager
Rawls Testing Center
Carole Sullivan
Multimedia Services Manager
Matthew Winfree
IT Support Technician III
Aaron Armstrong
IT Support Technician I
Nathanial Henry
Desktop Services Mgr
Erica Williams
IT Support Technician
Quincy Turner
Career Management Center
Sr. Director
Barry Broughton
Career Management Center
4 FTE
Director of Strategic Planning and Administration
Nikki Bohonnon
Associate Director & Server Administrator
Zafar Miller
Project Manager
Marketing & A-Studio
Michelle Gonzalez
Area Coordinators
Area Coordinator, School of Accounting
Kirsten Cook
Unit Manager
Brittney Moore
Area Coordinator, Finance
Will Armstrong
Unit Manager
Whitnie Hill
Area Coordinator, Marketing/SCM
Sreedhar Madhavaram
Unit Manager
Lisa Bettencourt
Area Coordinator, ISQS
Don Jones
Unit Manager
Rhonda Quinlin
Area Coordinator, Energy Commerce & Business Economics
Nikki Kontelis
Director
Kellie Estes
Area Coordinator, Management
Don Rhoerper
Unit Manager
Kameria Schacht
Finance & Accounting
Sr. Director
Sandy Martinez
Associate Director
Jerry Trevino
Lead Specialist
Bekah Black
Travel and HR Associate Director
Kim Brunius
Scholarships Lead Administrator
Rebecca Kibblewski
Engagement and External Relations
Sr. Director
Student Engagement Program Manager
Carol Coleson
Alumni Relations Director
Special Events Event Coordinator
Morgan McGill
Development
Sr. Director
Ryan Todd
Director of Development
Maggie Baker
Assoc. Development Officer
Bradley Kerr
Asst. Development Officer
Randy Wade
Lead Administrative
Britney Thomas
Lead Administrative
Sireenas Bender
Marketing and Comm
Sr. Director
April Chavez
Graphic Design
Unit Manager
Melanda Gerik
Social Multimedia Journalist
Ash McDaniel
Assistant Director
Jacob Gordon
Director
Hailey Walker
Media Relations Coordinator
Annelise O'Beirne

AACSB Faculty Qualification [1]

Scholarly Academic (SA)

Initial Qualification

Scholarly Academics have (a) earned a doctorate from an accredited business school in a business topic relevant to their teaching, or (b) are doctoral students in the Rawls College of Business (RCOB) who are ABD, or (c) earned a doctorate or terminal degree in a business- related field (e.g. economics, law, or industrial psychology) with a research record to demonstrate expertise within their teaching field.

According to AACSB Standard 3 "a faculty member can be considered SA or PA for five years from the date of conferral of the terminal degree." In addition, "doctoral students with teaching responsibilities who have attained all-but-dissertation ('ABD') status will be considered SA for three years from the commencement of ABD status." For faculty who earned their doctoral degrees more than five years ago, and for doctoral students who are ABD for more than three years, the following standards for maintenance of qualification apply.

Maintenance of Scholarly Academic Qualification

1. **Tenured and tenure-track faculty qualified to chair dissertation committees and teach doctoral seminars (SA-doctoral):**

To maintain SA status for chairing dissertation committees and teaching doctoral seminars, faculty members must complete and document for the most recent five-year period one of the following:

a. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list, or

b. Two (2) publications identified as 5 in the RCOB approved journal list, or

c. One (1) publication identified as 5 in the RCOB approved journal list and two (2) publications identified as 4 in the RCOB approved journal list, or

d. One (1) publication identified as 5 in the RCOB approved journal list and one (1) other documented substantive intellectual contribution. The responsibility for demonstrating that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area. Examples of substantive intellectual contributions include, but are not limited to, serving as editor-in-chief of a 5* or 5 journal, publishing a scholarly book at an Ivy League or equivalent press, or obtaining a substantial research grant as principal investigator.

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[1] Approved by the RCOB Credentials Committee 4/27/2018. Approved by the Coordinating Council 5/2/2018. Revised 9/5/2018 for consistency with AACSB guidelines regarding new PhDs and doctoral students. Revised 5/12/2022 for consistency with 2020 AACSB standards.

2. Faculty who contribute to undergraduate teaching with some master's-level instruction (SA-non-doctoral):

To maintain SA status for teaching undergraduate and master-level courses, faculty members must complete and document for the most recent five-year period one of the following:

a. Any of the criteria described for doctoral program participating faculty in the SA section above, or

b. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List (evidence of journal quality i.e., inclusion in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide* must be provided), or

c. One (1) publication in a refereed academic journal, but not limited to the Rawls Journal List (evidence of journal quality i.e., inclusion in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide* must be provided), and one (1) other documented substantive intellectual contribution, which may include, but is not limited to, the following RCOB-recognized activities:

- Publish in a prominent, non-refereed journal
- Publish a scholarly book
- Publish a book chapter or case that involves peer-reviewed original research
- Publish or revise a textbook that is widely distributed for commercial sale
- Receive a competitive grant refereed by government agencies or other sponsoring institutions
- Author reports of research results for funded research
- Serve as editor, associate editor, or editorial board member of a refereed academic journal
- Other significant scholarly activity, consistent with the preceding activities.

The responsibility for documenting that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area.

Practice Academic (PA)

Initial Qualification

Practice Academics have either (a) earned a doctorate from an accredited business school in a business topic relevant to their teaching, or (b) earned a doctorate or terminal degree in a business-related field (e.g. economics, law, or industrial psychology) with a research record to demonstrate expertise within their teaching field.

Maintenance of Practice Academic Qualification

To maintain their PA status, faculty members must complete and document for the most recent five-year period substantive and substantial professional development activities, such as the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard setting bodies or policy-making bodies
- Practice-oriented intellectual contributions
- Relevant, active service on boards of directors,
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

The above list of activities is not meant to be exhaustive. The responsibility for demonstrating that the activity maintains a faculty member's professional qualification rests on the faculty member and/or his/her area.

Instructional Practitioner (IP)

Initial Qualification

Instructional Practitioners have (a) earned a terminal degree relevant to their teaching area, or (b) earned a master's degree related to their teaching area and obtained relevant professional work experience, or (c) earned a bachelor's degree and obtained extensive relevant professional work experience. (Generally, the latter requires substantial justification to satisfy SACSCOC credentials requirements.)

Maintenance of Instructional Practitioner Qualification

To maintain their IP status, faculty members must complete and document, for the most recent five-year period, substantive professional development activities, such as the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard setting bodies or policy-making bodies
- Practice-oriented intellectual contributions
- Relevant, active service on boards of directors,
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

The above list of activities is not meant to be exhaustive. The responsibility for demonstrating that the activity maintains a faculty member's professional qualification rests on the faculty member and/or his/her area.

Scholarly Practitioner (SP)

Initial Qualification

Scholarly Practitioners have (a) earned a terminal degree relevant to their teaching area, or (b) earned a master's degree related to their teaching area and obtained relevant professional work experience, or (c) earned a bachelor's degree and obtained extensive relevant professional work experience. (Generally, the latter requires substantial justification to satisfy SACSCOC credentials requirements.)

Maintenance of Scholarly Practitioner Qualification

To maintain their SP status, faculty members must complete and document for the most recent five-year period, one of the following:

a. Any of the criteria described for doctoral program participating faculty in the SA section above, or

b. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List (e.g., is included in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide*), or

c. One (1) publication in a refereed academic journal, but not limited to the Rawls Journal List (e.g., is included in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide*), and one (1) other documented substantive intellectual contribution, which may include, but is not limited to, the following RCOB-recognized activities:

- Publish in a prominent, non-refereed journal
- Publish a scholarly book
- Publish a book chapter or case that involves peer-reviewed original research
- Publish or revise a textbook that is widely distributed for commercial sale
- Receive a competitive grant refereed by government agencies or other sponsoring institutions
- Author reports of research results for funded research
- Serve as editor, associate editor, or editorial board member of a refereed academic journal
- Other significant scholarly activity, consistent with the preceding activities.

The responsibility for documenting that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area.

Participating and Supporting Faculty

Criteria for identifying participating and supporting faculty are adopted from the AACSB (Association to Advance Collegiate Schools of Business) with additional wording to clarify governance in the Rawls College of Business.

A **participating** faculty member actively engages in the activities of the college in matters beyond direct teaching responsibilities. Such matters include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the college and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the college on institutional committees. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined by the college.

A **supporting** faculty member does not participate in the intellectual or operational life of the college beyond the direct performance of teaching responsibilities. A supporting faculty member does not participate in the governance of the college, have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally ad hoc appointment, for one term or one academic year at a time without the expectation of continuation.

Rawls College of Business Faculty Workload Policy

Approved by unanimous vote of the Coordinating Council on August 22, 2018.
Revision approved: September 5, 2018
Revision approved: July 12, 2019

OP 32.18 Academic Workload Calculation specifies the following:

> In compliance with Sections 51.402 and 51.403 of the Texas Education Code, the minimum teaching load for faculty members paid 100 percent from funds appropriated for instructional purposes is equivalent to 18 semester credit hours of instruction in organized undergraduate and/or graduate classes each nine-month academic year. For purposes of this document, 18 semester credit hours of organized undergraduate and/or graduate instruction equals 18 hours of teaching load credit.

OP 32.18 states that full time faculty must earn at least 18 teaching credits per year, which comes from 18 credit hours. This is a 3/3 teaching load of 3 credit hour courses over fall and spring semesters. We use this as a default workload assignment. In order to qualify for this default workload assignment, a faculty member must, at a minimum, maintain an appropriate AACSB faculty qualification (i.e., SA, PA, IP, SP). This policy describes other standard teaching loads for different faculty categories. These teaching loads are contingent on the availability of adequate financial resources and "faculty sufficiency" for each degree program according to AACSB. A two-course load is typically considered the minimum course load for all faculty members.

Faculty Work Assignment

Instructor: Instructors are teachers. Instructors are not expected to engage in research. Instructor are expected to provide service. The teaching load for an instructor is 4/4 (four classes in both the fall and spring semesters).

Professor of Practice:

Professors of Practice default to the standard 3/3 teaching load. Professors of Practice are responsible for teaching, research/intellectual engagement/professional engagement, and service. The work assignment is as follows:

Teaching: Three courses per fall and spring semesters.

Service: As needed by area, college, community and profession.

Research:

a. Professor of Practice with terminal degree, but not industry qualifications will be required to produce two refereed publications in a five-year period.

The refereed journals are not limited the RCOB approved journal list. The journals may appear in other sources, such as; The Association of Business Schools *Academic Journal Guide* or the *Journal Citation Reports*.

b. Professor of Practice with industry qualifications will be required to remain active in their industry/profession. This can be done through continuing education (common examples including accounting and law) or through consulting practice or other activities, some examples of which are provided in the Rawls AACSB faculty qualifications document.

Tenured and Tenure-Track Faculty:

Tenured and Tenure-Track faculty are responsible for teaching, research and service. Tenured and Tenure-Track faculty are expected to publish research on a regular basis, and they may receive a reduced teaching load to recognize the increased research component of their work assignment.

Tenure-track faculty: New tenure-track assistant professors will enter the Rawls College with a contractually guaranteed load of three 3-credit classes per academic year for their first three years. This three 3-credit class teaching load may continue in years four through six of the assistant professor's appointment based on a recommendation from the Area Coordinator (using the attached form) following a satisfactory third year review.

Tenured faculty will have one of three teaching load assignments.

1. The standard teaching load for tenured faculty who are research active is 2/2 (two 3-credit classes in both the fall and spring semesters).

   Research is measured across a five-year window and the minimum to be considered "research active" is:

   a. One "5*" journal publication, or
   b. Two "5" journal publications or equivalent. Two "4" journal publications can substitute for one "5" publication, but not both "5" publications.

   Journal level (e.g., "5") for research faculty is determined by the Rawls College of Business Journal List.

2. Tenured faculty who do not meet the research standards described above will move to an increased teaching load of six 3-credit classes per academic year. The increased teaching load for these faculty changes their research requirement. Tenured faculty on a 3/3 teaching load will need two refereed publications in a five-year period not limited to journals on the RCOB approved journal list. The journals may appear in other sources, such as The Association of Business Schools *Academic Journal Guide* or the *Journal Citation Reports*.

3. Exception: Tenured faculty who are highly productive in the research area may have a teaching load of three 3-credit classes per academic year. The minimum standard for being considered "highly productive" for these purposes is two "5*" journal publications within a rolling 5-year window and a recommendation from the Area Coordinator to the Dean using the attached form. Before implementation, the Dean must approve the reduced teaching load request as stated in #1 below (under "Additional Items").

Additional items:

1. The above descriptions are default descriptions. Exceptions to the default (e.g., exceptional service to the college or profession, extraordinary contribution to industry, or labor market conditions) must be approved by the Dean. A request for exception must come from the Area Coordinator using the attached form, and the Dean will take the Area Coordinator's recommendation into account in making a final decision.

2. Work assignments will be reviewed annually with each faculty member before the beginning of each academic year. This will insure that each faculty member understands their assignment and their responsibilities under that assignment.

3. If an Area Coordinator wishes to grant teaching workload credit for internship or independent study sections, the AC will present the details of the course, including the syllabus, to the Coordinating Council for a vote. This vote will be advisory to the dean, who will make the decision as to whether teaching workload credit will be granted. The Area Coordinator and the Coordinating Council may determine that enrollment in a particular semester is not large enough to justify teaching workload credit, but may allow for multiple sections over time to accumulate in order to qualify for credit. Alternatively, the AC and Coordinating Council may determine that the instructor should earn service workload credit rather than teaching workload credit. The Coordinating Council and the dean will be guided by the Rawls College Internship and Independent Study Policy, which is provided as an appendix to this document.

Appendix: Rawls College of Business Internship and Independent Study Policy

Throughout this policy, "course(s)" refers to internship or independent study courses. The following process must be followed for all courses:

1. Each student wishing to enroll in a course must first meet with the course instructor in his/her area.
2. In order for the student to be allowed to enroll in the course, the instructor must ensure that the details of the internship or independent study are consistent with the area's requirements per the course syllabus.
3. The instructor and the student must both sign the syllabus/course agreement.
4. The instructor will email the Undergraduate Services Center/Graduate & Professionals Programs Office with the students' names who need permits to be enrolled in the course.
5. USC or G&PP will issue the permits for the students.
6. Each student is then responsible for enrolling in the course.

Notes:

- Internship or independent study credit is earned in the semester that the student works for the internship provider or works with the instructor overseeing the independent study.
- Permission to enroll in a course may only be granted by the Instructor of Record for the course.
- There will be no "back-dated adds" to give students credit for a course.

Course instructors will have the same responsibilities that all other Instructors of Record have (see OP 32.06). The instructor must submit a formal syllabus that will be evaluated by the Area Coordinator. Per OP 32.06, course syllabi must, at a minimum, include 1) the course outline, 2) the expected learning outcomes, 3) the methods of assessing those outcomes, and 4) the criteria for grade determination.

Students may earn academic credit for completing a course even when an instructor does not earn teaching workload credit.

Area Coordinators are responsible for coordinating with Stephanie Bohn to ensure that the courses are built each semester.

Request for Exception to Rawls College of Business Workload Policy

Fillable form available at intranet.ba.ttu.edu/faculty

Area Coordinators: Please fill this form completely and email it to Dean Williams. Because semester schedules are set well in advance of the semester, timely submission is necessary for full consideration.

Faculty member for whom exception is being sought:
Semester and year for exception:

Nature of exception (e.g., one-course reduction; will teach 2-hour PhD seminar in place of 3-hour course):

Beginning with the most recent semester for which the faculty member's schedule is set, please list all courses for which the faculty member was the primary or secondary IOR for the last two years.

Year	Fall, Spring, or Summer?	Course Prefix	Course #	Section #	Enrollment	Cross Listed	More than one IOR	Off-load?

Strategic plan actions, results, and metrics

Rawls College 2018-2022 Strategic Plan Accomplishments

This is a list of strategic initiatives and all associated goals from Table 1 of the 2018 Rawls College of Business strategic plan. Actions and results in support of the initiatives are listed along with acknowledgement of areas in which actions were not taken. There is some overlap among the initiatives, so there is some repetition in the list.

Much progress has been made across these initiatives. The "Work" initiative has seen the least amount of progress. This initiative was most impacted by COVID as reflected in the strategic plan metrics. In 2022 and 2023, activity is rebounding.

In most cases, there is not a 1-to-1 correspondence between the initiatives and the metrics. Therefore, the metrics are provided in a separate document. For example, the "Raise" initiative and the "Attract" initiative (among other factors) may both impact student retention and graduate rates. Taken together, this list of accomplishments and progress on the associated metrics provide a picture of the progress the Rawls College of Business has made in response to the 2018 strategic plan.

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.

1. Create more, unique programs that are creative and competitive, including those for non-business majors and industry-specific programs.

    a. Launched multiple concentrations within the MBA program (big data strategy, energy business, information technology, and marketing analytics)
    b. Launched MS Marketing Research and Analytics (online)
    c. Launched MS in Interdisciplinary Studies in Energy in partnership with engineering, law, and the graduate school (the renewable energy component is housed in the graduate school).
    d. Expanded availability of the dual MBA by creating agreements with programs such as media and communication, sports management, and nursing
    e. Launched the Excellence in Banking undergraduate certificate.
    f. Launched the Sales and Customer Relationship Excellence undergraduate certificate.
    g. Launched the undergraduate Summer Business Institute for non-business majors.

2. Determine the feasibility of provided employer-customized degree and non-degree programs: we have hired a staff member whose role is to contact employers to generate these leads/opportunities.

3. Investigate the benefits of preparing students for disciplinary certification and licensure beyond the CPA (e.g., finance, human resources).

    a. Excellence in Banking program prepares students for Risk Management Association certification.
    b. Real estate students are prepared for ARGUS Enterprise and TreppLoan certification.
    c. Students who complete the Real Estate Appraisal course will graduate with credit toward the Real Property Appraiser Qualification Criteria through our status as a "preferred" university with the Appraisal Foundation.

   d. Six Sigma greenbelt certification and Certified Associate of Project Management (CAPM) certification are offered to STEM MBA and PMBA students.
   e. Seminar in investment management in the MS Finance program prepares students for the Level 1 CFA exam.

4. Ensure that the BBA curriculum builds skills needed for future business success ("robot-proof" the curriculum).

   a. Reintroduced "foundations of business" course (BA 1301) to provide undergraduate students a foundation on which to build their understanding of business and future careers.
   b. Launched the Excellence in Banking program that includes a certificate designed with input from industry professionals.
   c. Energy Commerce major expanded its curriculum to include midstream and downstream content and a certificate in clean energy.
   d. Two tracks were developed in the Information Technology major: Systems and Data Analytics. Four new courses (data mining, data visualization, simulation for business analytics and analytics for optimal decision making) were created for the Data Analytics track.

5. Renew/refresh the MBA curriculum.

   a. Reduced the number of core classes to eight to offer electives and greater flexibility in course offerings.
   b. Adopted a workshop format in the PMBA program to enhance skill development.
   c. Added the signature, 3-semester "Integrated Project" to the STEM MBA program in which student teams work with TTU Technology Commercialization office and companies at the TTU Innovation Hub to monetize their intellectual property.

6. Consider other MBA formats/offerings.

   a. Launched on-line MBA in general business with concentrations in health organization management, information technology and marketing analytics.
   b. Expanded the PMBA to locations outside of Lubbock: Dallas, Houston, and Marble Falls (outside Austin)

7. Engage the business community in curriculum development/review.

   a. Conducted round tables with banking executives for the Excellence in Banking program/certificate and a track within the MS Finance program.
   b. Working with industry professionals to develop an investment management track within the MS Finance program.
   c. Held a round table with human resources professionals to discuss feasibility of a master's program in human resources.
   d. Launched an ISQS Advisory Committee to provide input on curriculum and job placement.
   e. Held discussions with Rawls Advisory Council members to provide input on communication skills for undergraduates.
   f. Business and industry leaders have been brought in to teach and provide curriculum input across all academic areas. Examples include banking, supply chain, accounting, and energy commerce.

8. Promote faculty skills in, and a culture for assessment of student competencies.

   a. Conducted college-wide assessment workshops with an outside facilitator.

b. Increased the number of faculty and staff who attended AACSB Assurance of Learning workshops.
c. Worked with faculty to create assessment plans for all degree programs using a consistent process and format.
d. Created a format for Assessment Day and Assessment Week each semester to assess artifacts, work on loop-closing, and enhance assessment approaches.
e. Worked with faculty to develop and evaluate Business Knowledge Assessments (both BBA and MBA as well as BBA major specific for SACSCOC)
f. Rubrics (critical thinking, written communication, oral communication, and ethical reasoning) were reviewed by MBA committee and UPAC.
g. Purchased a site license for CATME (a tool to organize and assess student teamwork) and conducted workshops to familiarize faculty with its capabilities.
h. Created accommodations for academic areas to adhere to college assessment plans while maintaining their own unique course sequencing needs.

9. Expand on-line programs and offerings (with emphasis on graduate).

a. Launched on-line MBA.
b. Launched on-line MS in Market Research and Analytics
c. Undergraduate business minor offered online to enhance capacity/availability.
d. Increased the number of hours in the online Graduate Business Essential Certificate so students are required to take classes from accounting, finance, information systems, management, and marketing.
e. The switch to remote learning during the pandemic enhanced the skills of our faculty for on-line and hybrid teaching and remote learning. We now offer more online classes at the undergraduate level to promote degree completion.

10. Continue to increase the status of the Rawls College among employers.

a. Student organization industry trips hosted by the Career Management Center (CMC) visit firms that do not recruit on campus. Recent trips have included Citigroup, eBay, IBM, McKesson, Salesforce, and Nokia.
b. Expanded the signature Career Fair to include both in person and virtual formats thus expanding the number of employers who participate.
c. Hosted specialty brand marketing events on campus for high profile employers such as Goldman Sachs, JPMorgan, Charles Schwab, and Dell
d. Hosted virtual events with companies who do not travel to Lubbock.
e. Incorporated employer representatives into career-related workshops sponsored by CMC.
f. Increased employer engagement with students by inviting employers to sponsor various college events such as the Rawls Diversity Symposium.
g. Have increased the level of corporate sponsorships and the number of corporate sponsors for the CMC.

11. Promote an ethical climate among students, faculty, and staff.

    a. A student competency in the BBA is “students demonstrate ethical leadership and decision making.” Assurance of Learning data show that this competency is being met.
    b. Master’s student orientation now addresses student ethical conduct, requires a student signature, and includes loss of financial aid for ethical violations.
    c. The TTU Graduate School provides required ethics training for all graduate students.
    d. All TTU faculty and staff are subject to TTUS Regulation 01.05 that includes the TTUS Code of Ethical Conduct. Biennial ethics training is required of all employees.

Attract and retain highly qualified students, faculty, and staff.

1. Improve, extend, and coordinate processes for recruiting highly qualified students, faculty, and staff.

    a. The Scovell Business Leaders Program (SBLP) received a $3 million endowment to provide sustained scholarship support; we are extending offers to join SBLP sooner in the decision-making process so admission to the program can serve as an incentive for students to enroll at TTU.
    b. Working more closely with TTU enrollment services to allocate Rawls college and area scholarships more strategically for recruitment purposes.
    c. Launched first college-level follow-up to the Red Raider Roadshow in early 2020.
    d. Launched pathway to STEM MBA
    e. Held open house in Fall 2019 to attract top Ph.D. student prospects from the TTU campus.
    f. Started “Lunch and Learn” events to attract highly qualified PMBA students.
    g. Work with the PhD Project to recruit graduate students and faculty from minoritized groups.
    h. Created hiring guidelines for staff and faculty to promote consistent use of best practices in hiring.
    i. Collaborated within Rawls and across the university to create spousal/partner hiring accommodations for six faculty and staff couples.

2. Ensure individuals representing diversity of thought, experience, ethnicity, gender, and cultural background are included fully and actively involved in the Rawls College.

    a. Conducted climate survey.
    b. Re-filled Director of Diversity position (now called Director of Inclusive Excellence).
    c. Created a college Inclusive Excellence Committee.
    d. Three LEAD fellows (staff) represent the Rawls College within the Division of Diversity, Equity, and Inclusion.
    e. Most faculty and staff in senior leadership positions have participated in intensive diversity training/workshops.
    f. Sexual Harassment Task Force developed a response to concerns raised in the Rawls climate survey.
    g. Launched regular programming for students, staff, and faculty related to diversity, equity, and inclusion.
    h. Launched Rawls diversity, equity, and inclusion book club.
    i. Elevated the diversity symposium to a college-level event now called the Rawls Diversity Symposium.
    j. Enhanced the gender and ethnic diversity of the Rawls Advisory Council.
    k. Enhanced the gender and ethnic diversity of the Rawls leadership team.

3. Promote professional development opportunities for staff.

    a. Created the Rawls Staff Council to promote staff voice.
    b. Have expanded access to conference/workshop attendance for staff.

4. Develop and implement a competitive compensation plan for faculty and staff.

    a. Benchmarked faculty salaries, research support, and professional development opportunities against peer and aspirant universities.
    b. Offer best-in-class support for faculty research.
    c. Participated in the TTU's faculty pay and gender equity program which lead to pay increases for 34 faculty.
    d. Participated in Phase I and Phase II of the TTU-funded salary equity program for staff.
    e. Beyond university funding, the college provided $135,000 in salary equity adjustments for staff.

Work to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e., high-impact practices).

Perhaps more than any other area, progress on this initiative was stalled by COVID as reflected in the strategic plan metrics. In 2022 and 2023, activity is rebounding.

1. Increase the number of students who complete formal internships: After a drop in 2019-2020, the number of formal internships is rebounding to pre-COVID levels.

2. Support, encourage, and increase service-learning opportunities for students.

    a. We have not increased the number of service-learning designated courses over the past five years.
    b. SBLP students are working with more organizations for service-learning projects each spring.

3. Support, encourage, and increase study abroad opportunities for students: After eliminating study abroad opportunities in 2019-2020, the number of students studying abroad has begun to increase. For the 2022-2023 academic year, faculty-led programs are back to pre-COVID levels.

4. Ensure all undergraduate capstone (and "capstone-like" courses) meet the criteria for a high-impact practice: This process stalled during COVID. We are returning to it now.

5. Support, encourage, and increase the number of students involved in the Business Learning Community: Texas Tech's Business Learning Community program was hard hit by staff turnover during COVID. The Rawls College participates in the program. The number of students who can participate is limited by capacity in the residence hall.

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.

1. Competitively compensate and support active researchers.

    a. Salary equity adjustments (including for gender) were made in 2018 and 2021.
    b. College developed a workload policy to balance teaching and research effort.
    c. Merit policy was revised so that faculty must at least "meet expectations" in research, teaching, and service to qualify for a merit raise.
    d. Raised guaranteed summer stipends for tenure-track assistant professors to 2/9ths of 9-month base salary for 3 years.
    e. Developed performance expectations for all endowed chair/professorship holders and formalized the review process for endowed appointments.
    f. Each year, approval is obtained from the president to allow up to 100% of faculty endowment distributions to be used for summer salary (up to 2/9ths of salary). (TTU policy is only 50% of the distribution can be used for salary without approval.)
    g. Part of the Rawls endowment is used to fund Rawls Professorships and Rawls Chairs. We increased the level of funding for a professorship from $500,000 to $750,000 and for a chair from $1,000,000 to $1,250,000 to enhance their competitiveness.

2. Establish a college-wide task force to provide recommendations for strengthening college-level support for research as well as the research culture within the college (including incorporation of Tier 1 status into our self-perception).

    The college adopted recommendations from the Research Advisory Committee to support research including the workload policy, adopting a journal list process, and increasing summer funding for research. From FY 2017 to FY 2021, college expenditures to support research increased by 89.5%. (This does not include funding related to endowed professorships and chairs or doctoral student stipends.)

3. Partner with business to create opportunities for faculty to bring insight to applied business problems.

    a. Established the Sales and Customer Relationship Excellence Competition which connects faculty project sponsors with industry partners.
    b. Service-learning courses and projects connect faculty project sponsors with industry.
    c. Professor Yi-Jing Wu completed a two-year appointment as the Director of Academic Research at KPMG's Global Solutions Group.
    d. Management and marketing faculty worked on an applied research project with Texas Health and Human Services.

Strengthen ties with alumni and the business community.

1. Coordinate greater opportunities for alumni and business executives to interact with students.

    a. Increased student participation in industry trips.
    b. The graduate programs office holds happy hours and networking events in major Texas cities for current and prospective students to interact with alumni.
    c. Excellence in Banking Advisory Council promotes interactions between bankers and banking students.
    d. Energy commerce holds "lunch and learn" events for students to meet with people from industry.
    e. Energy commerce created "virtual internship" opportunities during the pandemic for students to interact with alumni working in the industry.
    f. The Career Management Center brings in alumni and business professionals to conduct workshops for students.

   g. Rawls Advisory Council and Rawls Recent Advisory Council members speak in classes when they are in Lubbock for meetings.

2. Develop area-specific advisory councils.

   a. ISQS started an advisory council in 2018.
   b. Excellence in Banking started an advisory council in 2018.

3. Develop a culture supportive of faculty who pursue close ties with business and alumni for consulting, learning, and research: “developing culture” is hard to track as an activity. We hope that other activities related to this initiative help promote this culture.

4. Establish a stronger alumni network outside of Texas to develop more opportunities for students.

   a. Prior to COVID, we held several alumni events in New York City around student industry trips and basketball games.
   b. Rawls Advisory Council members live in seven states spanning the US. There is opportunity to do more regional events.

5. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers.

   a. Partnered with the Texas Tech Alumni Association to create Rawls Raiders, a business-specific alumni network.
   b. Created the Recent Rawls Alumni Board (RRAB) to promote greater engagement among more recent alumni.
   c. We conduct more events in cities across Texas to promote alumni engagement. Some events, such as the quarterly Houston Alumni Luncheon are specifically targeted toward alumni. Other events, such as PMBA recruitment events and top-scholar recruitment events, although not specifically alumni focused, are designed to encourage alumni participation.

6. Begin engagement early by cultivating students to be Rawls advocates and brand messengers.

   a. Conducted our first student philanthropy event in December 2019.
   b. Launched a student philanthropy program in September 2021.

Foster diversity and inclusion within the college.

1. Create a standing committee for Diversity and Inclusion: this committee was created in 2018 and continues to be active.

2. Refill the position of Director of Diversity: two faculty and one staff member share the duties of what is now called Director of Inclusive Excellence. They are appointed on an overload basis (in addition to their regular job responsibilities).

3. Conduct a climate assessment of students, staff, and faculty within Rawls and identify areas for improvement.

   a. The climate assessment was completed in 2019.
   b. Ongoing programming is responding to needs identified in the survey.

4. Conduct top management team training: by early 2020 all Rawls deans, most area coordinators, and many staff leaders had participated in an intensive, multi-day workshop with a focus on understanding diversity and inclusion.

5. Offer awareness and education programs for faculty, staff, and students: a regular program launched as “Donuts and Diversity” and renamed “Diversity Spotlights” enhances awareness and promotes understanding of topics related to diversity and inclusion. Topics have included disability awareness, bias in the classroom, feminism, and LGBTQIA allyship.

6. Develop recruiting plans, retention plans, and mentoring programs to address diversity and inclusion goals: adopted recruiting and hiring plans for faculty and staff based on best practices for promoting diversity.

Key metrics from the 2018-2022 Rawls strategic plan[1]					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Undergraduate student metrics					
Undergraduate enrollment (head count)	4,042	3,807	4,320	4,834	5,145
1-year UG retention rate (%)	87.4	87.5	90.1	89.8	86.4
6-year UG graduation rate (%)	70.6	71.6	74.2	72.3	74.7
% entering first-year students from top 10% of their high school class	-	18.5	18.7	18.4	26.1
% entering first-year students from top 25% of their high school class	-	51.3	53.2	58.5	58.7
Student attendance at events with outside speakers[2]	-	1,182	2,099	17,955	16,462
Number of students participating in competitions[2]	-	31	56	314	230
Number of students participating in industry field trips	-	132	118	208	210
Number of service-learning courses (sections offered)	8 (11)	9 (13)	9 (15)	7 (12)	7 (12)
Number of students studying abroad[3]	244	162	28	0	33
Number of students completing formal internships	-	341	245	369	319
% undergraduate students who are members of under-represented ethnic groups	30.1	34.0	35.4	37.3	36.2
% undergraduate students who are women	34.1	33.3	33.0	32.0	31.9

[1] Some metrics are tracked for fall semester only (e.g., number of full-time faculty), some for the fall/spring/summer academic year (e.g., student participation) and some for the fiscal year (e.g., college giving)
[2] Greater efforts were made in both encouraging attendance for outside speakers and for tracking that attendance.
[3] These numbers reflect the impact of COVD during which Rawls' faculty-led programs were suspended and students studying abroad were brought home.

Key metrics from the 2018-2022 Rawls strategic plan[1]					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Graduate student metrics					
Graduate enrollment (head count)[4]	574	557	689	814	864
% graduate students who are members of under-represented ethnic groups	25.4	30.7	34.1	37.0	37.9
% graduate students who are women	37.6	39.0	40.0	40.0	41.7
Faculty and staff metrics					
Number of full-time staff	72	72	68	71	80
Student FTE/Faculty FTE	26	23	27	33	32
Number of full-time faculty	122	124	133	123	130
% (number) faculty from under-represented ethnic groups	18 (22)	17 (22)	18 (24)	20.7 (27)	21.7 (30)
Number of tenured/tenure-track faculty who are women	14	15	15	14	17
Number of endowed faculty positions held by women	1	1	1	1	3
Research metrics					
Publications in 5* journals (original research published in elite, peer-reviewed journals)	12	9	10	14	23
Publications in 5 journals (original research published in high-quality, peer-reviewed journals)	17	22	30	32	40

[4] 2017-18 was near record low for graduate enrollment. Increasing graduate enrollment was a major goal of the past five years, and we achieved record enrollment.

Key metrics from the 2018-2022 Rawls strategic plan[1]					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Alumni/business interaction metrics					
Number of class speakers from the business community[5]	-	60	100	103	168
Number of alumni/business professionals speaking to/meeting with student organizations and other out-of-class activities[6]	-	134	135	354	402
Total giving to the college[6]	$4,324,555	$13,755,798	$6,417,361	$9,887,411 (goal of $10,000,000)	$14,296,093 (goal of $15,000,000)

[5] These numbers reflect effort to encourage these opportunities as well as better tracking of these metrics.
[6] COVID negatively impacted the development team's ability to visit alumni, donors, and potential donors. The financial uncertainty associated with the pandemic, especially the early stages, impacted giving.

Rawls College of Business Staff/Faculty Recruiting Guidelines

Recommendations proposed by the recruiting subcommittee of the Rawls Diversity and Inclusion Committee.

Approved by Coordinating Council: February 6, 2019
Revisions approved by Coordinating Council: June 26, 2019
Revisions approved by Coordinating Council: December 2, 2020

The following guidelines that govern Rawls College of Business Staff/Faculty searches are consistent with the TTU OPs governing faculty and staff hiring. Some of these recommendations interpret the OPs for the business school context or clarify and/or provide additional detail to the university OPs. Other guidelines refer to practices that are not specifically mentioned in any OP.

1. Post position announcements on websites and contact candidates from databases to reach prospective underrepresented minority candidates. For faculty positions, include websites and databases that reach candidates with terminal degrees:
    a. The PhD Project Job Board
    b. The National Registry of Diverse and Strategic Faculty
    c. Faculty for the Future
    d. Other websites/databases from "Faculty Diversity Resources"

2. Require all members of search committees (not just chairs) to attend the Division of Diversity, Equity & Inclusion's (DEI) Faculty Search Committee Workshop.
3. Include the Rawls "Statement of Diversity and Inclusion" in all position announcements: "The Rawls College is dedicated to fostering a community in which all students, staff and faculty feel accepted and appreciated. We exist in an interconnected world and strive to educate our students to become globally conscious business leaders. To that end, we encourage our students, staff, and faculty to recognize and value diverse perspectives throughout their careers."
4. Include that Texas Tech University is a Hispanic-Serving Institution (HSI) in all position announcements that are external to the university.
5. Include that Texas Tech University is classified by Carnegie as "R1: Doctoral Universities – Very high research activity" in all position announcements that are external to the university.
6. When recruiting staff (faculty), invite all staff (faculty) members in the office (area), regardless of title (rank), to meet with candidates and provide feedback to the search committee. For example, when recruiting a faculty member, invite part-time instructors, lecturers, professors of practice, tenure-track faculty, tenured faculty, administrative staff, and PhD students to meet with candidates during their campus visits. Following each candidate's visit, the chair of the search committee shall solicit feedback from all who participated.
7. When recruiting staff (faculty) in a particular office (area), invite staff (faculty) from other offices (areas) to participate in the process. For example, when recruiting a faculty member

in accounting, invite all Rawls faculty members to attend candidates' research or teaching presentations.

8. When recruiting staff (faculty) from a particular underrepresented group, invite staff (faculty) from other offices (areas) who are members of that group to participate in the process.
9. Ensure that all search committees include at least one female member and one African American, Hispanic American, Native American, Asian American, or international member, as required by TTU policy (OP 32.16). If the area/office recruiting the candidate lacks employees to meet these requirements, include someone from a different area/office.
10. When preparing the Hiring Matrix for a specific search, create a standard evaluation system for assigning scores to each qualification to facilitate impartial comparisons across candidates. For example, if one qualification is "excellence in teaching," establish a system to score teaching before evaluating candidates.
11. When conducting preliminary virtual interviews with candidates, create a standard list of questions to ask all candidates to facilitate impartial comparisons across candidates.
12. In each two-year period, each area's teaching/research workshop series must include at least one woman and one person from an under-represented group (i.e., African American, Hispanic American, or Native American).
13. Define positions as broadly as possible (e.g., for faculty positions, do not include specific areas of research interest) as not to unnecessarily limit the applicant pool.
14. Prior to each faculty search, review annual data on the rate of PhD attainment by women and underrepresented minorities in the relevant academic area. (These data are accessible from the Integrated Postsecondary Education Data System (IPEDS): Discuss with the Dean's Office how the diversity of the doctorally-educated pool should be reflected in (1) the area's applicant pool, and (2) candidates invited to campus by the area. (The dean's office is working with TTU institutional research to determine how to make this information available prior to faculty searches.)

Recommended/not required:

15. Individual offices/areas may require applicants to include a diversity statement with their application materials.

Jerry S. Rawls College of Business Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third-Year Review

A document created by the Jerry S. Rawls College of Business (RCOB) Promotion and Tenure Committee on March 2, 2018, and finalized on April 10, 2018.
The Rawls Coordinating Council unanimously approved this final document on May 2, 2018.
Revisions were approved by the Rawls Coordinating Council on December 4, 2019, December 18, 2019, April 8, 2020 (to the third-year review process only), and December 21, 2021 (to the third-year review process only).

The following policies and procedures in the Rawls College of Business are established within the context of University Promotion and Tenure Standards and Procedures (OP32.01), Third-Year Review of Tenure-Track Faculty (OP 32.38), and any other relevant University Operating Procedures.

POLICIES AND PROCEDURES FOR PROMOTION AND TENURE

Academic promotion and tenure are awarded to those faculty making continuing contributions in teaching, research/creative activity, and professional contributions to preserve and strengthen the vitality of the University. These policies and procedures are established to provide for the effective and fair evaluation of faculty in the Jerry S. Rawls College of Business in the matter of their possible promotion and/or being granted tenure.

Faculty members wishing to be considered for promotion and/or tenure will provide notification of their intent in writing to their Area Coordinator by March 15 of the immediately preceding academic year. The Dean of the College will set a date in each spring semester (typically the second Monday in September) by which the candidate's dossier and supportive materials must be filed with the Office of the Dean. (Reference should be made to the University OP 32.01 for probationary periods applicable to the various professorial ranks and other University policies and procedures applicable in promotion and tenure matters.)

a. The format required by the University's uniform dossier is available as Appendix B of OP 32.01.
b. Citations listed on the curriculum vitae must appear as they appear in the publications, with author order as they appear in the publications.
c. Following the receipt of the dossier and the supportive materials for each promotion and/or tenure candidate, the Area Coordinator will (i) designate a Peer Evaluation Group (PEG) for each candidate which shall have at least three members, and (ii) appoint a chair of the PEG.

When a candidate is being evaluated for promotion and/or tenure, members of the PEG shall meet the following criteria:

- In the case of tenure, the PEG will include all tenured faculty in the Area. If there are fewer than three such faculty in the Area, then tenured faculty from outside the Area shall be solicited. In this latter case, the composition of the PEG shall be approved by the dean.
- In the case of promotion, all members of the PEG must be of higher rank than the candidate. If there are fewer than three such faculty in the Area, then higher ranked faculty from outside the Area shall be solicited, and, in this case, the composition of the PEG shall be approved by the dean.
- All members must hold full-time or majority part-time teaching appointments at Texas Tech University (TTU).
- All TTU administrators, except the Dean of the College, and the candidate's Area Coordinator, are eligible to vote as members of the PEG. The candidate's Area Coordinator may participate in PEG discussions as a non-voting, ex-officio member.

The candidate for promotion and/or tenure will furnish to the Dean of the College a copy of her/his completed dossier and file with the Dean all supportive materials. This material will be passed by the Dean to the chairperson of the PEG. The chairperson of the PEG is responsible for making the candidate's dossier and supportive materials available to PEG members.

The chairperson of the PEG will call a meeting of the PEG members at which the candidate's credentials are discussed and questions may be raised and answered. The chairperson distributes to each PEG member the appropriate PEG ballot form(s) (see Exhibits A-C), which is/are used by the member to record their vote after the member has thoroughly evaluated the candidate's dossier and supportive materials. The chairperson of the PEG shall obtain the votes of the members of the PEG following the College's procedures on faculty voting. (These procedures are described in Exhibit D.) The PEG chairperson and a witness from the faculty or administration shall tally the ballots, record the results on the University's uniform ballot (see Exhibit E), and shall forward the tally to the candidate's Area Coordinator. (The ballots will be given to the Executive Associate to the Dean for retention.) At this stage, and at each remaining stage in the process, the candidate is responsible for updating his/her electronic dossier with the results of the evaluation (i.e., completed ballot form and letters). If there are substantive changes to the candidate's record, the candidate may also update her/his dossier for the next stage of review.

The Area Coordinator will review all the materials and make a recommendation either for or against, recording their recommendation on the University uniform ballot. The Area Coordinator will also indicate their recommendation and the reasons for the recommendation in a letter to the Dean and will forward to the Dean the letter and the signed University uniform ballot for the candidate under consideration. In a meeting with the candidate, the Area Coordinator will indicate to the candidate the PEG vote as well as the Area Coordinator's recommendation.

The Dean of the College will forward the University uniform ballot, the candidate's dossier and supportive materials, the tally of the PEG ballots and the Area Coordinator's letter to the College Promotion and Tenure (P&T) Committee.

The College P&T Committee is established for evaluating faculty under consideration for promotion and/or tenure. The Committee is composed of one tenured faculty member elected by each of the Area faculties, at the rank of associate or full professor.

Members of the College P&T Committee will be elected by secret ballot following Rawls procedures for area elections (see Exhibit D) for a one-year term by vote of the Area's tenured and tenure-track faculty. Members of the Committee must be either full-time or majority part-time appointments in the Rawls College of Business and with the rank of associate or full professor during the period of their service on the Committee. Members may not hold visiting appointments or be on terminal contract. Area Coordinators, the Dean, and associate Deans may not serve on the P&T Committee; exceptions must be approved by the Dean.

The chairperson of the College P&T committee shall be elected from the Area representatives and this person will secure the votes of all members of the Committee following the College's procedures on faculty voting. (See Exhibit D). Committee members will be ineligible to vote (i) on candidates for promotion to a rank higher than that of the member, and (ii) on themselves. The chairperson of the P&T Committee and a witness from the faculty or the administration will tally the votes and record the count on the University uniform ballot. The chair of the College P&T Committee shall forward the completed University uniform ballot to the dean. The ballots shall be given to the Executive Associate to the Dean for retention.

The Dean of the College will record his or her vote on the University uniform ballot and forward the candidate's dossier, along with a letter indicating the reason for his or her recommendation to the Dean of The Graduate School and the Provost of the University.

In a meeting with the candidate, the Dean will report to the candidate the recommendation of the Area Coordinator, the PEG votes, the College's P&T Committee votes, and the recommendation of the Dean on the candidacy.

At any point during the above process, the candidate may choose to withdraw his or her application from further consideration, as indicated in TTU OP 32.01.

DISCLOSURE OF TENURE INFORMATION PROCEDURES

Communications or correspondence associated with the tenure and promotion process is not exempt from disclosure under the Texas Open Records Act unless it is related to the policymaking process of the University. Thus, ballot comments, recommendation letters and other correspondence related solely to the issue of tenure or promotion of an individual is subject to disclosure.

EXTERNAL REVIEW PROCEDURES

The external review process will be used to assess the contribution of the candidate's research to her/his field of study. To that end, all of the evidence provided by external reviewers should be taken into account when drawing conclusions and evaluating a promotion and tenure case.

In determining who are selected as reviewers, the candidate is to supply the Area Coordinator with the names of up to four external reviewers from institutions/programs, preferably recognized as peers or better. If the reviewer is not from a university or business school viewed as a peer or better institution/program by Texas Tech or the Rawls College, justification must be provided. Reviewers should be recognized in their disciplines and be especially knowledgeable about the candidate's areas of research expertise. The area faculty will also recommend at least four external reviewers. By **July 1**, the Area Coordinator will solicit letters from both lists of names by using the letter/email template provided in Exhibit F. At least four letters of evaluation must be obtained.

Care should be taken in selecting outside references to ensure that:

- External review letters are obtained from appropriate and respected scholars. Ordinarily, external reviewers will hold at least the rank for which the candidate is being considered. In cases where the external reviewer does not have an academic appointment or the stature of a reviewer/program is not obvious, the reason for soliciting a particular reference must be stated.
- The persons are not dissertation chairs, co-authors, close personal friends, former students, or former mentors of the candidate. Exceptions are to be acknowledged and justified.

The following materials will be sent to each external reviewer who has agreed in writing to complete the review of the candidate's materials: the candidate's CV, copies of key research articles selected by the candidate, and the promotion and tenure guidelines of the College and the Area. The external reviewer will be asked to provide a letter that both details the candidate's scholarly contribution to her/his field of study and evaluates the faculty member's scholarship contributions. The external reviewer will be asked to submit a copy of her/his own CV along with the letter. Files must contain at least four letters from external reviewers who have been asked to evaluate the candidate's research accomplishments.

Individuals outside the University asked to review and comment on a faculty member's dossier should be informed that Texas is an open records state, and that these communications are subject to disclosure once it becomes part of the faculty member's dossier.

The external letter solicitation process shall be documented by the Area Coordinator including the names of all scholars asked to write letters and their responses. The Area Coordinator will share a summary of these results with the area PEG prior to the PEG meeting.

General Criteria

The University OP 32.01 establishes general TTU criteria. In addition to the TTU criteria, the Rawls College criteria for excellent, very good and/or good performance shall be based on the Indicators of Performance of Research, Teaching, and Service given below, relative to standards for the discipline at peer institutions.

1. Assistant to Associate Professor

The candidate for promotion to associate professor should normally have served as an assistant professor at TTU for a period exceeding three years, and should have attained the following levels of achievement in the areas of professional activity indicated:

a. Excellent performance in research and publication, with at least good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service, or

b. Very good performance in research and publication, with at least very good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service. If the candidate is not excellent in research and publication, her/his research and publication record must show promise of excellence.

c. Present evidence of an ongoing research program and plans for continued research productivity.

2. Criteria for Granting Tenure

The candidate for tenure should normally have served as a non-tenured professor at TTU for a period exceeding three years, and should have attained the following levels of achievement in the areas of professional activity indicated:

a. Excellent performance in research and publication, with at least good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service, or

b. Very good performance in research and publication, with at least very good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service. If the candidate is not excellent in research and publication, her/his research and publication record must show promise of excellence.

c. Present evidence of an ongoing research program and plans for continued research productivity.

3. Associate to Full Professor

The candidate for promotion to full professor normally should have served as an associate professor for a period in excess of four years and should have attained the following levels of achievement in the areas of professional activity indicated:

a. Excellent performance in research and publication, with at least very good performance in teaching effectiveness, and at least very good performance in public, professional, and institutional service, or

b. Very good performance in research and publication, with excellent performance in teaching effectiveness, and at least very good performance in public, professional, and institutional service.

c. Present evidence of an ongoing research program and plans for continued research productivity.

For promotion to full professor, there is an expectation that the candidate has achieved national and/or international prominence in her/his discipline, based on research, or teaching, or service.

INDICATIONS OF PERFORMANCE IN RESEARCH, TEACHING, AND SERVICE

Indications of performance in research, teaching, and service may include (but are not limited to) items given below (in no particular order).

Research:

- Evidence of impact of research, such as citation indices, citation by policy-making bodies, and media recognition
- Quality of publications, as evidenced for example by reference to the RCOB journal list, external reference letters, research-related awards
- Number of publications
- Grant-related activities that have a significant research component

Teaching:

- Student evaluations
- Doctoral dissertation activities
- Peer evaluations
- Awards or other recognition of teaching excellence
- Scholarship related to teaching
- Statement of teaching philosophy
- Grant-related activities that have a significant teaching component

Service:

- Editorial board activities
- Reviewing for journals or conferences
- University, College, and Area committees
- Professional and academic activities
- Community-oriented service
- Grant-related activities that have a significant service component
- Leadership in service roles

PEER EVALUATION OF TEACHING PROCEDURES

As required by TTU OP32.01, the following describes the procedures for peer evaluation of teaching of tenure-track faculty and of tenured faculty who are candidates for promotion.

1. Peer evaluation of tenure-track faculty shall occur annually during the faculty member's probationary period. Peer evaluation of tenured faculty who are candidates for promotion shall occur (at the latest) in the semester prior to application for promotion.
2. Peer evaluation of teaching shall include an evaluation of the objectives, methods, and materials of courses designed and/or taught by the individual, e.g., syllabi, online materials, videos, class assignments, exams and quizzes, student evaluations, and additional items related to teaching as provided in, for example, annual reports. The evaluation shall include an in-class observation or review of in-class recording (for face-to-face courses). All peer evaluation observations conducted during the probationary period shall be included in the candidate's dossier along with a one-page summary (prepared by the candidate) of the evaluations.
3. The peer evaluation of teaching will be conducted by the faculty member's Area Coordinator or by other tenured faculty member(s) designated by the Area Coordinator. The peer evaluation must be conducted by faculty member(s) of higher rank than the candidate.
4. Following the evaluation, the Area Coordinator, or other faculty member(s) conducting the peer evaluation shall prepare a written summary of the evaluation and meet with the candidate to provide the written summary of the evaluation, discuss the evaluation, and provide suggestions for improving teaching effectiveness.

THIRD-YEAR REVIEW EVALUATION PROCEDURES

The third-year review process is governed by TTU OP 32.38 Third-Year Review of Tenure-Track Faculty. The probationary period begins in September of the calendar year of a faculty member's initial appointment to a tenure-eligible rank at Texas Tech University. All time accrued in full-time service at Texas Tech University in a tenure-eligible rank will be counted in the probationary period. The probationary period may be modified according to the university's Operating Policy 32.01. The third-year review will be undertaken in the third spring semester of the probationary period or equivalent if the probationary period is modified.

For their third-year review, tenure-track faculty members will be required to submit a dossier to the area coordinator by **January 20**. The dossier submitted will not include the annual review for the most recent performance period because that annual review will not be available until after January 20. The peer evaluation report and the area coordinator's letter for the annual review must be completed by **February 7.** They will be added to the dossier by the associate dean no later than **February 8** for review by the area Peer Evaluation Group (PEG).

a. The format required by the University's uniform dossier form is available from Appendix B of the P&T OP 32.01. External letters are not required for the third-year review.
b. Citations listed on the curriculum vitae must appear as in the publication, with author order as they appear in the publication.
c. The Area Coordinator will (i) share the dossier and the supportive materials for each candidate with the area Peer Evaluation Group (PEG) composed of all tenured faculty in the area and (ii) appoint a chair of the committee. If there are less than three tenured faculty in the area, the Area Coordinator will organize a third-year review committee following guidelines provided in OP 32.38.

By **February 28**, the area PEG will:

a. Meet to assess the candidate's productivity and progress to-date using the general criteria for promotion and tenure in this document and any area critiera as a guideline.
b. Suggest areas of improvement.
c. Determine by vote, using the ballot provided in Exhibit G, if the candidate (i) is progressing satisfactorily toward meeting the college expectations for tenure and promotion and (ii) should receive a terminal contract.
d. Record the vote on the third-year review ballot provided in Exhibit I.
e. Share the result of the vote and the ballot comments with the candidate and the Area Coordinator.
f. Submit a written recommendation to the Area Coordinator, the tenured faculty in the area, and the candidate for inclusion in his/her dossier.

The Area Coordinator shall make an independent written assessment of the candidate which will be shared with the candidate, included in the dossier, and forwarded to the Dean's Office by **March 15**.

The college promotion and tenure committee will undertake review of the candidate's dossier to ensure thorough evaluation of the candidate's contributions in the areas of teaching, research, and service. The college-level committee will consider all the materials provided by the candidate, the tenured faculty votes, the tenured faculty comments, and the Area Coordinator's independent evaluation and recommendation. The committee will determine by vote if the appropriate process was followed within the area. (The ballot is provided in Exhibit H.) Please note, according to TTU OP 32.38, a tenured faculty member at the departmental level will cast only one ballot during the entire third-year review process; thus, that faculty member will not vote on a candidate from his/her area at the college-level.

By **April 1**, the college-level committee will provide a written summary of their findings to the Dean, the Area Coordinator, and the candidate. This statement will become part of the candidate's dossier.

The Dean will make an independent evaluation and provide a recommendation based on inputs received. The Dean may recommend continuation, a program of remediation, or non-reappointment. By **April 15**, the dean's written recommendation should be shared with the candidate and the Area Coordinator.

Exhibit A

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document

Standards and Ballot for Faculty Rating Evaluation For Granting Promotion to Associate Professor

Name of Faculty Member under consideration: _____

Date: _____

Rawls College of Business Criteria for Promotion to Associate Professor as Required by OP 32.01

The candidate for promotion to Associate Professor should have attained the following levels of achievement in the Areas of professional activity indicated.

a. Excellent performance in research and publication, with at least good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service,

or

b. Very good performance in research and publication, with at least very good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service. If the candidate is not excellent in research and publication, her/his research and publication record must show promise of excellence.

c. The candidate must present evidence of an ongoing research program and plans for continued research productivity.

Please mark your vote:

Promotion: For _____ Against_____ Abstain _____

(For validation purposes only; this page is to be detached from the ballot.)

Promotion to Associate Professor Ballot Validation

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

Exhibit B

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document

Standards and Ballot for Faculty Rating Evaluation for Granting Tenure

Name of Faculty Member under consideration: _____

Date: _____

Rawls College of Business Criteria for Tenure as Required by OP 32.01

The candidate for tenure should have attained the following levels of achievement in the Areas of professional activity indicated.

a. Excellent performance in research and publication, with at least good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service,

or

b. Very good performance in research and publication, with at least very good performance in teaching effectiveness, and at least good performance in public, professional, and institutional service. If the candidate is not excellent in research and publication, her/his research and publication record must show promise of excellence.

c. The candidate must present evidence of an ongoing research program and plans for continued research productivity.

Please mark your vote:

Tenure: For _____ Against_____ Abstain _____

(For validation purposes only; this page is to be detached from the ballot.)

Tenure Ballot Validation

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

Exhibit C

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document

Standards and Ballot for Faculty Rating Evaluation For Granting Promotion to Full Professor

Name of Faculty Member under consideration: _____

Date: _____

Rawls College of Business Criteria for Promotion to Full Professor as Required by OP 32.01

The candidate for promotion to full professor should have attained the following levels of achievement in the areas of professional activity indicated.

a. Excellent performance in research and publication, with at least very good performance in teaching effectiveness, and at least very good performance in public, professional, and institutional service,

or

b. Very good performance in research and publication, with excellent performance in teaching effectiveness, and at least very good performance in public, professional, and institutional service.

c. The candidate must present evidence of an ongoing research program and plans for continued research productivity.

d. For promotion to full professor, there is an expectation that the candidate has achieved national and/or international prominence in her/his discipline, based on research, or teaching, or service.

Please mark your vote:

Promotion: For _____ Against_____ Abstain _____

(For validation purposes only; this page is to be detached from the ballot.)

Promotion to Full Professor Ballot Validation

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

Exhibit D

Rawls College of Business Procedures for Faculty Voting

Established September 21, 2017
Edited for clarity November 3, 2019

Any matter for which an academic area is required to take a formal vote shall follow this procedure:

1. A ballot, with a removable sheet that identifies the faculty member who is voting, will be distributed to all faculty who are eligible to vote.
2. A specific time and date for the close of voting will be printed on the ballot.
3. The Area Coordinator will inform the Executive Associate to the Dean and the Dean's Suite receptionist of the details of the vote so they can be prepared to collect ballots.
4. Faculty may drop their completed ballot, in a sealed envelope, into a secure ballot box that will be in Room 259. Faculty should remove the identifying sheet and give it to the person collecting the vote at that time.
5. After the close of voting, the Executive Associate to the Dean will use the identifying sheets to validate faculty members' submissions and track the number of people who voted.
6. The person in charge of the vote (e.g., the Area Coordinator or the PEG Chair) will contact the Executive Associate to the Dean to obtain the key to the ballot box, will open the ballot box, and count the votes together with another faculty member or administrator, who will record the vote tally and report it to the person in charge of the vote.

Note: See p. 2 of the *Rawls College of Business Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third Year Review* for additional information about the procedures for voting for promotion and/or tenure.

Exhibit E

Texas Tech University Uniform Ballot for Promotion and Tenure

RECOMMENDATIONS

EVALUATOR	**TENURE**	**PROMOTION**
Department Committee (ballot count)	Approve _____ Disapprove _____ Abstention _____	Approve _____ Disapprove _____ Abstention _____
Department Chairperson (signature)	Approve _____ Disapprove _____	Approve _____ Disapprove _____
College or School Committee (ballot count)	Approve _____ Disapprove _____ Abstention _____	Approve _____ Disapprove _____ Abstention _____
Dean of College or School (signature)	Approve _____ Disapprove _____	Approve _____ Disapprove _____
Dean, Graduate School (signature)	Approve _____ Disapprove _____ Abstention _____	Approve _____ Disapprove _____ Abstention _____
Provost & Senior Vice President (signature)	Approve _____ Disapprove _____	Approve _____ Disapprove _____
President (signature)	Approve _____ Disapprove _____	Approve _____ Disapprove _____

Adopted by the TTUS Board of Regents May 18, 2012

Exhibit F

Template to Request Letters from External Reviewers

Dear Professor ___:

Professor ___ has applied for [promotion to ____ and/or tenure] at Texas Tech University during the upcoming academic year. Our procedures require that an individual's scholarly work be evaluated by external reviewers. Based on your research accomplishments, you have been recommended as an individual who could provide a review of Professor ___'s record, and I would be grateful if you could help us in this way. To meet university requirements, the deadline for receiving letters is September XX, 20XX. Please respond to this email to let me know whether or not you are able to assist us with this process.

Please review the attached documents, which include:

1. Professor ___'s curriculum vitae
2. Representative publications selected by Professor _____
3. A summary of Professor ___'s research contributions and program
4. The TTU promotion and tenure operating procedures
5. The Rawls College of Business promotion and tenure guidelines

Note that Texas Tech University operating procedures and the Rawls College of Business promotion and tenure guidelines specify the following criteria related to research for [promotion to _____ and/or tenure]:

- [List criteria here]

Our promotion and/or tenure evaluation process includes evaluation of research, teaching, and service. You are being asked to evaluate only the research component. We request that you submit a letter that details Professor ___'s scholarly contribution to [his/her] field of study and evaluates [his/her] productivity and record of published research. We are especially interested in your evaluation of the impact and importance of [her/his] research to the discipline and the areas of specialization described in [his/her] research program summary. Please note that Texas is an open records state and that your letter is subject to disclosure once it becomes part of the faculty member's dossier.

This review is very important to Texas Tech University and to the candidate. I realize this is a busy time of the year, and I appreciate your input into this important decision. Please send your review as a signed letter on university letterhead to me at [email]along with a copy of your current CV. Please contact me directly if you have any questions or concerns about this request.

Sincerely,

Exhibit G

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Third-Year Review Evaluation Document: Area Committee

Name of Faculty Member under consideration: _____

Date: _____

Please mark your vote.

1. Is the candidate making satisfactory progress toward tenure?

   Yes _____ No_____ Abstain _____

   i. If, no: Should the candidate be issued a terminal contract?

      Yes _____ No_____ Abstain _____

Comments, including recommendations for improvement:

(For validation purposes only; this page is to be detached from the ballot.)

Third-Year Review Ballot Validation: Area Committee

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

Exhibit H

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Third-Year Review Evaluation Document: College Committee

Name of Faculty Member under consideration: _____

Date: _____

Please mark your vote.

1. Was the appropriate third-year review process followed within the area (by the area committee and the Area Coordinator)?

   Yes _____ No_____ Abstain _____

Comments:

(For validation purposes only; this page is to be detached from the ballot.)

Third-Year Review Ballot Validation: College Committee

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

Exhibit I:

Rawls College of Business Ballot for Third-year Review

RECOMMENDATIONS

EVALUATOR	**SATISFACTORY PROGRESS?**	**TERMINAL CONTRACT?**
Department Committee (ballot count)	Yes _____ No _____ Abstention _____	Yes _____ No _____ Abstention _____
Department Chairperson (signature)	Yes _____ No _____	Yes _____ No _____
College Committee (ballot count) (Was the appropriate third-year review process followed?)	Yes _____ No _____ Abstention _____	
Dean of College recommendation (signature)	Yes _____ No _____	Continuation _____ Remediation _____ Non-reappointment _____

Promotion and Continuing Appointment Policy for Lecturers

Rawls College of Business

Approved unanimously by the Rawls College of Business Coordinating Council on August 18, 2021. Revisions to be consistent with changes to OP 32.34 approved by the Rawls College of Business Coordinating Council on September 22, 2021.

I. Promotion for Lecturers

TTU OP 32.17, Faculty Appointments and Titles, designates "lecturers" as full-time, non-tenure-acquiring roles with primary duties in teaching organized classes and/or instructional labs. Lecturers are essential for the Rawls College of Business to achieve its mission.

Faculty in the role of lecturer are eligible for promotion after six or more years in their current rank. TTU OP 32.34, Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles, outlines the policy/procedure for promotion of a lecturer to the rank of senior lecturer. It states, criteria and procedures for promotion of faculty are to be determined primarily by the faculty member's home unit based on the expectations stated at the time of appointment and as continued or modified with annual reviews or reappointment. The report of a comprehensive third-year review and the subsequent annual reviews will be very important indicators in the consideration of promotion. Although not as extensive and focused primarily on one area of faculty responsibility (i.e., teaching), a dossier like that in applications for promotion of tenured and tenure-track faculty (see OP 32.01, Promotion and Tenure Standards and Procedures) should be prepared.

The policy described herein provides promotion and continuing appointment guidance for lecturers within the Rawls College.

A. Expectations for Hire

In addition to providing high quality instruction, lecturers are expected to contribute by providing service to the area, college, community, and/or profession. The pathway for contribution should be made explicit at the time of hire.

Lecturers may be hired at the Lecturer or Senior Lecturer rank based on their initial qualifications. "Years toward promotion" may be granted in writing in the initial appointment letter based on agreement between the area coordinator and the Dean's Office. (Note: "Years toward promotion" granted are not considered for the purpose of continuing appointment.)

B. Promotion and/or Continuing Appointment Plan

Lecturer appointments emphasize teaching, so promotion and/or continuing appointment plans for lecturers should emphasize teaching. It is important for lecturers to have plans in place from

their first semester of appointment. The faculty member is responsible to initiate the planning process. The creation of the plan should be a collaborative process among the faculty member, the area, the area coordinator, and the Dean's Office that is completed during the faculty member's first semester in rank. The promotion and/or continuing appointment plan is also a document that allows the area, the area coordinator, and the Dean's Office to provide feedback, at least annually, to the faculty member about performance against expectations for promotion and continuing appointment. Faculty members' plans should address items such as:

- the balance among teaching and service expected during the period covered by the plan,
- the faculty member's goals for teaching and service including the relationship between them and how those goals will be achieved,
- the contribution of the faculty member's activities to the Rawls strategic plan, and
- how the faculty member will maintain faculty qualification for AACSB.

C. Third-year review

OP 32.34 states that the report of a comprehensive third-year review will be an important indicator in the consideration of promotion and continuing appointment for lecturers/senior lecturers. The third-year review process used for tenure-track faculty as described in the "Rawls College Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third-Year Review" will be followed for lecturers/senior lecturers with the following exceptions: (1) the promotion plan will be included in the candidate's dossier and (2) the area review committee for this purpose will include all tenured faculty and all professors of practice and lecturers/senior lecturers who hold continuing appointment. If the area has fewer than three faculty in either group (tenured faculty or non-tenure track faculty who hold continuing appointment), the area coordinator will follow the guidance in OP 32.38 "Third Year Review of Tenure-track Faculty" to create an appropriate evaluation committee. The vote of the area committee will be taken on Evaluation Document 1 (attached).

D. Promotion to Senior Lecturer (process is detailed in Appendix)

Lecturers wishing to be promoted to Senior Lecturer are expected to demonstrate ongoing effectiveness in teaching and service and to have achieved the requirements outlined in their promotion plans.

Minimum expectations for promotion to Senior Lecturer include:

- For lecturers hired after the 2018-19 academic year, successful completion of the third-year review process.
- "meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration,
- demonstrate successful progress toward promotion in annual reviews,
- is qualified as a faculty member according to the college's AACSB Faculty Qualification document, and

- be rated by the peer evaluation group (PEG) as "excellent" in teaching and at least "very good" in service.

In all cases, the promotion plan will be a primary input to the promotion decision. Candidates may be considered for promotion to Senior Lecturer after completing (or receiving credit for) five years in rank (i.e., in their sixth year of employment) as Lecturer. The college expects faculty to self-nominate for promotion to Senior Lecturer. The process followed for promotion to Associate Professor with tenure (OP 32.01, Promotion and Tenure Standards and Procedures, and Rawls Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third Year Review) will be used with the following exceptions: (1) there will be no external review and (2) area tenure and promotion committees convened for this purpose shall include professors of practice and/or senior lecturers in addition to tenured faculty members (see description of PEG described below). The review process will continue through all the subsequent stages required by TTU for promotion of tenured and tenure-track faculty. The promotion dossier should follow the format included in Appendix B of OP 32.01 (http://www.depts.ttu.edu/opmanual/OP32.01B.pdf) and be prepared in consultation with the area coordinator. In addition to the materials described in Appendix B of OP 32.01, the dossier should include the candidate's promotion plan.

For promotion, the peer evaluation group (PEG) will include the area's tenured faculty, professors of practice (any rank) with continuing appointment, and senior lecturers with continuing appointment. If there are fewer than three tenured faculty in the area, fewer than three professors of practice (any rank) with continuing appointment in the area, or fewer than three senior lecturers with continuing appointment in the area, then faculty from outside the area shall be solicited. Given that senior lecturer is a new title, in 2021 there will not be three senior lecturers available to serve in the entire college. Lecturers going up for promotion to senior lecturer in 2021 will be given the opportunity to elect additional faculty to represent them on the area PEG in lieu of senior lecturers. The faculty elected may be from within or outside of the academic area. In the case of appointments from outside the area, the composition of the PEG shall be approved by the Dean.

The promotion and/or continuing appointment candidate will submit a copy of his/her completed dossier and all supportive materials to the Dean. This material will be forwarded to the PEG chairperson, who will then provide the candidate's dossier and supportive materials to PEG members.

The chairperson of the PEG will call a meeting of the PEG members to discuss and review the candidate's credentials. Each member of the PEG will complete a thorough evaluation of the candidate's dossier and supportive materials. Evaluation Document 2 (see attached) will be distributed to each PEG member to record his/her ratings and vote. The PEG chairperson will obtain the ratings and votes of the PEG members following the College's procedures on faculty voting. The PEG chairperson and a witness shall tally the votes and record the results on the College's uniform ballot. The PEG chairperson will summarize the ratings from the evaluation

document and forward the ratings summary and the vote tally to the candidate's Area Coordinator.

The Area Coordinator will review all the materials and make a recommendation either for or against, recording a summary of the PEG members' ratings, his/her recommendation, and the reasons for the recommendation in a letter to the Dean and will forward all materials of the candidate under consideration to the dean. The Area Coordinator will meet with the candidate and will advise the candidate as to the PEG ratings and vote as well as the Area Coordinator's recommendation.

The Dean of the College will forward the University uniform ballot, the candidate's dossier and supportive materials, the tally of the PEG ballots and the Area Coordinator's letter to the College Promotion Review Committee for Lecturers. The College Promotion Review Committee for Lecturers consists of 12 members: all six members of the College P&T Committee constituted to review tenured and tenure-track faculty and one additional faculty member from each area elected by the area's lecturers following the college's standard election process. The faculty member elected by the lecturers must be a professor of practice or senior lecturer with continuing appointment from the academic area. The chair of the College Promotion Review Committee for Lecturers will be selected by that committee.

The chairperson of the Promotion Review Committee for Lecturers will use Evaluation Document 2 (see attached) to secure the ratings and votes of all members of the Committee following the college's procedures on faculty voting. The chairperson of the P&T Committee for Lecturers and a witness will tally the ratings and votes, record the vote on the university uniform ballot, and forward the ratings summary and vote tally and all materials (including the committee's ballots) to the Dean.

The Dean of the College will record his or her vote on the University uniform ballot and forward the candidate's dossier, along with a letter indicating the reason for his or her recommendation to the Provost of the University.

In a meeting with the candidate, the Dean will report to the candidate the Promotion Review Committee for Lecturers ratings and votes, and the recommendation of the Dean on the candidacy.

At any point during the above process, the candidate may choose to withdraw his/her application from further consideration.

E. Relationship among annual reviews and the promotion process.

All faculty receive an annual review based on previous performance. Annual reviews for lecturers will include an evaluation of progress toward promotion, with specific reference to the faculty member's promotion plan.

F. Salary adjustment

Within the Rawls College, faculty successfully promoted to Senior Lecturer will receive $3,000 added to their base pay beginning the next academic year after promotion.

II. Procedures for Continuing Appointment for Lecturers and Senior Lecturers

OP 32.34 states that the official vote of the tenured and continuing-appointment faculty on continuing appointment should be made at a time and under conditions designated by the academic unit, in this case, the Rawls College. The official vote of the tenured and continuing-appointment faculty will be made in the fall of the sixth year on the same cycle as occurs for consideration of tenure and promotion in the faculty member's academic unit and college. The conditions for such votes are described below.

Lecturers or Senior Lecturers in their sixth academic year of continuous full-time service as lecturer or senior lecturer are eligible to seek continuing appointment by majority vote of the tenured and continuing-appointment faculty of the academic unit (department/area, college, or school) in which the position exists. Final continuing appointment status is subject to approval by the responsible dean and the PSVP. If the faculty member does not opt to pursue continuing appointment, they may be reappointed on an annual basis at the discretion of the academic unit and the dean.

The process and criteria for promotion to senior lecturer will be used to evaluate suitability for continuing appointment with the following exceptions:

- all faculty with continuing appointment, including lecturers, shall serve on the area PEG, and
- the college Promotion Review Committee for Lecturers is not involved in the process.

The Appendix describes the complete process. If the candidate is being considered for both promotion and continuing appointment, two votes will be taken by the PEG: one for promotion using Evaluation Document 2 (as described above) and another for continuing appointment using Evaluation Document 3 (both are attached). A majority affirmative vote from the members of the PEG will be considered a recommendation to the dean for continuing appointment. If the dean approves, the dean will forward the names of faculty with affirmative votes to the Provost's office for approval.

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document 1

Third-Year Review for Lecturers and Senior Lecturers: Area PEG

Name of Faculty Member under consideration: _____

Date: _____

Please mark your vote.

1. Is the candidate making satisfactory progress toward promotion and/or continuing appointment?

   Yes _____ No_____ Abstain _____

   i. If, no: Should the candidate be issued a terminal contract?

      Yes _____ No_____ Abstain _____

Please provide comments, including recommendations for improvement:

(For validation purposes only; this page is to be detached from the ballot.)

Third-Year Review for Lecturers/Senior Lecturers Ballot Validation: Area Committee

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS
Evaluation Document 2
Promotion to Senior Lecturer

Standards and ballot for promotion to Senior Lecturer to be used by peer evaluation group (PEG) and College P&T Committee for Lecturers

Name of Faculty Member under consideration: _____

Date: _____

Rawls College of Business criteria for promotion

The Lecturer being considered for promotion to Senior Lecturer should have attained the following levels of achievement:

- For lecturers hired after the 2018-19 academic year, successful completion of the third-year review process.
- "meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration,
- demonstrate successful progress toward promotion in annual reviews,
- is qualified as a faculty member according to the college's AACSB Faculty Qualification document, and
- be rated by the peer evaluation group (PEG) as "excellent" in teaching and at least "very good" in service.

Please indicate your evaluation on each below:

	Excellent	Very Good	Good	Fair	Poor
Teaching					
Service					

Mark your vote:

	For	Against	Abstain
Promotion			

Promotion to senior lecturer – ballot validation

(For validation purposes only; this page is to be detached from the ballot.)

Name of Voter: _____

In the case of: _____

Signature of Voter: _____

Date: _____

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS
Evaluation Document 3
Continuing Appointment – Lecturer/Senior Lecturer

Standards and ballot for continuing appointment for Lecturers/Senior Lecturers to be used by peer evaluation group (PEG).

Name of Faculty Member under consideration: _____

Date: _____

Rawls College of Business criteria for continuing appointment

The lecturer or senior lecturer being considered for continuing appointment should have attained the following levels of achievement:

- For lecturers/senior lecturers hired after the 2018-19 academic year, successful completion of the third-year review process,
- "meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration,
- demonstrate successful progress toward promotion in annual reviews,
- is qualified as a faculty member according to the college's AACSB Faculty Qualification document, and
- be rated by the peer evaluation group (PEG) as "excellent" in teaching and at least "very good" in service.

Please indicate your evaluation on each below:

	Excellent	Very Good	Good	Fair	Poor
Teaching					
Service					

Mark your vote:

	For	Against	Abstain
Continuing Appointment			

Continuing Appointment for Lecturer/Senior Lecturer – ballot validation

(For validation purposes only; this page is to be detached from the ballot.)

Name of Voter: _____

In the case of: _____

Signature of Voter: _____

Date: _____

Appendix

Processes for promotion and continuing appointment of a lecturer/senior lecturer

Promotion	Continuing Appointment
The faculty member, in consultation with the AC and the dean's office, establishes a promotion/continuing appointment plan.	Same
The faculty member will determine her/his eligibility (after completing five years in rank).	Same
Faculty member self-nominates.	The college initiates the continuing appointment process in the fall of the candidate's sixth year.
Faculty member prepares dossier according to Attachment B of OP 32.01. External letters are not required. The dossier must include: the candidate's promotion plan, curriculum vitae, original offer letter, copies of all relevant annual reports, summary of service activities, and basic information as described on pp. 6-7 of Attachment B of OP 32.01.	Same
AC creates the Peer Evaluation Group (PEG) to include all tenured faculty, all professors of practice (any rank) with continuing appointment, and all senior lecturers with continuing appointment in the area.	The area PEG will also include lecturers with continuing appointment.
Candidate submits dossier to the dean's office.	Same
Dean's office shares dossier with PEG.	Same
PEG completes Evaluation Document 2 for promotion to Senior Lecturer.	PEG completes Evaluation Document 3 for continuing appointment.
The PEG chair and a witness will tally the votes for and against promotion and record the results on the college's uniform ballot.	The PEG chair and a witness will tally the votes for and against continuing appointment and record the results on the college's uniform ballot.
The PEG chair will summarize the results, including ratings of teaching and service and forward them to candidate's AC.	The PEG chair will summarize the results including ratings of teaching and service and forward them to the dean's office.
The AC will make a recommendation for or against promotion to the dean via letter and meet with the candidate to share all information gathered so far in the promotion process.	Not applicable
The AC will add her/his recommendation on promotion to the college's uniform ballot.	Not applicable
The dossier will be updated with the AC's letter and the uniform ballot and will be forwarded to the college Promotion Review Committee for Lecturers and the Dean's Office.	Not applicable
The Promotion Review Committee for Lecturers completes Evaluation Document 1 for promotion to Senior Lecturer.	Not applicable
The Promotion Review Committee for Lecturers chair and a witness will tally the votes for and against promotion and record the results on the college's uniform ballot.	Not applicable
The Promotion Review Committee for Lecturers chair will submit the results including ratings of teaching and service to the dean's office.	Not applicable

The dean will write a letter detailing her/his recommendation for or against promotion and record her/his recommendation on the college's uniform ballot.	The dean will write a letter detailing her/his recommendation for or against continuing appointment and record her/his recommendation on the college's uniform ballot.
The dean will meet with the candidate to share the results of the college committee vote and the dean's letter and recommendation.	The dean will meet with the candidate to share the results of the PEG vote and the dean's letter and recommendation.
The updated dossier will be submitted to the provost's office by the deadline established by the provost.	If the dean is supportive of continuing appointment, she/he will forward her/his letter and supporting documents to the provost's office

Promotion and Continuing Appointment for Professors of Practice

Rawls College of Business

Approved unanimously by the Rawls College of Business Coordinating Council on July 11, 2018. Revisions unanimously approved by the Rawls College of Business Coordinating Council on November 28, 2018. Revisions were made on December 6, 2018, based on consultation with the Provost's Office. Additional revisions approved by the Rawls College of Business Coordinating Council on September 30, 2020, and January 13, 2021. Revision to be consistent with changes to TTU OP 32.34 approved by the Rawls College of Business Coordinating Council on September 22, 2021.

I. Promotion for Professors of Practice

TTU OP 32.17 designates "professor of practice" (at all professorial ranks) as a standardized non tenure-eligible appointment. Professors of practice are essential for the Rawls College of Business to achieve its mission, and the college counts many professors of practice among its ranks. TTU OP 32.34 Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles, outlines the policy/procedure for promotion of professors of practice. These guidelines are designed to be consistent with that OP.

A. Expectations for Hire

In addition to providing high quality instruction, professors of practice are expected to contribute to the college in one of two important ways:

1. by sharing with students and the college their substantial professional experience in the area in which they teach and maintaining either "Practice Academic" or "Instructional Practitioner" standards for AACSB faculty qualification, or
2. by possessing a terminal degree and remaining research active in the area in which they teach in order to maintain "Scholarly Academic" or "Scholarly Practitioner" standards for AACSB faculty qualification.

The pathway for contribution should be made explicit at the time of hire. All professors of practice are expected to participate in intellectual engagement in addition to teaching. For faculty in the first category above, intellectual engagement will take the form of engagement with the profession. For faculty in the second category, intellectual engagement will be in the form of conducting and publishing research. For AACSB accreditation purposes, it is important that at least some professors of practice are hired in the second category described above in order to maintain a "Scholarly Academic" (SA) status.

Professors of practice may be hired at any rank (i.e., assistant, associate, or full) based on their initial qualifications. "Years toward promotion" may be granted in writing in the initial

appointment letter based on agreement between the area coordinator and the Dean's Office. It is the expectation of the Provost's office that a professor of practice serve at least three years in rank as a professor of practice before being considered for promotion; thus, in most cases, the maximum number of "years toward promotion" that can be granted is three years. "Years toward continuing appointment" may not be granted.

B. Promotion and/or Continuing Appointment Plan

Professor of practice appointments emphasize teaching, so promotion and/or continuing appointment plans for professors of practice should reflect an emphasis on teaching. Because there is some flexibility for professors of practice in terms of emphasis between service and research/engagement with practice, it is important for professors of practice to have plans in place from their first semester of appointment. The creation of the plan should be a collaborative process among the faculty member, the area, the area coordinator, and the Dean's Office that is completed during the faculty member's first semester in rank. The promotion plan is also a document that allows the area, the area coordinator, and the Dean's Office to provide feedback, at least annually, to the faculty member about performance against expectations for promotion. Faculty members should address in their promotion plans items such as:

- the balance among teaching, service, and research/engagement with practice expected during the period of time covered by the plan,
- the faculty member's goals for teaching, service, and research/engagement with practice including the relationships among them and how those goals will be achieved,
- the contribution of the faculty member's activities to the Rawls strategic plan, and
- if applicable, the faculty member's research agenda and how she/he will sustain work in the area.

C. Third year review for Professors of Practice:

OP 32.34 states that the report of a comprehensive third-year review will be an important indicator in the consideration of promotion and continuing appointment for professors of practice. The third-year review process used for tenure-track faculty as described in the "Rawls College Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third-Year Review" will be followed for professors of practice with the following exceptions: (1) the candidate's promotion plan shall be included in her/his dossier, and (2) the area review committee for this purpose will include all tenured faculty and all professors of practice with continuing appointment. If the area has fewer than three faculty in either group, the area coordinator will follow the guidance in OP 32.38 "Third Year Review of Tenure-track Faculty" to create an appropriate evaluation committee. The area review committee members will complete Evaluation Document 1 (attached), including comments to support her or his vote, following the voting procedures of the college

D. Promotion to Associate Professor of Practice (process is detailed in the Appendix)

Assistant Professors of Practice wishing to be promoted to Associate Professors of Practice are expected to demonstrate ongoing effectiveness in teaching, service, and research/engagement

with practice. The criteria for promotion for individual professors of practice will be determined by their promotion plan.

Minimum expectations for promotion to Associate Professor of Practice include:

- For Assistant Professors of Practice hired after the 2018-19 academic year, successful completion of the third-year review process.
- "Meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration.
- Demonstrate successful progress toward promotion in annual reviews.
- Maintain AACSB Faculty Qualification as a Practice Academic (PA), Instructional Practitioner (IP), Scholarly Practitioner (SP), or Scholarly Academic (SA) during the performance period under consideration.
- Be rated by the area promotion and tenure committee as "excellent" in teaching and at least "very good" in service or research/engagement with practice.

In all cases, the promotion plan, annual reviews, and the results of the third-year review will be primary inputs to the promotion decision.

Candidates may be considered for promotion to Associate Professor of Practice after completing (or receiving credit for) five years in rank (i.e., in their sixth year of employment) as Assistant Professor of Practice. The college expects faculty to self-nominate for promotion to Associate Professor of Practice. The process and timing followed for promotion to Associate Professor with tenure (OP 32.01 and Rawls Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third Year Review) will be used with the following exceptions: (1) the candidate's promotion plan shall be included in her/his dossier, (2) there will be no external review, and (3) area tenure and promotion committees convened for this purpose shall include Associate Professors of Practice and Professors of Practice with continuing appointment in addition to tenured faculty members. The review process will continue through all of the subsequent stages required by TTU for promotion of tenured and tenure-track faculty. The promotion dossier should follow the format included in Appendix B of OP 32.01 (http://www.depts.ttu.edu/opmanual/OP32.01B.pdf) and be prepared in consultation with the area coordinator. The dossier shall include the candidate's promotion plan.

For promotion and continuing appointment, the area's peer evaluation group (PEG) will include all tenured faculty in the area and all professors of practice in the area with continuing appointment who are of the same or higher rank as the faculty member being considered. If there are fewer than three area faculty in either of these groups, then faculty from outside the area shall be solicited. In the case of appointments from outside the area, the composition of the PEG shall be approved by the Dean.

The candidate for promotion and/or continuing appointment will submit a copy of his/her completed dossier and all supportive materials to the Dean. This material will be forwarded to the PEG chairperson, who will then provide the candidate's dossier and supportive materials to

PEG members.

The chairperson of the PEG will call a meeting of the PEG members to discuss and review the candidate's credentials. Evaluation Document 2 (see attached) will be distributed to each PEG member to record his/her ratings and vote after the member has completed a thorough evaluation of the candidate's dossier and supportive materials. The PEG chairperson will obtain the ratings and votes of the PEG members following the College's procedures on faculty voting. The PEG chairperson and a witness shall tally the votes and record the results on the College's uniform ballot. The PEG chairperson shall summarize the ratings from the evaluation document and shall forward the ratings summary and the vote tally to the candidate's Area Coordinator.

The Area Coordinator will review all of the material and make a recommendation either for or against, recording a summary of the PEG members' ratings, his/her recommendation, and the reasons for the recommendation in a letter to the Dean and will forward all materials of the candidate under consideration to the Dean's Office. The Area Coordinator will meet with the candidate and will advise the candidate as to the PEG ratings and vote as well as the Area Coordinator's recommendation.

The Dean of the College will forward the University uniform ballot, the candidate's dossier and supportive materials, the tally of the PEG ballots and the Area Coordinator's letter to the College Professor of Practice Promotion Review Committee. The College Professor of Practice Promotion Review Committee will have 12 members: all six members of the College P&T Committee constituted to review tenured and tenure-track faculty plus one additional faculty member from each area elected by the area's professors of practice following the college's standard election process. The faculty member elected by the professors of practice must be a professor of practice with continuing appointment at the level of associate or full or a tenured faculty member at the level of associate or full. The chair of the Professor of Practice Promotion Review Committee will be selected by that committee.

The chairperson of the college Professor of Practice Promotion Review Committee will use Evaluation Document 2 (see attached) to secure the ratings and votes of all members of the Committee following the college's procedures on faculty voting. The chairperson of the Professor of Practice Promotion Review Committee and a witness will tally the ratings and votes, record the vote on the university uniform ballot, and forward the ratings summary and vote tally and all materials (including the committee's ballots) to the Dean.

The Dean of the College will record his or her vote on the University uniform ballot and forward the candidate's dossier, along with a letter indicating the reason for his or her recommendation to the Dean of The Graduate School and the Provost of the University.

In a meeting with the candidate, the Dean will report to the candidate the recommendation of the Area Coordinator, the PEG ratings and votes, the Professor of Practice Promotion Review Committee ratings and votes, and the recommendation of the Dean on the candidacy.

At any point during the above process, the candidate may choose to withdraw his or her application from further consideration.

E. Promotion to Professor of Practice (process is detailed in Appendix)

The college expects those seeking promotion to Professor of Practice to meet the minimum expectations for promotion to Associate Professor of Practice described above. In addition, the college expects Professors of Practice to provide evidence of accomplishment in one of the following:

- demonstrated leadership in either teaching or service through activities such as curriculum development, special assignments related to student engagement, assurance of learning, or service to the profession or university community, or
- an ongoing program of research that is relevant and impactful but may not be consistent with the standards for quantity and quality required of tenured professors.

In all cases, the promotion plan and annual reviews will be primary inputs to the promotion decision.

In general, candidates should have at least five years in the rank of Associate Professor of Practice before seeking promotion to Professor of Practice. The college expects faculty to self-nominate for promotion to Professor of Practice. The process followed for promotion to Associate Professor of Practice as described above will be followed noting that the professors of practice who serve on the area PEG convened for this purpose shall be at the rank of "full." Evaluation Document 3 will be used to record the votes and comments of the area PEG and the college committee.

F. Relationship among merit reviews, annual reviews, and the promotion process

All faculty receive an annual merit review that determines their merit raise based on previous performance. Annual reviews for professors of practice below the rank of "professor" will include an evaluation of progress toward promotion, with specific reference to the faculty member's promotion plan.

G. Salary adjustment

Within the Rawls College, faculty successfully promoted to Associate Professor of Practice will receive $3,000 added to their base pay beginning the next academic year after promotion. Associate Professors of Practice promoted to Professor of Practice will receive $5,000 added to their base pay beginning the next academic year after promotion.

II. Procedures for Continuing Appointment for Professors of Practice (all ranks)

OP 32.34 states that the official vote of the tenured faculty on continuing appointment should be made at a time and under conditions designated by the academic unit, in this case, the Rawls College. The vote will occur during the faculty member's sixth year of continuous employment. The schedule for the continuing appointment process will follow the timeline distributed by the Provost's office for promotion and tenure of tenure-track faculty. The conditions for such votes are described below.

Professors of Practice in their sixth academic year of continuous full-time service as a professor of practice (at any rank) are eligible for continuing appointment. For professors of practice at any rank who are being considered for continuing appointment, the process and criteria for promotion to associate professor of practice will be used to evaluate suitability for continuing appointment. The PEG membership and review processes are the same as described for Associate Professor of Practice in Sections I D and E above. If the faculty member is being considered for promotion and continuing appointment, two votes will be taken using different evaluation documents: one by the full PEG on continuing appointment (Evaluation Document 4) and another, by tenured faculty and professors of practice with continuing appointment at the same or higher rank of the faculty member, for promotion (Evaluation Document 2 or 3). A majority affirmative vote from the area PEG will be considered a recommendation to the dean for continuing appointment. If the dean approves, the dean will forward the names of faculty with affirmative votes to the Provost's office for approval.

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document 1

Third-Year Review for Professors of Practice: Area PEG

Name of Faculty Member under consideration: _____

Date: _____

Please mark your vote.

1. Is the candidate making satisfactory progress toward promotion and/or continuing appointment?

   Yes _____ No_____ Abstain _____

   i. If, no: Should the candidate be issued a terminal contract?

      Yes _____ No_____ Abstain _____

Please provide comments, including recommendations for improvement:

(For validation purposes only; this page is to be detached from the ballot.)

Third-Year Review for Professors of Practice Ballot Validation: Area Committee

Name of Voter:_____

In the Case of: _____

Signature of Voter:_____

Date:_____

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document 2

Standards and ballot for promotion to Associate Professor of Practice

Name of Faculty Member under consideration: _____
Date: _____

Rawls College of Business criteria for promotion to Associate Professor of Practice:

The candidate for promotion to Associate Professor should have attained the following levels of achievement in the areas of professional activity indicated.

a. For Assistant Professors of Practice hired after the 2018-19 academic year, successful completion of the third-year review process.

b. "Meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration.

c. Demonstrates successful progress toward promotion in annual reviews.

d. Maintains AACSB Faculty Qualification as a Practice Academic (PA), Instructional Practitioner (IP), Scholarly Practitioner (SP), or Scholarly Academic (SA) during the performance period under consideration.

e. Be rated by the area Peer Evaluation Group as "excellent" in teaching and at least "very good" in service or research/engagement with practice.

Please rate the candidate by checking the boxes below:

	Excellent	Very Good	Good	Fair	Poor
Teaching					
Service					
Research or engagement with practice					

Please mark your vote:

Promotion: For _____Against_____ Abstain_____

(For validation purposes only; this page is to be detached from the ballot.)

Ballot validation for promotion to Associate Professor of Practice

Name of Voter: _____

In the case of: _____

Signature of Voter: _____

Date: _____

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document 3

Standards and ballot for promotion to Professor of Practice

Name of Faculty Member under consideration: _____
Date: _____

Rawls College of Business criteria for promotion to Professor of Practice:

The candidate for promotion to Professor of Practice should have attained the following levels of achievement in the areas of professional activity indicated.

a. "Meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration.

b. Demonstrates successful progress toward promotion in annual reviews.

c. Maintain AACSB Faculty Qualification as a Practice Academic (PA), Instructional Practitioner (IP), Scholarly Practitioner (SP), or Scholarly Academic (SA) during the performance period under consideration.

d. Be rated by the area Peer Evaluation Group as "excellent" in teaching and at least "very good" in service or research/engagement with practice.

e. Demonstrated leadership in either teaching or service through activities such as curriculum development, special assignments related to student engagement, assurance of learning, or service to the profession or university community, **OR**

   An ongoing program of research that is relevant and impactful but may not be consistent with standards for quantity and quality required of tenured professors.

Please rate the candidate by checking the boxes below:

	Excellent	Very Good	Good	Fair	Poor
Teaching					
Service					
Research or Engagement with practice					

Please mark your vote:

Promotion: For _____Against_____ Abstain_____

(For validation purposes only; this page is to be detached from the ballot.)

Promotion to Professor of Practice ballot validation

Name of Voter: _____

In the case of: _____

Signature of Voter: _____

Date: _____

TEXAS TECH UNIVERSITY
RAWLS COLLEGE OF BUSINESS

Evaluation Document 4

Standards and ballot for continuing appointment for a professor of practice at any rank

Name of Faculty Member under consideration: _____
Date: _____

The criteria for continuing appointment for a professor of practice in the Rawls College of Business is the same as the criteria used for promotion to Associate Professor of Practice:

The candidate for promotion to Associate Professor should have attained the following levels of achievement in the areas of professional activity indicated.

a. For Professors of Practice hired after the 2018-19 academic year, successful completion of the third-year review process.
b. "Meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration.

c. Demonstrates successful progress toward promotion in annual reviews.

d. Maintains AACSB Faculty Qualification as a Practice Academic (PA), Instructional Practitioner (IP), Scholarly Practitioner (SP), or Scholarly Academic (SA) during the performance period under consideration.

e. Be rated by the area Peer Evaluation Group as "excellent" in teaching and at least "very good" in service or research/engagement with practice.

Please rate the candidate by checking the boxes below:

	Excellent	Very Good	Good	Fair	Poor
Teaching					
Service					
Research or engagement with practice					

Please mark your vote:

Continuing appointment: For _____Against_____ Abstain_____

(For validation purposes only; this page is to be detached from the ballot.)

Ballot validation for continuing appointment for a professor of practice

Name of Voter: _____

In the case of: _____

Signature of Voter: _____

Date: _____

Appendix 1

Processes for promotion and/or continuing appointment of a professor of practice

Promotion	Continuing appointment
Refer to the full document for detailed information related to the promotion and/or continuing appointment process.	
The faculty member, in consultation with area faculty, the AC and the dean's office, establishes a promotion plan.	Same
The faculty member will determine her/his eligibility (after completing five years in rank).	Same (i.e., during the sixth year of full-time appointment in rank)
Faculty member self-nominates.	The college initiates the process.
Faculty member prepares dossier according to Attachment B of OP 32.01 including her/his promotion plan. External letters are not required. The dossier must include: promotion plan, curriculum vitae (with AC's ratings of publications, if applicable), original offer letter, copies of all relevant (i.e., since last promotion) annual reports that include the AC's assessments, summary of teaching effectiveness (to include all relevant student evaluations and peer evaluation of teaching), summary of research (if applicable), summary of service activities, and basic information as described on pp. 6-7 of Attachment B of OP 32.01.	Same
AC creates the Peer Evaluation Group (PEG) to include all tenured faculty in the area and all professors of practice in the area with continuing appointment and at the same or higher rank than that for which the candidate is being considered. If appointments from outside the area must be made, the committee composition must be approved by the dean.	Same, except in the case of continuing appointment, the area PEG will consist of all tenured faculty in the area and all professors of practice with continuing appointment regardless of their rank. If appointments from outside the area must be made, the committee composition must be approved by the dean.
Candidate submits dossier to the dean's office.	Same
Dean's office shares dossier with area PEG.	Same
Area PEG completes Evaluation Document 2 (for promotion to associate professor of practice) or Evaluation Document 3 (for promotion to professor of practice).	Area PEG completes Evaluation Document 4 (for continuing appointment for professors of practice)
The PEG chair and a witness will tally the votes for and against promotion and record the results on the college's uniform ballot.	The PEG chair and a witness will tally the votes for and against continuing appointment and record the results on the college's uniform ballot.
The PEG chair will summarize the results including ratings of teaching, research/engagement with practice, and service and forward them to candidate's AC.	The PEG chair will summarize the results including ratings of teaching, research/engagement with practice, and service and forward them to the dean's office.
The AC will make a recommendation for or against promotion to the dean via letter and meet with the candidate to share all information	Not applicable

gathered so far in the promotion process.	
The AC will add her/his recommendation on promotion to the college's uniform ballot.	Not applicable.
The dossier will be updated with the AC's letter and the uniform ballot and will be forwarded to the college Professor of Practice Promotion Review Committee.	Not applicable.
Professor of Practice Promotion Review Committee completes Evaluation Document 1 (for promotion to associate professor of practice) or Evaluation Document 2 (for promotion to professor of practice).	Not applicable.
The Professor of Practice Promotion Review Committee chair and a witness will tally the votes for and against promotion and record the results on the college's uniform ballot.	Not applicable.
Professor of Practice Promotion Review Committee chair will submit the results including ratings of teaching, research/engagement with practice, and service to the dean's office.	Not applicable.
The dean will write a letter detailing her or his recommendation for or against promotion and record her or his recommendation on the college's uniform ballot.	The dean will write a letter detailing her or his recommendation for or against continuing appointment and record her or his recommendation on the college's uniform ballot.
The dean will meet with the candidate to share the results of the college committee vote and the dean's letter and recommendation.	The dean will meet with the candidate to share the results of the PEG vote and the dean's letter and recommendation.
The updated dossier will be submitted to the provost's office by the deadline established by the provost.	If the dean is supportive of continuing appointment, she or he will forward her/his letter and supporting documents to the provost's office.

Rawls College of Business Faculty Merit Policy

Approved by unanimous vote of Rawls Coordinating Council: 09/05/2018
Revisions approved: 10/17/18, 4/3/19, 11/6/19, 9/28/22

The following policies and procedures in the Rawls College of Business are established within the context of the Faculty Salary Increases policy (OP 32.08), the Performance Evaluations of Faculty policy (OP 32.32), and Promotion and Tenure Standards and Procedures (OP 32.01).

TTU OP 32.08 Faculty Salary Increases and **OP 32.32 Performance Evaluations of Faculty** specify:

1. All salary increases for faculty, unless otherwise mandated by the legislature, will be on a merit basis and will be based on quality teaching, research productivity, and other contributory activities, including university, community, and professional service. The procedure for merit salary increases is set forth in the prevailing Budget Preparation Guidelines and Instructions for Instructional Departments provided by the University.

2. It is the initial responsibility of the department or area chairperson (where applicable) to recommend salary rates and merit increases. Their recommendations are, in turn, to be reviewed by the appropriate dean and the PSVPAA. Each faculty member will enter evidence of teaching, research, and service activities into the TTU Faculty Success platform prior to January 20 for use in consideration of a merit increase (as per OP 32.32). Faculty Evaluation, and Chairperson's Assessment must be provided to the dean and the faculty member by March 1 (as per OP 32.32)

3. Faculty members who are part time or who are required to be students as a condition of employment may be paid according to a salary schedule established separate from the merit raises.

Rawls College of Business Faculty Merit Raise Procedure

To be eligible for a merit raise, a faculty member's (lecturer, professor of practice, or tenured/tenure track faculty member) performance must at least "meet expectations" on each aspect of her/ his position as outlined in the Rawls College of Business Workload Policy. In addition, the faculty member must maintain appropriate AACSB faculty qualification.

1. Rawls College faculty will enter evidence of teaching, research, and service activities into the TTU Faculty Success platform prior to January 20 according to the guidelines established by the Rawls College of Business. On January 20, the dean's office will generate an annual report from the information contained in the TTU Digital Measures platform. As per OP 32.32, the chairperson/coordinator will consider performance for the three previous years.

Merit will be evaluated based on performance at Texas Tech University. Specifically, the report will use:

A. Data from Faculty Success related to on-load teaching over the prior three calendar years, including student evaluations, and course syllabi.

B. Data from Faculty Success related to research, if applicable, over the prior three calendar years.

C. Data from Faculty Success related to service over the prior three calendar years.

2. Faculty members may submit additional supporting documentation to their area coordinators they deem is relevant for the merit evaluation process.

3. Faculty members' peer evaluations of teaching from the prior academic year will be included for untenured tenure-track faculty members (OP 32.01 requires that peer evaluations of teaching should be conducted at least once each year during the provisional period).

4. Consistent with OP 32.32, area coordinators are responsible for providing initial recommendations regarding salary rates and merit increases.

A. Area Coordinators shall form a committee comprised of faculty members within their areas to provide peer evaluations for each faculty member's annual report. Faculty conducting peer evaluations are encouraged to read the intellectual contributions referenced in the annual report and review for accuracy any journal ratings submitted by faculty. Any discrepancies noted should be shared with the AC as soon as possible. The area committee's peer evaluations shall be shared with the Area Coordinator by February 15. Area Coordinators must develop written policies/procedures for the establishment of such committees.

B. Area faculty will use a 5-point scale for rating faculty performance in each relevant area of performance: (1) deficient, (2) below expectations, (3) meets expectations, (4) exceeds expectations, and (5) significantly exceeds expectations. Each area is responsible for defining the evidence and outcomes associated with each level of performance ("meets expectations," etc.). If an area merit review committee judges that a faculty member "meets expectations" for research without any journal acceptances in the 3-year window (which may occur, for example, for assistant professors in their second year), justification for the rating must be provided to the Area Coordinator and the Dean's office for consideration. A faculty member who is on remediation after a third-year review or on a development plan related to previous deficient performance must have satisfied the conditions of remediation or the development plan to receive a merit raise for the current year.

C. Area Coordinators will provide a written assessment of each faculty member's performance and will share it with the faculty member and the Dean by March 1.

D. Area Coordinators will provide a merit increase recommendation for the corresponding time period by a date provided by the Dean.

E. Area Coordinators will develop, in consultation with the faculty member, a written development plan for faculty members whose evaluations reflect a pattern of incompetent performance, continuing or repeated substantial neglect of professional responsibilities, or other good cause as agreed upon by the Dean and the Area Coordinator. As per OP 32.32, if the faculty member requests the involvement of other faculty in the development of the written development plan, the following procedure for selecting those additional faculty will be used. One faculty member will be selected by the Area Coordinator and one faculty member will be selected by the faculty member for whom the development plan is being prepared. Both faculty members selected must be from the academic area of the faculty member whose performance is being considered and must be tenured.

General Criteria

The Rawls College of Business Faculty Workload policy outlines faculty workload assignments. These assignments must be used for assessment of faculty annual reports as follows:

1. Lecturer:

   Lecturers are expected to engage in teaching and service/ professional development/ engagement with practice. (Professional development or engagement with practice are not a separate merit category from service; either professional development or engagement with practice is necessary to maintain AACSB faculty qualification.) Their annual evaluations and merit increase are based on their performance on both dimensions. Indicators of teaching performance are outlined in the Rawls College of Business Policies and Procedures for Promotion and Tenure, Annual Review of Teaching, and Third Year Review.

2. Professor of Practice:

   Professors of Practice are expected to engage in teaching, research or engagement with practice, and service. Their annual evaluations and merit increases are based on their performance on all three dimensions. More information is provided in the Rawls Faculty Workload and indicators of performance on these dimensions are outlined in the Rawls College of Business Policies and Procedures for Promotion and Tenure, Annual Review of Teaching, and Third Year Review.

3. Tenured/Tenure Track Faculty:

   Tenured/ Tenure Track Faculty are expected to engage teaching, research, and service. Their annual evaluations and merit increases are based on their performance on all three dimensions. Indications of performance on these dimensions are outlined in the Rawls College of Business Policies and Procedures for Promotion and Tenure, Annual Review of Teaching, and Third Year Review.

Written Assessment and Update of Faculty Qualification

The written assessment provided by the area coordinators will indicate whether the faculty member's performance is "deficient," "below expectations," "meets expectations," "exceeds expectations," or "significantly exceeds expectations" for each dimension of their workload assignment (e.g., teaching, research, and service). They must also specify the reason for each of the ratings.

At the end of the merit process, the Area Coordinator will report any changes in AACSB faculty qualification for any faculty in his/her area to the Senior Associate Dean.

Merit Increase Recommendation

Area coordinators must provide the Dean with a merit increase recommendation for the faculty members in their areas. The Dean will provide the Area Coordinators with guidelines based on annual input from the Provost's Office.

Other considerations

1. Merit raises for new faculty: The merit raise for faculty who join the college on a full-time basis during the fall semester of the merit year will default to one-half (.5) of the percentage allocated for the merit pool. For example, if the merit pool is 2%, a faculty member beginning in September will be given a 1% raise to recognize that they have been employed for only half of the merit review period and they may not have had time to develop a record of performance. If a new faculty member's initial performance merits a higher raise (one that would be associated with "exceeding" or "significantly exceeding" expectations), a higher raise can be recommended consistent with the notion of awarding one-half of the raise based on being on duty for only one semester.

2. Merit reviews for faculty serving as area coordinators or associate deans: Academic areas will evaluate the faculty performance of faculty serving as area coordinators or associate

deans. Faculty whose records for research "significantly exceed expectations" or "exceed expectations" will receive those ratings. In recognition of the demands of these administrative positions, a faculty member will receive a minimum rating of "meets expectations" for research while serving as an area coordinator or associate dean.

3. Grace period for merit review of research for administrators returning to faculty appointments: This practice applies to the merit rating on research for faculty members in the Rawls College of Business who have returned to the faculty from a significant administrative role. This policy recognizes the reality that administrative roles which are service-oriented in nature (e.g., deans, associate deans) reduce the amount of time individuals have available to devote to research. The college believes that this diversion of time and energy should be recognized when awarding merit ratings during the annual merit process to faculty who have recently served in administrative roles.

   All faculty members whose records are deserving of ratings of "significantly exceeds expectations" or "exceeds expectations" in research, teaching, or service will receive those ratings regardless of the amount of time they have spent in an administrative role in the past or how long it has been since they have served in that role. In addition, the following conditions would apply to faculty members returning to an academic area in the Rawls College of Business who have served at least half time for at least two years in a significant administrative role within the college or in other units at Texas Tech. Examples of these roles are dean, associate dean, vice president, associate provost, provost, president. These conditions also apply to individuals who served in this type of position in an interim role for two or more years.

   a. Faculty members whose records fall below what would deserve a rating of "significantly exceeds expectations" or "exceeds expectations" will be given a rating of "meets expectations" in research for the first two evaluation periods following the end of their administrative service. The same practice will be followed for administrators who have not taught within the previous two years. If the administrator has carried a teaching load, teaching will be evaluated in the same manner as for all other faculty members who had not served recently in an administrative role. Service will be evaluated in the same manner as for all other faculty members who had not served recently in an administrative role.

   b. In recognition of the fact that it takes time to develop papers that are accepted for publication, a rating of "meets expectations" in research will be given to faculty members for their third evaluation period after returning to the faculty if there is evidence of progress in research (accepted conference papers, articles under review, etc.).

   c. For the fourth evaluation period after an administrative appointment, faculty members who have served in an administrative role will be evaluated in the area of research using the same standards applied to all faculty members.

For those who have served as Area Coordinators, the time periods described above will be reduced as follows:

a. Will receive “meets expectations” for research for the first evaluation period following the end of administrative service.
b. Will receive “meets expectations” for research in the second evaluation period after returning to the faculty if there is evidence of progress in research.

PROCEDURES FOR COMPREHENSIVE PERFORMANCE EVALUATION OF FACULTY MEMBERS

Rawls College of Business
(2/24/21)

- Adopted by the faculty of the College of Business Administration on April 29, 1999.
- Revision approved by the Coordinating Council of the Rawls College of Business on July 11, 2018 and February 24, 2021.

University OP.32.31 states that "Each faculty member who is tenured or who receives an academic promotion at Texas Tech University is subject to a comprehensive performance evaluation. The evaluation shall be conducted no more often than once every year, but no less often than once every six years after the date the faculty member was granted tenure or received an academic promotion." A recent revision of OP 32.34 expands this requirement to include faculty with continuing appointment as well.

OP 32.31 goes on to state that, "standardized procedures will be followed by each department, college or school…"

Annual performance reviews of all faculty are conducted by each academic area. According to OP 32.31, these annual reviews completed since the previous post-tenure review, or granting of tenure or promotion, will comprise the primary elements in the comprehensive review process. The faculty member shall submit a current CV and may include additional materials at her or his discretion.

The College Promotion, Tenure and Post Tenure Review (P, T, & PTR) Committee shall be responsible for conducting comprehensive post-tenure reviews consistent with OP 32.31 and OP 32.32.

1) The Senior Associate Dean will keep a record of the comprehensive performance reviews of tenured and/or promoted faculty that are to be conducted each academic year. Each faculty member due to be evaluated each year will be notified by September 1 of the process to be followed for the comprehensive performance review.

2) The P,T & PTR Committee shall be provided by March 1 with the faculty members' annual reviews for the relevant time period. Faculty members must submit their CV and any additional materials they wish to have included in the review to the P,T & PTR Committee by March 1. The evaluation by the P,T, & PTR committee shall be completed no later than May 1.

3) The P,T & PTR Committee will determine if the faculty member's performance over the review period is "satisfactory" or "unsatisfactory" in each of the areas of research/engagement with practice, teaching, and service that are relevant to the faculty member's appointment. If "unsatisfactory" in any of the relevant areas, the P,T & PTR

Committee shall recommend one of the following actions: (a) that the faculty member and the Area Coordinator develop a written program of development, or (b) that the faculty member be referred to the Area Coordinator and the Dean for appropriate disciplinary action as described in OP 32.31 Section 4 and OP 32.32. If a "satisfactory" rating is obtained, and the P, T, & PTR committee believes that improvement may be warranted, they may recommend that the faculty member and the Area Coordinator develop a written program of development as per OP 32.32 and/or that the faculty member be reviewed again in less that six years.

4) According to OP 32.32, a faculty member participating in a development plan may request that a committee of peers be involved in developing the written program of development. The faculty member requesting involvement of other faculty in the formulation of a written program of development may select up to two faculty members currently employed full-time in the Rawls College of Business who are not themselves currently participating in a required, formal development plan. The Area Coordinator may also appoint up to two faculty members who meet these same criteria.

5) Due process for comprehensive performance reviews is described in Section 3 of OP 32.31. Additional information related to due process is provided in OP 32.32.

TEXAS TECH UNIVERSITY
Rawls College *of* Business™

2022 Rawls College of Business Journal List

Updated on: September 14, 2022

1. The Journal List Task Force decided to make the journal rating system used within the Rawls College consistent with the publication rating system used by TTU for promotion and tenure dossiers (OP 32.01, Attachment B, p. 6). They also believed it to be important to make a quality distinction within the TTU "5" category. Therefore, the new rating system is: 5* = elite, 5 = highly prestigious, 4 = quality.

2. Some journals publish research "notes:" articles that are judged to make a contribution to the literature in a discipline, but do not warrant a full-length article. If a journal uses the same review process for these research notes as it does for full-length journal articles, the note will be viewed as an intellectual contribution similar to that of a full-length article.

3. Some publications do not achieve the status of an intellectual contribution that is meant to be recognized by this list. The following types of publications should be classified by the area coordinator as 0 (not to be counted as a publication) or S (special publication not ranked above) under OP 32.01 (see Attachment B, p. 6): book reviews; editorials; guest editorials; errata (correcting errors); discussion (short papers criticizing a published paper at the discretion of the editor); research ideas, interpretations, etc.; and other articles that did not go through the standard peer review process of that particular journal. Other such exceptions may be identified for specific journals that are on the list.

4. Most, but not all, of the journals on the list use a rigorous peer-review process. If a journal without a formal peer review process appears on this list, the journal list task force determined that the impact of the journal, in general, is such that it warrants placement on the list.

5. Journal list amendment process

   Coordinating Council established a journal list amendment process that includes two actions: (1) changes to the journal list and (2) journal endorsements. The college recognizes that *changes* to the journal list (i.e., addition, subtraction, change in relative position on the list) will be warranted. The college also recognizes the importance of evaluating the work of faculty involved in transdisciplinary, collaborative research that may lead to publication in journals for which the college does not already have a disciplinary list. If a faculty member seeks recognition of a publication that does not fall within the disciplines currently defined within the college (e.g., accounting, management, supply chain), she or he can seek a journal

endorsement.

It is always advisable to seek clarification as to how the intellectual contribution and the outlet will be viewed by the area and/or the college prior to submitting work to a specific journal or even undertaking work targeting a specific journal; therefore, amendment requests may be submitted at any time. Such requests might emanate from individual faculty members, area coordinators, or the dean's office.

Regardless of the source or the type of the amendment request, the process will begin by providing the following information:

- the title of the journal
- a brief summary of the purpose and content of the journal (including the name of the publisher and the sponsor of the journal [e.g., American Accounting Association], if any)
- a description of the change or endorsement being requested
- data or information to support the change or endorsement including a comparison of the journal to other journals that appear on the current journal list, and a brief narrative interpretation of that information.

The information and metrics used by the Journal List Task Force to develop the 2022 list represent the strongest evidence supporting amendments and this information must be included in the amendment request if it exists (i.e., Chartered Association of Business Schools Academic Journal Guide, 1-year and 5-year Journal Citation Report impact factors, Scientific Journal Ranking, and the Financial Times journal list). All other evidence presented will be considered, and those involved in the evaluation of the request may consult sources in addition to those presented.

6. Change requests for journals rated "5*" or "5"

Endorsement requests for journals rated "5," "5," or "4."* These requests initiated by faculty members must first be submitted to the area coordinator for review. The request shall then be submitted to the Coordinating Council for consideration at the next scheduled meeting of the council. Amendment requests for these categories initiated by area coordinators or the Dean's Office will be submitted directly to the Coordinating Council. The Coordinating Council will review the request and take one of three actions: (1) recommend that the dean accept the request, (2) recommend that the dean reject the request, or (3) return the request to the originator for additional information. The dean will make a final decision within 7 working days of receiving the recommendation from the Coordinating Council.

Change requests for journals rated "4" (excluding endorsements, see above). These change requests will be addressed within each academic area and will be advisory to the dean.

Time limits on endorsed journals. A journal that is endorsed following the process

described above will be included as an endorsed journal for a period of five years after which time it will be re-evaluated if a faculty member requests that the journal continue to be included. Otherwise, that journal will be dropped from the endorsed list.

Journal list review. A review of the journal list by a task force appointed by the dean with a representative from each area (a total of 6 members) will be conducted every five years.

Rawls College of Business Journal List

General Business	
Journal of International Business Studies	5*
Management Science	5*
Organization Behavior and Human Decision Processes	5*
Psychological Methods	5*
Psychological Review	5*
Business Ethics Quarterly	5
Decision Sciences	5
Harvard Business Review	5
Journal of Behavioral Decision Making	5
Journal of Business Ethics	5
Journal of Business Research	5
Journal of Service Research	5
Journal of World Business	5
MIT Sloan Management Review	5
Organizational Research Methods	5
Structural Equation Modeling	5
Business Horizons	4

Accounting	
Accounting, Organizations and Society	5*
Contemporary Accounting Research	5*
Journal of Accounting and Economics	5*
Journal of Accounting Research	5*
Review of Accounting Studies	5*
The Accounting Review	5*
Accounting, Auditing and Accountability Journal	5
Accounting and Business Research	5
Accounting Horizons	5
Auditing: A Journal of Practice and Theory	5
Behavioral Research in Accounting	5
British Accounting Review	5
Critical Perspectives on Accounting	5
European Accounting Review	5
Issues in Accounting Education	5
Journal of Accounting and Public Policy	5
Journal of Accounting, Auditing, and Finance	5
Journal of Accounting Literature	5
Journal of Business Finance and Accounting	5
Journal of Financial Reporting	5
Journal of Information Systems	5
Journal of International Accounting Research	5

Journal of Management Accounting Research	5
Journal of the American Taxation Association	5
Management Accounting Research	5
National Tax Journal	5
Abacus	4
Accounting and Finance	4
Accounting and the Public Interest	4
Accounting Education	4
Accounting Forum	4
Accounting History	4
Accounting in Europe	4
Advances in Accounting	4
Advances in Accounting Behavioral Research	4
Advances in Accounting Education	4
Advances in Management Accounting	4
Advances in Taxation	4
Australian Accounting Review	4
British Tax Review	4
Current Issues in Auditing	4
Financial Accountability and Management	4
Foundations and Trends in Accounting	4
International Journal of Accounting	4
International Journal of Auditing	4
International Journal of Accounting Information Systems	4
Journal of Accounting Education	4
Journal of Contemporary Accounting and Economics	4
Journal of Governmental and Nonprofit Accounting	4
Journal of International Accounting, Auditing and Taxation	4
Journal of Legal Tax Research	4
Journal of Management Control	4
Managerial Auditing Journal	4
Meditari Accounting Research	4
Qualitative Research in Accounting & Management	4
Review of Quantitative Finance and Accounting	4
Sustainability Accounting, Management and Policy Journal	4

Energy, Economics, & Law	
American Economic Review	5*
Econometrica	5*
Economic Journal	5*
Journal of Economic Literature	5*
Journal of Economic Perspectives	5*
Journal of Labor Economics	5*
Journal of Monetary Economics	5*
Journal of Political Economy	5*
Journal of the European Economic Association	5*

Quarterly Journal of Economics	5*
Review of Economic Studies	5*
Review of Economics and Statistics	5*

Energy Economics Subfield

Energy Economics	5*
Energy Journal	5*

Comparative Political Economy & Business Economics Subfield

Journal of Law and Economics	5*
Journal of Comparative Economics	5*
Journal of Economic Behavior and Organization	5*

American Economic Journal: Applied Economics	5
American Economic Journal: Economic Policy	5
American Economic Journal: Macroeconomics	5
American Economic Journal: Microeconomics	5
America Economic Review: Insights	5
American Journal of Agricultural Economics	5
Annual Review of Economics	5
Cambridge Journal of Economics	5
Canadian Journal of Economics	5
Ecological Economics	5
Economic Development and Cultural Change	5
Economic Inquiry	5
Energy Policy	5
Economic Theory	5
Economica	5
Economics Letters	5
Environmental and Resource Economics	5
European Economic Review	5
Experimental Economics	5
European Review of Agricultural Economics	5
Games and Economic Behavior	5
Health Economics	5
International Economic Review	5
International Journal of Industrial Organization	5
Journal of Agricultural Economics	5
Journal of Business and Economic Statistics	5
Journal of Development Economics	5
Journal of Economic Dynamics and Control	5
Journal of Economic Growth	5
Journal of Economic History	5
Journal of Economic Theory	5
Journal of Environmental Economics and Management	5
Journal of Health Economics	5
Journal of Human Resources	5
Journal of Industrial Economics	5

Journal of Institutional Economics	5
Journal of International Economics	5
Journal of Law, Economics, and Organization	5
Journal of Legal Studies	5
Journal of Population Economics	5
Journal of Public Economics	5
Journal of Risk and Uncertainty	5
Journal of the Association of Environmental and Resource Economists	5
Journal of Urban Economics	5
Kyklos	5
Labour Economics	5
Land Economics	5
Public Choice	5
Oxford Economics Papers	5
Quantitative Economics	5
RAND Journal of Economics	5
Regional Science and Urban Economics	5
Review of Economic Dynamics	5
Review of Income and Wealth	5
Scandinavian Journal of Economics	5
Social Choice and Welfare	5
Theoretical Economics	5
World Bank Economic Review	5
World Development	5
Agricultural Economics	4
American Law and Economics Review	4
Applied Economics	4
Contemporary Economic Policy	4
Economic Development and Cultural Change	4
Economics of Education Review	4
Eastern Economic Journal	4
Empirical Economics	4
Engineering Economics	4
European Journal of Political Economy	4
International Journal of Game Theory	4
International Review of Economics and Finance	4
International Review of Law and Economics	4
Journal of Behavioral and Experimental Economics	4
Journal of Economic Psychology	4
Journal of Economics and Management Strategy	4
Journal of the History of Economic Thought	4
Journal of Institutional and Theoretical Economics	4
Journal of Macroeconomics	4
Journal of Public Economic Theory	4

Journal of Regulatory Economics	4
Journal of Risk and Insurance	4
Quarterly Review of Economics and Finance	4
Resource and Energy Economics	4
Review of Behavioral Economics	4
Review of Law and Economics	4
Southern Economic Journal	4
Theory and Decision	4

Finance

Journal of Finance	5*
Journal of Financial and Quantitative Analysis	5*
Journal of Financial Economics	5*
Review of Finance	5*
Review of Financial Studies	5*
Critical Finance Review	5
European Financial Management	5
Financial Analysts Journal	5
Financial Management	5
Financial Review	5
Journal of Banking and Finance	5
Journal of Business Finance and Accounting	5
Journal of Corporate Finance	5
Journal of Empirical Finance	5
Journal of Financial Intermediation	5
Journal of Financial Markets	5
Journal of Financial Research	5
Journal of Financial Services Research	5
Journal of Futures Markets	5
Journal of International Financial Markets, Institutions, & Money	5
Journal of Money, Credit & Banking	5
Journal of Portfolio Management	5
Review of Asset Pricing Studies	5
Review of Corporate Finance Studies	5
Journal of Real Estate Finance and Economics	5
Journal of Regional Science	5
Journal of Urban Economics	5
Real Estate Economics	5
Real Estate Research	5
Journal of Applied Corporate Finance	4
Journal of Applied Finance	4
Journal of Behavioral Finance	4
Journal of Derivatives	4
Journal of Economics and Business	4
Journal of Entrepreneurial Finance & Business Ventures	4
Journal of Fixed Income	4

Journal of Housing Research	4
Journal of Housing Econ	4
Journal of Investing	4
Journal of Real Estate Literature	4
Journal of Real Estate Portfolio Management	4
Pacific Basin Finance Journal	4
Quarterly Journal of Finance	4
Quarterly Journal of Finance and Accounting	4
Quarterly Review of Economic and Finance	4
Review of Derivatives Research	4
Review of Futures Markets	4
Review of Pacific Basin Financial Markets and Policies	4
Review of Quantitative Finance and Accounting	4

MIS

Information Systems Research	5*
Journal of Management Information Systems	5*
Journal of the Association for Information Systems	5*
MIS Quarterly	5*
Communications of the ACM	5
Communications of the AIS	5
Computers & Industrial Engineering	5
DATA BASE for Advanced Information Systems	5
Decision Support Systems	5
European Journal of Information Systems	5
Information and Management	5
Information Systems Journal	5
International Journal of Electronic Commerce	5
International Journal of Information Management	5
Internet Research	5
Journal of Information Technology	5
Journal of Strategic Information Systems	5
Business & Information Systems Engineering	5
Behavior and Information Technology	4
Electronic Commerce Research and Applications	4
Information Science	4
Information Systems Frontier	4
International Journal of Human-Computer Studies	4
International Journal of Electronic Business	4
International Journal of Information Quality	4
International Journal of Information Technology & Decision Making	4
Journal of Computer Information Systems	4
Journal of Database Management	4
Journal of Global Information Management	4
Journal of Information System Education	4
Journal of Intelligent Information Systems	4

Rawls College of Business Journal List

Operations	
Journal of Operations Management	5*
Operations Research	5*
Production & Operations Management Journal	5*
Computer & Operations Research	5
European Journal of Operational Research	5
International Journal of Production Economics	5
International Journal of Project Management	5
Manufacturing and Service Operations Management	5
Omega	5
International Journal of Information and Operations Management Education	4
International Journal of Services and Operations Management	4
Journal of Business Valuation and Economic Loss Analysis	4
Naval Research Logistics	4
Quality Engineering	4

Management	
Academy of Management Annals	5*
Academy of Management Journal	5*
Academy of Management Review	5*
Administrative Science Quarterly	5*
Journal of Applied Psychology	5*
Journal of Business Venturing	5*
Journal of Management	5*
Journal of Management Studies	5*
Organization Science	5*
Personnel Psychology	5*
Strategic Management Journal	5*
Academy of Management Learning and Education	5
Academy of Management Perspectives	5
Annual Review of Organizational Psychology & Org Behavior	5
British Journal of Management	5
Business and Society	5
Entrepreneurship Theory & Practice	5
Family Business Review	5
Global Strategy Journal	5
Group and Organization Management	5
Health Services Research	5
Human Relations	5
Human Resource Management (USA)	5
Human Resource Management Journal (UK)	5
Human Resource Management Review	5
Journal of Business and Psychology	5
Journal of International Management	5
Journal of Occupational and Organizational Psychology	5
Journal of Occupational Health Psychology	5

Journal of Organizational Behavior	5
Journal of Product Innovation Management	5
Journal of Small Business Management	5
Journal of Vocational Behavior	5
Leadership Quarterly	5
Organization Studies	5
R and D Management	5
Research Policy	5
Strategic Entrepreneurship Journal	5
Strategic Organization	5
Work & Stress	5
Applied Psychology: An International Review	4
Asia Pacific Journal of Management	4
Corporate Governance: An International Review	4
European Journal of Work and Organizational Psychology	4
Entrepreneurship and Regional Development	4
Gender, Work and Organization	4
Health Care Management Review	4
Human Performance	4
Journal of Family Business Strategy	4
Journal of Leadership & Organizational Studies	4
Journal of Management Education	4
Journal of Management Inquiry	4
Management and Organization Review	4
Management International Review	4
Organization Dynamics	4
Organizational Psychology Review	4
Small Business Economics	4
Small Group Research	4
Theory, Culture & Society	4

Marketing

Journal of Consumer Psychology	5*
Journal of Consumer Research	5*
Journal of Marketing	5*
Journal of Marketing Research	5*
Journal of Retailing	5*
Journal of the Academy of Marketing Science	5*
Marketing Science	5*

Academy of Marketing Science Review	5
European Journal of Marketing	5
Industrial Marketing Management	5
International Journal of Advertising	5
International Journal of Research in Marketing	5
Journal of Advertising	5
Journal of Advertising Research	5
Journal of Interactive Marketing	5
Journal of International Marketing	5
Journal of Macro Marketing	5
Journal of Personal Selling & Sales Management	5
Journal of Public Policy & Marketing	5
Journal of Retailing and Consumer Services	5
Marketing Letters	5
Psychology & Marketing	5
Quantitative Marketing & Economics	5
International Marketing Review	4
Journal of Brand Management	4
Journal of Business & Industrial Marketing	4
Journal of Consumer Affairs	4
Journal of Consumer Marketing	4
Journal of Marketing Education	4
Journal of Marketing Management	4
Journal of Marketing Theory and Practice	4
Journal of Product and Brand Management	4
Journal of Research in Interactive Marketing	4
Journal of Services Marketing	4
Journal of Strategic Marketing	4
Marketing Education Review	4

Supply Chain Management

Journal of Business Logistics	5*
Journal of Supply Chain Management	5*
International Journal of Logistics Management	5
International Journal of Physical Distribution & Logistics Management	5
Supply Chain Management: An International Journal	5
Transportation Journal	5
Transportation Research Part E: Logistics & Transportation Review	5
Decision Science Journal of Innovative Education	4
Journal of Purchasing and Supply Management	4
Journal of Transportation Management	4
Supply Chain Management Review	4

Rawls College of Business Journal List

Endorsements	
American Political Science Review -added 5/23/2019	5*
Journal of the American Statistical Association -added 9/4/2019	5*
Statistical Science -added 9/4/2019	5*
Behavior Research Methods - added 02/06/2019	5
Sports Management Review - added 3/28/2019	5
Journal of Financial Econometrics -added 9/4/2019	5
Journal of Public Health	5
Journal of Statistical Computation and Simulation -added 9/4/2019	5
Multivariate Behavioral Statistics -added 9/4/2019	5
Quality & Quantity -added 9/4/2019	5
Transportation Research Part A – added 9/14/2022	5
Computational Statistics -added 9/4/2019	4
Communications in Statistics: Simulation and Computation -added 9/4/2019	4
Communications in Statistics: Theory and Methods -added 9/4/2019	4
Journal of Applied Statistics -added 9/4/2019	4
Journal of Biopharmaceutical Statistics -added 9/4/2019	4
Journal of Computation and Graphical Statistics -added 9/4/2019	4
Journal of Nonparametric Statistics -added 9/4/2019	4
Journal of Statistical Planning and Inference -added 9/4/2019	4

RAWLS COLLEGE OF BUSINESS

ASSURANCE OF LEARNING ASSESSMENT PLAN AND RESULTS

Bachelor of Business Administration

Revised January 12, 2023

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RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

Bachelor of Business Administration

RAWLS COLLEGE VISION

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

RAWLS COLLEGE MISSION

As a comprehensive, research-based business school, the Rawls College of Business:

- Advances knowledge through impactful research,
- Educates and develops resilient graduates who will shape the workplace of the future,
- Provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment,
- Serves and engages with our communities, from local to global, and provides value to practitioners,
- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

BBA PROGRAM COMPETENCIES AND ASSOCIATED LEARNING OBJECTIVES

Assurance of learning measurements are completed in AACSB cycle Year 2, 3, and 5.

Competency *#1 – Ethics: Students demonstrate ethical leadership and decision making.*

Program learning outcome: Students can identify ethical dilemmas and apply ethical models and frameworks to ethical dilemmas.

Assessment method 1: **MGT 3370** Ethics case/assignment; Fall term

Assessment standards:

- Does not meet expectations: less than 70% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Rawls Assessment Team will record assignment results in Nuventive and attach spreadsheet of student-level scores.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Assessment Method 2: **MKT 3350** Ethics items on exam; Spring term

Assessment Standards:

- Does not meet expectations: less than 70% score on exam questions (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on exam questions (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on exam questions (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Rawls Assessment Team will record assignment results in Nuventive and attach spreadsheet of student-level scores.

- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #2 – Business Knowledge - Students understand the models, concepts, and theories of business.

Program learning outcome: Students can identify the models, concepts, and theories of business across college disciplines.

Assessment method: Business Knowledge Assessment taken in major capstone/senior course that all students in a major are required to enroll to graduate; Fall (AACSB – all BBA) and Spring (Major-level assessment for SACSCOC) terms

Courses in which to administer exam each semester:

Major	*Course Number/Name*
Accounting BBA only	MGT 4380 Strategic Management
Accounting MSA students	ACCT 4301 Principles of Auditing
Energy Commerce	ENCO 4399 Senior Seminar
Finance	FIN 4331 Financial Modeling
General Business	MGT 4380 Strategic Management
Information Technology	ISQS 4349 Information Systems Analysis and Design
Marketing	MKT 4385 Marketing Strategy
Management	MGT 4380 Strategic Management
Supply Chain Management	MKT 4385 Marketing Strategy

Assessment standards:

- Does not meet expectations: Less than 70% score on exam (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on exam questions (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on exam questions (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Faculty Director of Assessment will notify IORs of the period when the BBA Business Knowledge Assessment can be administered (mid-semester).
- Faculty Director of Assessment will compile results and record in Nuventive. IOR will be notified of student results within a week of the assessment period ending.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #3 – Communication: Students demonstrate effective oral and written communication

Program learning outcome 1: Students can make an effective oral presentation.

Assessment method: Evaluation of presentations in a series of senior-level courses determined by the area; Spring term

Major	*Course Number/Name*
Accounting BBA only	MGT 4380 Strategic Management
Accounting MSA	ACCT 4300 Accounting Systems
Energy Commerce	ENCO 4399 Senior Seminar
Finance	FIN 3332 Real Estate Fundamentals
General Business	MGT 4380 Strategic Management
Information Technology	ISQS 4349 Information Systems Analysis and Design

Marketing	MKT 4385 Marketing Strategy
Management	MGT 4380 Strategic Management
Supply Chain Management	MKT 4385 Marketing Strategy

Assessment standards:

- Does not meet expectations: less than 56% score on presentation (15% of students will not meet expectations)
- Meets expectations: Between 56% and 75% score on presentation (75% of students will meet expectations)
- Exceeds expectations: Greater than 75% on presentation (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- In the Spring, IORs will require students to complete a presentation to be observed by two faculty in class (or the assignment will be recorded and faculty raters will view a randomized sample of 20% of the recordings during Assessment Week). Faculty raters will use the online Rawls College Oral Communication rubric.
- Ratings will be provided to the Faculty Director of Assessment to record in Nuventive.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Program learning outcome 2: Students can effectively write business documents.

Assessment method: Written assignment in a senior-level course determined by the area; Spring term

Major	*Course Number/Name*
Accounting BBA only	MGT 4380 Strategic Management
Accounting MSA	ACCT 5382 Internship in Accounting
Energy Commerce	ENCO 4399 Senior Seminar
Finance	FIN 3332 Real Estate Fundamentals
General Business	MGT 4380 Strategic Management
Information Technology	ISQS 4349 Information Systems Analysis and Design
Marketing	MKT 4385 Marketing Strategy
Management	MGT 4380 Strategic Management
Supply Chain Management	MKT 4385 Marketing Strategy

Assessment standards:

- Does not meet expectations: less than 56% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 56% and 75% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 75% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IORs will provide assignments instructions for assessment to Faculty Director of Assessment in the Spring term. Students in each class upload their assignments to an online portal.
- Faculty will assess a random sample of 20% of the assignments across sections using the online Rawls College Communication Rubric during Assessment Day.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #4 – Critical Thinking: Students demonstrate critical thinking and draw meaning and solve problems from information.

Program learning outcome: Students will identify a business problem, develop and critically evaluate alternative solutions, and make appropriate recommendations.

Assessment method: Written assignment in a senior-level course determined by the area; Spring term

Major	*Course Number/Name*
Accounting BBA only	MGT 4380 Strategic Management
Accounting MSA	ACCT 5382 Internship in Accounting
Energy Commerce	ENCO 4399 Senior Seminar
Finance	FIN 3332 Real Estate Fundamentals
General Business	MGT 4380 Strategic Management
Information Technology	ISQS 4349 Information Systems Analysis and Design
Marketing	MKT 4385 Marketing Strategy
Management	MGT 4380 Strategic Management
Supply Chain Management	MKT 4385 Marketing Strategy

Assessment standards:

- Does not meet expectations: less than 56% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 56% and 75% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 75% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IORs will provide assignment instructions for assessment to Faculty Director of Assessment each Spring term. Students in each class upload their assignments to an online portal.
- Faculty will assess a random sample of 20% of the assignments across sections using the online Rawls College Critical Thinking Rubric during Assessment Day.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff. Meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #5 – Teamwork: Students demonstrate that they are effective members of diverse teams.

Program learning outcome: Students will work effectively in teams composed of diverse groups of people.

Assessment method: Peer evaluations will be completed through CATME in a senior-level course determined by the area; Spring term

Major	Course Number/Name
Accounting BBA only	MGT 4380 Strategic Management
Accounting MSA	ACCT 4300 Accounting Systems
Energy Commerce	ENCO 4399 Senior Seminar
Finance	FIN 3332 Real Estate Fundamentals
General Business	MGT 4380 Strategic Management
Information Technology	ISQS 3358 Business Intelligence
Marketing	MKT 4385 Marketing Strategy
Management	MGT 4380 Strategic Management

Supply Chain Management	MKT 4385 Marketing Strategy

Assessment standards:

- Does not meet expectations: less than 75% peer evaluation score (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% peer evaluation score (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on peer evaluation score (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors will provide scores for assessment to Faculty Director of Assessment in Spring. Rawls Assessment Team will record results in Nuventive.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff at Assessment Day; meeting will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #6 – Business Technology: Students demonstrate literacy across business technologies relevant for their discipline.

Program learning outcome: Students can demonstrate proficiency in the use of business technologies.

Assessment method 1: Students complete an Excel exam in **BA 2140** in Spring terms; IOR will record results in Nuventive.

Assessment standards:

- Does not meet expectations: less than 70% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IOR will record results of Excel exam in Spring and send results to Faculty Director of Assessment.
- Faculty Director of Assessment will include these data in the annual BBA AoL report to present to the faculty and staff at Assessment Day; meeting will be scheduled with department chair of Professional Communication in the College of Media and Communication, deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Appendix 11

BBA CURRICULUM MAP

Student Learning Competency	ISQS 2340	ACCT 2300	ACCT 2301	PCOM 3373	BLAW 3391	FIN 3320	ISQS 3344	MGT 3370	MKT 3350	BECO 4310	Senior Course
Competency #1 – Students are ethical leaders and decision makers. Program learning outcome: Students can identify ethical dilemmas and apply ethical models and frameworks to ethical dilemmas.		I		R	I	R	E	I	I		R
Competency #2 - Students understand the models, concepts, and theories of business. Program learning outcome: Students can identify the models, concepts, theories, across business disciplines.	I	I	I	R	E	E	I	E	E	I	
Competency #3 - Students are effective communicators Program learning outcome #1: Students can effectively write business documents. Program learning outcome #2: Students can make an effective oral presentation				I	R		R			R	R
Competency #4 - Students are critical thinkers who draw meaning and solve problems from information. Program learning outcome: Students will identify a business problem, develop and critically evaluate alternative solutions, and make appropriate recommendations.		I	R	E	R	E	R	I	E	R	E
Competency #5 - Students are effective members of diverse teams. Program learning outcome: Students will work effectively in teams composed of diverse groups of people.				E	R		E				R
Competency #6 - Students are literate across business technologies relevant for their discipline. Program learning outcome: Students can demonstrate proficiency in the use of business technologies.	I	E	E	R		I	R				

I – introduce; E – emphasize; R - reinforce

Appendix 11

RAWLS COLLEGE WRITTEN COMMUNICATION RUBRIC

COMMUNICATION ELEMENT	Excellent - 4	Satisfactory - 3	Less than Business Professional - 2	Unsatisfactory - 1
Audience Evaluates the extent communication is tailored to the correct audience and its needs and expectations.	Tailored to the correct audience. Addresses audience expectations and/or answers audience questions. Uses the "you" attitude throughout.	Most content is audience-centered. Addresses most of the audience's expectations and/or answers most questions. Uses overall "you" attitude.	Some content is audience-centered, but some is irrelevant. Some of the audience's expectations and/or questions aren't addressed. Occasionally uses the "you" attitude, but some content is writer-centered.	Much if not all of the content is writer-centered. Many if not all of the audience's expectations and/or questions aren't addressed. Rarely uses the "you" attitude, if at all.
Content: Includes content relevant to assignment specifications. Contains the necessary and correct information that relates to and supports the purpose. This includes evidence of originality and critical thinking.	Includes all necessary and correct information that relates to and supports the purpose. Does not include irrelevant information. Correctly follows instructions provided in the assignment guidelines. Reflects original thought throughout.	Most information relates to and supports the purpose, but one item of information is missing or one item of information is irrelevant. Correctly follows most instructions provided in the assignment guidelines. Reflects mostly original thought; uses verbatim information.	Some information relates to and supports the purpose, but some important information is missing or irrelevant. Follows some instructions provided in the assignment guidelines. Reflects little original thought; sometimes uses verbatim information.	Very little, if any, of the information relates to and supports the purpose, or much, if not all, of the necessary information is missing. Does not follow the instructions provided in the assignment guidelines. Reflects no original thought; uses verbatim information.
Organization Includes evaluation of the planning and organization of information being communicated.	Paragraphs include topic sentences and are placed in a correct order. All supporting sentences are related to the topic sentences in each paragraph. Transitions used effectively to connect ideas.	Most paragraphs include topic sentences and are placed in a correct order. Most supporting sentences are related to the topic sentences in each paragraph. Some transitions used effectively to connect ideas.	Some paragraphs include topic sentences, but others do not. Some paragraphs are placed in a correct order, but others are out of place or missing. Some supporting sentences are related to the topic sentences, but others are illogically placed. Few transitions connect ideas.	Very few, if any, of the paragraphs have relevant topic sentences; few, if any, paragraphs are placed in the correct order, or essential paragraphs are missing. Paragraphs are not unified or coherent. No transitions used to connect ideas.
Professional Tone: Includes impression beyond visual appeal such as professional tone and thoughtfulness.	Overall impression is positive. Professionalism and thoughtfulness and evident throughout.	Overall impression is mainly positive. Some evidence of professionalism and thoughtfulness throughout.	In general, impression is positive through some of document. Professionalism and thoughtfulness are evident through some parts of the paper.	Overall impression is not positive. Little evidence of professionalism and thoughtfulness throughout.

Appendix 11

COMMUNICATION ELEMENT	Excellent - 4	Satisfactory - 3	Less than Business Professional - 2	Unsatisfactory - 1
Visual Professionalism: Includes overall look, appeal, and format including graphics, images, fonts, appearance	Highly relevant to communication purpose and audience needs. Elements are clear, consistent, and appropriate for the content throughout the paper. Visuals enhance the effectiveness of the message throughout the paper.	Much of the paper is relevant to communication purpose and audience needs. Many of the elements are clear, consistent, and appropriate for the content. Visuals help to enhance the effectiveness of the message.	Somewhat relevant to communication purpose and audience needs. Some elements are clear, consistent, and appropriate for the content. Visuals somewhat enhance the effectiveness of the message.	Lacks relevance to the communication purpose and audience needs. Most elements are not clear, consistent, or appropriate for the content. Visuals failed to enhance the effectiveness of the message.
Accuracy: Grammar, punctuation, data, statistics, facts, figures	Communicator makes no errors in accuracy areas.	Communicator makes 1 to 2 errors in accuracy areas.	Communicator makes 3 to 4 errors in accuracy areas.	Communicator makes 5 or more errors in accuracy areas.

Source: Rawls College of Business Faculty, 2018

RAWLS COLLEGE ORAL PRESENTATION RUBRIC

	Excellent - 4 (Professional speaker-level presentation)	Satisfactory - 3 (Marginal through Business Professional)	Below Business Professional - 2	Unsatisfactory - 1
Introduction: Attention, Purpose, Credibility, Preview	Effectively initiated rapport. Relating the relevance of the topic. Established credibility at a highly professional level.	Adequately gained audience's attention with explicit effort. Relevance vaguely stated. Credibility of information hinted at.	Poor (but existent) effort to gain attention and indicate relevance. Little effort at credibility.	Zero to little attempt to gain audience's attention. Purpose unclear. No effort toward credibility.
Body: Transitions, Flow, Structure, Info Sources, Supporting points, Content	Clear structure with good transitions, sources, supporting points, and thoughtful content.	Adequate content and structure with some transitions, few to no sources, few supporting points.	Content is somewhat disorganized, but meaningful, generally no sources and very few supporting points.	Unprepared to present or content is haphazard/superfluous, no support for content.
Delivery: Appearance, Eye Contact, Physical & Vocal Delivery, Rapport, Enthusiasm	Eye contact and engaged audience throughout, good vocal tone & inflection, enthusiastic. At professional speaker level.	Sporadic to frequent eye contact and engagement, sufficiently clear voice and non-monotonous tone, some enthusiasm	Few glances up, excessive reading of material, marginal vocal tone and little to no engagement efforts	Absent eye contact, nearly entirely reading from visuals, monotone and without enthusiasm
Visual Aids: Focus, Clarity, Consistency, Correctness, Mechanics, Control	Simple slides, easy to read, minimal text, consistent clean format, free of grammar and spelling errors, discussion followed with presentation materials.	A few points per slide, text reduced from prose, primarily consistent, very few errors, discussion largely tracked with visuals.	Wordy slides with multiple or unrelated points, several errors, full prose in text, visuals were not supportive of presentation structure.	Visuals detract from relaying purpose and conveying key information.
Closing: Restated Purpose, Review, Memorable End	Clearly restated purpose, Succinctly and clearly restated main point(s), Relevant, and memorable ending.	Main points were restated, relatively succinctly. Clear ending statement of purpose. Weakly memorable close.	Little or no review of purpose, minimal effort made to summarize key points, very little attempt to be memorable.	Poor conclusion, from walking off stage to abruptly asking, "Any questions?"

Source: Rawls College of Business Faculty, 2018

RAWLS COLLEGE CRITICAL THINKING AND PROBLEM-SOLVING RUBRIC

	4 - Exemplary Student consistently does all or almost all of the following	**3 - Satisfactory Student consistently does most or many of the following**	**2 –Does Not Meet Expectations Student consistently does most or many of the following**	**1 - Unsatisfactory Student does all or almost all of the following**
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts. when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions .than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

	4 - Exemplary Student consistently does all or almost all of the following	**3 - Satisfactory Student consistently does most or many of the following**	**2 –Does Not Meet Expectations Student consistently does most or many of the following**	**1 - Unsatisfactory Student does all or almost all of the following**
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities, 2018

RAWLS COLLEGE OF BUSINESS

ASSURANCE OF LEARNING ASSESSMENT PLAN

Master of Business Administration

Revised January 12, 2023

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RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN
Master of Business Administration

RAWLS COLLEGE VISION

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

RAWLS COLLEGE MISSION

As a comprehensive, research-based business school, the Rawls College of Business:

- Advances knowledge through impactful research,
- Educates and develops resilient graduates who will shape the workplace of the future,
- Provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment,
- Serves and engages with our communities, from local to global, and provides value to practitioners,
- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

MBA PROGRAM LEARNING COMPETENCIES AND ASSOCIATED OUTCOMES
Assurance of learning measurements are completed in AACSB cycle Year 2, 3, and 5.

Competency #1 – Critical Thinking: Identify and analyze problems and propose reasonable solutions using knowledge from across business disciplines.

Program learning outcome: Students will integrate functional knowledge across business disciplines to analyze business problems and to propose plausible solutions.

Assessment method 1: **MGT 5391** case analysis evaluated by faculty using the Rawls College Critical Thinking and Problem-Solving Rubric. Spring and summer terms.

Assessment standards:

- Does not meet expectations: less than 56% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 56% and 75% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 75% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from **MGT 5391** will provide student case analyses for assessment to Faculty Director of Assessment in spring and summer terms.
- MBA Faculty will assess a sample of 20% of the cases (across STEM, Online, PMBA) using the Rawls College Critical Thinking and Problem-Solving Rubric during Assessment Day.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Assessment method 2: Scores from all questions on the MBA Business Knowledge Assessment administered mid-semester in the **MGT 5391** capstone class. Spring and summer terms.

Assessment standards:

- Does not meet expectations: less than 70% score on exam questions (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on exam questions (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on exam questions (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- **MGT 5391** IORs will have students complete Business Knowledge Assessment during the semester.
- Faculty Director of Assessment to compile results and record in Nuventive.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #2 – Ethics: Identify and propose solutions to ethical dilemmas and legal and social issues.

Program learning outcome: Students will recognize, explain, and propose solutions relevant to ethical consequences of business decisions.

Assessment method 1: **MGT 5372** ethics assignment evaluated by faculty committee using the Rawls College Ethical Reasoning Rubric. Spring and summer terms.

Assessment standards:

- Does not meet expectations: less than 56% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 56% and 75% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 75% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from **MGT 5372** will provide ethics assignments for assessment to Faculty Director of Assessment each spring and summer term.
- MBA Faculty will assess a sample of 20% of the assignments (across STEM, Online, PMBA) using the Rawls College Ethical Reasoning Rubric during Assessment. Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #3 – Leadership and Management: Understand concepts of leading diverse people and demonstrate the leadership skills required for managerial roles in organizations.

Program learning outcome: Students will be able to demonstrate how organizational behaviors, including leadership, influence business contexts.

Assessment method: Scores from leadership questions on the MBA Business Knowledge Assessment administered each semester in **MGT 5391**. Fall/Spring/Summer terms.

Assessment standards:

- Does not meet expectations: less than 70% score on leadership exam questions (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on leadership exam questions (75% of students will meet expectations)
- Exceeds expectations: greater than 85% on leadership exam questions (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Faculty Director of Assessment will tabulate scores on leadership items from the MBA Business Knowledge Assessment questions term and record in Nuventive. Spring/Summer.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #4 – Teamwork: Work collaboratively in teams.

Program learning outcome: Students will work collaboratively and be reviewed by their team members with peer assessment.

Assessment method: Everest V3 Leadership and Team Simulation in **MGT 5371** Organizational Behavior course. Spring and summer terms

Assessment standards:

- Does not meet expectations: scale score is less than 24 (out of 40) on eight team effectiveness survey items rated on a response format of 1=low effectiveness to 5=high effectiveness (15% of students will not meet expectations)
- Meets expectations: scale score is between 24 and 33 (out of 40) on eight team effectiveness survey items rated on a response format of 1=low effectiveness to 5=high effectiveness (75% of students will meet expectations)
- Exceeds expectations: scale score is greater than 33 (out of 40) on eight team effectiveness survey items rated on a response format of 1=low effectiveness to 5=high effectiveness (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from **MGT 5371** will provide team effectiveness survey items for assessment to Faculty Director of Assessment in spring and summer terms.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Competency #5 – Communication: Communicate effectively both orally and in writing.

Program learning outcome 1: Students will demonstrate the ability to orally communicate in a professional setting.

Assessment method: Evaluation of student oral presentations in **MGT 5391.** Spring and summer terms.

Assessment standards:

- Does not meet expectations: less than 56% score on presentation (15% of students will not meet expectations)
- Meets expectations: between 56% and 75% score on presentation (75% of students will meet expectations)
- Exceeds expectations: greater than 75% on presentation (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from **MGT 5391** will notify Faculty Director of Assessment with dates of presentations in spring and summer terms.
- Faculty Director of Assessment will arrange for at least two observers drawn from a pool of faculty to observe oral presentations using the Rawls College Communication Rubric (or view recorded presentations during Assessment Week).
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

Program learning outcome 2: Students will demonstrate the ability to write in a professional manner.

Assessment method: **MGT 5391** case analysis evaluated by faculty committee using the Rawls College Communication Rubric. Spring and summer terms.

Assessment standards:

- Does not meet expectations: less than 56% score on assignment (15% of students will not meet expectations)
- Meets expectations: between 56% and 75% score on assignment (75% of students will meet expectations)
- Exceeds expectations: greater than 56% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from **MGT 5391** will provide case analyses for assessment to Faculty Director of Assessment in spring and summer terms.
- MBA Faculty will assess a sample of 20% of the cases (across STEM, PMBA, Online) using the Rawls College Communication Rubric during Assessment Day.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual MBA AoL report to present to the faculty and staff; meetings will be scheduled with deans, area coordinators, and area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record actions for improvement and closing-the-loop results.

MBA CURRICULUM MAP

Student Learning Competency	ACCT 5301	ISQS 5331	ISQS 5345	FIN 5320	MKT 5360	MGT 5371	MGT 5372	MGT 5391
Competency #1 – Critical Thinking	E	E	E	R	E	R	I	E
Competency #2 – Ethics	I	I	R	I			E	R
Competency #3 – Leadership and management		I		I		R	E	E
Competency #4 - Teamwork			I	R	R	E	E	R
Competency #5 - Communication		E	R	R		E	I	R

I – introduce; E – emphasize; R - reinforce

RAWLS COLLEGE WRITTEN COMMUNICATION RUBRIC

COMMUNICATION ELEMENT	Excellent - 4	Satisfactory - 3	Less than Business Professional - 2	Unsatisfactory - 1
Audience Evaluates the extent communication is tailored to the correct audience and its needs and expectations.	Tailored to the correct audience. Addresses audience expectations and/or answers audience questions. Uses the "you" attitude throughout.	Most content is audience-centered. Addresses most of the audience's expectations and/or answers most questions. Uses overall "you" attitude.	Some content is audience-centered, but some is irrelevant. Some of the audience's expectations and/or questions aren't addressed. Occasionally uses the "you" attitude, but some content is writer-centered.	Much if not all of the content is writer-centered. Many if not all of the audience's expectations and/or questions aren't addressed. Rarely uses the "you" attitude, if at all.
Content: Includes content relevant to assignment specifications. Contains the necessary and correct information that relates to and supports the purpose. This includes evidence of originality and critical thinking.	Includes all necessary and correct information that relates to and supports the purpose. Does not include irrelevant information. Correctly follows instructions provided in the assignment guidelines. Reflects original thought throughout.	Most information relates to and supports the purpose, but one item of information is missing or one item of information is irrelevant. Correctly follows most instructions provided in the assignment guidelines. Reflects mostly original thought; uses verbatim information.	Some information relates to and supports the purpose, but some important information is missing or irrelevant. Follows some instructions provided in the assignment guidelines. Reflects little original thought; sometimes uses verbatim information.	Very little, if any, of the information relates to and supports the purpose, or much, if not all, of the necessary information is missing. Does not follow the instructions provided in the assignment guidelines. Reflects no original thought; uses verbatim information.
Organization Includes evaluation of the planning and organization of information being communicated.	Paragraphs include topic sentences and are placed in a correct order. All supporting sentences are related to the topic sentences in each paragraph. Transitions used effectively to connect ideas.	Most paragraphs include topic sentences and are placed in a correct order. Most supporting sentences are related to the topic sentences in each paragraph. Some transitions used effectively to connect ideas.	Some paragraphs include topic sentences, but others do not. Some paragraphs are placed in a correct order, but others are out of place or missing. Some supporting sentences are related to the topic sentences, but others are illogically placed. Few transitions connect ideas.	Very few, if any, of the paragraphs have relevant topic sentences; few, if any, paragraphs are placed in the correct order, or essential paragraphs are missing. Paragraphs are not unified or coherent. No transitions used to connect ideas.
Professional Tone: Includes impression beyond visual appeal such as professional tone and thoughtfulness.	Overall impression is positive. Professionalism and thoughtfulness are evident throughout.	Overall impression is mainly positive. Some evidence of professionalism and thoughtfulness throughout.	In general, impression is positive through some of document. Professionalism and thoughtfulness are evident through some parts of the paper.	Overall impression is not positive. Little evidence of professionalism and thoughtfulness throughout.

Appendix 11

COMMUNICATION ELEMENT	Excellent - 4	Satisfactory - 3	Less than Business Professional - 2	Unsatisfactory - 1
Visual Professionalism: Includes overall look, appeal, and format including graphics, images, fonts, appearance	Highly relevant to communication purpose and audience needs. Elements are clear, consistent and appropriate for the content throughout the paper. Visuals enhance the effectiveness of the message throughout the paper.	Much of the paper is relevant to communication purpose and audience needs. Many of the elements are clear, consistent, and appropriate for the content. Visuals help to enhance the effectiveness of the message.	Somewhat relevant to communication purpose and audience needs. Some elements are clear, consistent, and appropriate for the content. Visuals somewhat enhance the effectiveness of the message.	Lacks relevance to the communication purpose and audience needs. Most elements are not clear, consistent, or appropriate for the content. Visuals failed to enhance the effectiveness of the message.
Accuracy: Grammar, punctuation, data, statistics, facts, figures	Communicator makes no errors in accuracy areas.	Communicator makes 1 to 2 errors in accuracy areas.	Communicator makes 3 to 4 errors in accuracy areas.	Communicator makes 5 or more errors in accuracy areas.

Source: Rawls College Faculty, 2019

RAWLS COLLEGE ORAL PRESENTATION RUBRIC

	Excellent - 4 (Professional speaker-level presentation)	Satisfactory - 3 (Marginal through Business Professional)	Below Business Professional - 2	Unsatisfactory - 1
Introduction: Attention, Purpose, Credibility, Preview	Effectively initiated rapport. Relating the relevance of the topic. Established credibility at a highly professional level.	Adequately gained audience's attention with explicit effort. Relevance vaguely stated. Credibility of information hinted at.	Poor (but existent) effort to gain attention and indicate relevance. Little effort at credibility.	Zero to little attempt to gain audience's attention. Purpose unclear. No effort toward credibility.
Body: Transitions, Flow, Structure, Info Sources, Supporting points, Content	Clear structure with good transitions, sources, supporting points, and thoughtful content.	Adequate content and structure with some transitions, few to no sources, few supporting points.	Content is somewhat disorganized, but meaningful, generally no sources and very few supporting points.	Unprepared to present or content is haphazard/superfluous, no support for content.
Delivery: Appearance, Eye Contact, Physical & Vocal Delivery, Rapport, Enthusiasm	Eye contact and engaged audience throughout, good vocal tone & inflection, enthusiastic. At professional speaker level.	Sporadic to frequent eye contact and engagement, sufficiently clear voice and non-monotonous tone, some enthusiasm	Few glances up, excessive reading of material, marginal vocal tone and little to no engagement efforts	Absent eye contact, nearly entirely reading from visuals, monotone and without enthusiasm
Visual Aids: Focus, Clarity, Consistency, Correctness, Mechanics, Control	Simple slides, easy to read, minimal text, consistent clean format, free of grammar and spelling errors, discussion followed with presentation materials.	A few points per slide, text reduced from prose, primarily consistent, very few errors, discussion largely tracked with visuals.	Wordy slides with multiple or unrelated points, several errors, full prose in text, visuals were not supportive of presentation structure.	Visuals detract from relaying purpose and conveying key information.
Closing: Restated Purpose, Review, Memorable End	Clearly restated purpose, Succinctly and clearly restated main point(s), Relevant, and memorable ending.	Main points were restated, relatively succinctly. Clear ending statement of purpose. Weakly memorable close.	Little or no review of purpose, minimal effort made to summarize key points, very little attempt to be memorable.	Poor conclusion, from walking off stage to abruptly asking, "Any questions?"

Source: Rawls College Faculty, 2019

RAWLS COLLEGE CRITICAL THINKING AND PROBLEM-SOLVING RUBRIC

	4 - Exemplary Student consistently does all or almost all of the following	**3 - Satisfactory Student consistently does most or many of the following**	**2 –Does Not Meet Expectations Student consistently does most or many of the following**	**1 - Unsatisfactory Student does all or almost all of the following**
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts. when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions .than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

	4 - Exemplary Student consistently does all or almost all of the following	**3 - Satisfactory Student consistently does most or many of the following**	**2 –Does Not Meet Expectations Student consistently does most or many of the following**	**1 - Unsatisfactory Student does all or almost all of the following**
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities, 2018

RAWLS COLLEGE ETHICAL REASONING RUBRIC

	4 - Exemplary Student consistently does all or almost all of the following	**3 - Satisfactory Student consistently does most or many of the following**	**2 –Does Not Meet Expectations Student consistently does most or many of the following**	**1 - Unsatisfactory Student does all or almost all of the following**
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).

Source: Adapted from Association of American Colleges and Universities, 2021

RAWLS COLLEGE OF BUSINESS

ASSURANCE OF LEARNING ASSESSMENT PLAN

Master of Science - Data Science

Revised May 2022

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RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

Master of Science - Data Science

Rawls College Vision

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

Rawls College Mission

As a comprehensive, research-based business school, the Rawls College of Business:

- Advances knowledge through impactful research,
- Educates and develops resilient graduates who will shape the workplace of the future,
- Provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment,
- Serves and engages with our communities, from local to global, and provides value to practitioners,
- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

MS - Data Science Program Learning Competencies and Associated Outcomes

Competency #1 – Data literacy: focusing on fundamental understanding of data

Program learning outcomes: Students will:

- Understand data and data structures systematically.
- Identify potential and beneficial data and data relationships.
- Implement code to collect, clean, merge, and prepare data for analysis.

Assessment method: ISQS 6339 assignment evaluated by MS-DS committee using a domain-appropriate rubric. Fall term.

Assessment standards:

- Does not meet expectations: less than 70% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from ISQS 6339 will provide assignment for assessment to the MS-DS committee.
- Data science leadership will assess a sample of the assignments using a domain-appropriate rubric.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MS-DS AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #2 – Technology (analytics) literacy: focusing on analytics technologies to solve business problems

Program learning outcome: Students will:

- Design and implement optimization models for decision-making.
- Design and implement Monte-Carlo simulation models for risk and scenario analysis.
- Design and implement discrete-event simulation models for queuing systems.

Assessment method: Evaluation of ISQS 7339 in-class case studies. Spring term.

Assessment standards:

- Does not meet expectations: less than 70% score on in-class communications (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on in-class communications (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on in-class communications (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from ISQS 7339 will provide scores of assignments to MS-DS committee.
- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive.
- Faculty Director of Assessment will include these data in the annual MS-DS AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #3 – Business literacy: *focusing on the application of technical skills to produce business solutions*

Program learning outcome: Students will:

- Understand and structure managerial problems into actionable and technical solutions.
- Select appropriate techniques and methodologies to solve business problems.
- Generate business value through application of technical solutions.
- Suggest and communicate findings effectively to business professionals.

Assessment method: ISQS 5342 project deliverables evaluated by MS-DS committee using a domain-appropriate rubric. Spring term.

Assessment standards:

- Does not meet expectations: less than 70% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 70% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructors from ISQS 5342 will provide assignments for assessment to data science leadership each summer term.
- Data science leadership will assess a sample of the assignments using a domain-appropriate rubric.

- Data will be provided to the Faculty Director of Assessment to be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MS-DS AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

MS - Data Science Curriculum Map

Student Learning Competency	ISQS 6337 Scripting Languages	ISQS 5346 Statistics for Data Science	ISQS 6338 Database Concepts	ISQS 5350 Project Management	ISQS 6339 Business Intelligence	ISQS 6349 Time Series Analysis	ISQS 5341 Big Data Strategy	ISQS 6350 Multivariate Analysis	ISQS 5330 Decision Theory and Business Analytics	ISQS 6347 Machine Learning	ISQS 5342 Big Data Security	ISQS 7339 Simulation and Optimization
Competency #1 – Data literacy	I	E	E		R							
Competency #2 – Technology literacy	I				E	E		E		E	E	R
Competency #3 – Business literacy				I			E		E		R	

I – introduce; E – emphasize; R - reinforce

MS-DS Data Literacy Rubric

This competency will be assessed using the following rubric. The assignment used will be the final project from ISQS 6339.

For each dimension, please refer to the following items for data to be evaluated.

- Understand data and data structures systematically
  Source Sections: Analysis of Data, Data Cleaning, Data Merging
- Identify potential and beneficial data and relationships
  Source Sections: Analysis of Data, Data Merging
- Implement code to collect, clean, merge, and prepare data for analysis.
  Source Section: Instructions for Code, Flow Diagram of project
  Additional (To be done by professor): Code submitted and tested

Directions: Score each project (sampled), then take the average of the 3 dimensions to generate the score.

	Classifications		
Dimensions	**Excellent (3)**	**Adequate (2)**	**Poor (1)**
Understand data and data structures systematically	-Can identify and use data structures to acquire data and structure in a method that is ready for analysis. -Can identify potential areas requiring data cleaning and suggest methods to use to clean. -Can identify how to merge separate datasets and overcome potential obstacles to the merging	-Some difficulty to identify and use data structures to acquire data and structure in a method that is ready for analysis. -Some difficulty to identify potential areas requiring data cleaning and suggest methods to use to clean. -Some difficulty to identify how to merge separate datasets and overcome potential obstacles to the merging	-Cannot identify and use data structures to acquire data and structure in a method that is ready for analysis. -Cannot identify potential areas requiring data cleaning and suggest methods to use to clean. -Cannot identify how to merge separate datasets and overcome potential obstacles to the merging
Identify potential and beneficial data and relationships	-Can identify value in combining datasets. -Can generate potential questions the new dataset can answer. -Can identify specific variables that would be beneficial for analysis.	-Some difficulty to identify value in combining datasets. -Some difficulty to generate potential questions the new dataset can answer. -Some difficulty to identify specific variables that would be beneficial for analysis.	-Cannot identify value in combining datasets. -Cannot generate potential questions the new dataset can answer. -Cannot identify specific variables that would be beneficial for analysis.
Implement code to collect, clean, merge, and prepare data for analysis	-Implements code with no errors. -Implements good coding practices -Creates good documentation to pass to new developer	-Implements code with few errors. -Implements adequate coding practices -Creates adequate documentation to pass to new developer	-Code has many errors. -Does not use good coding practices -Poor documentation to pass to new developer

MS-DS Technology Literacy Rubric

This competency will be assessed using the following rubric. The assignment used will be the case study project from ISQS 7339. For each dimension, please refer to the following items for data to be evaluated.

- Design and implement optimization models for decision making
  Source Sections: Case Study Project
- Design and implement Monte-Carlo simulation models for risk and scenario analysis
  Source Sections: Case Study Project
- Design and implement discrete-event simulation models for queuing systems
  Source Sections: Case Study Project

	Classification		
Dimensions	**Excellent (3)**	**Adequate (2)**	**Poor (1)**
Design and implement optimization models for decision making	-Can identify the business problem and choose and formulate a proper optimization model (e.g., LP, IP, or MIP) to address the problem. - Can program and solve the optimization model in computer - Can apply sensitivity analysis and interpret the outcome - Can appropriately document the optimization solution process.	-Can identify the business problem and choose and formulate a proper optimization model (e.g., LP, IP, or MIP) to address the problem. - Can program and solve the optimization model in computer - Cannot apply sensitivity analysis and interpret the outcome - Cannot appropriately document the optimization solution process.	-Cannot identify the business problem and choose and formulate a proper optimization model (e.g., LP, IP, or MIP) to address the problem. - Cannot program and solve the optimization model in computer - Cannot apply sensitivity analysis and interpret the outcome - Cannot appropriately document the optimization solution process.
Design and implement Monte-Carlo simulation models for risk and scenario analysis	-Can identify the risk and uncertainty problem and choose and formulate a proper Monte-Carlo simulation model to address the problem. - Can fit a proper distribution to data or use non-parametric sampling methods (e.g., bootstrapping) - Can program and solve the simulation model in computer - Can effectively discuss the decision solution outcome - Can report and interpret statistics related to simulation (e.g., the standard error) - Can appropriately document the simulation process.	-Can identify the risk and uncertainty problem and choose and formulate a proper Monte-Carlo simulation model to address the problem. - Can fit a proper distribution to data or use non-parametric sampling methods (e.g., bootstrapping) - Can program and solve the simulation model in computer - Cannot effectively discuss the decision solution outcome - Cannot report and interpret statistics related to simulation (e.g., the standard error) - Cannot appropriately document the simulation process.	- Cannot identify the risk and uncertainty problem and choose and formulate a proper Monte-Carlo simulation model to address the problem. - Cannot fit a proper distribution to data or use non-parametric sampling methods (e.g., bootstrapping) - Cannot program and solve the simulation model in computer - Cannot effectively discuss the decision solution outcome - Cannot report and interpret statistics related to simulation (e.g., the standard error) - Cannot appropriately document the simulation process.

Design and implement discrete-event simulation models for queuing systems	-Can identify the queuing problem and choose and design a proper discrete-event simulation model to address the problem. - Can program and solve the discrete-vent simulation model in computer - Can effectively discuss the comparison between various scenarios - Can report and interpret statistics related to discrete-event simulation (e.g., system-time, expected delay, etc) - Can appropriately document the simulation process.	-Can identify the queuing problem and choose and design a proper discrete-event simulation model to address the problem. - Can program and solve the discrete-vent simulation model in computer - Cannot effectively discuss the comparison between various scenarios - Cannot report and interpret statistics related to discrete-event simulation (e.g., system-time, expected delay, etc) - Cannot appropriately document the simulation process.	-Cannot identify the queuing problem and choose and design a proper discrete-event simulation model to address the problem. -Cannot program and solve the discrete-vent simulation model in computer -Cannot effectively discuss the comparison between various scenarios -Cannot report and interpret statistics related to discrete-event simulation (e.g., system-time, expected delay, etc) -Cannot appropriately document the simulation process.

MS-DS – Business Literacy Rubric

This competency will be assessed using the following rubric. The assignment used will be the case study project from ISQS 7339. For each dimension, please refer to the following items for data to be evaluated.

- Design and implement optimization models for decision making
  Source Sections: Case Study Project
- Design and implement Monte-Carlo simulation models for risk and scenario analysis
  Source Sections: Case Study Project
- Design and implement discrete-event simulation models for queuing systems
  Source Sections: Case Study Project

	Classifications		
Dimensions	**Excellent (3)**	**Adequate (2)**	**Poor (1)**
Identify security risks, threats, and vulnerabilities for a company	-Can identify circumstances that may have allowed the malware infection to occur, or could allow a similar incident to occur in the future. -Can identify insights about risks, threats, and/or vulnerabilities from reports of similar incidents that have occurred in other organizations. -Can identify potential outcomes of a malware attack and exposure of confidential information. -Can identify countermeasures the company should implement.	-Some difficulty to identify circumstances that may have allowed the malware infection to occur, or could allow a similar incident to occur in the future. -Some difficulty to identify insights about risks, threats, and/or vulnerabilities from reports of similar incidents that have occurred in other organizations. -Some difficulty to identify potential outcomes of a malware attack and exposure of confidential information. -Some difficulty to identify countermeasures the company should implement.	-Cannot identify circumstances that may have allowed the malware infection to occur, or could allow a similar incident to occur in the future. -Cannot identify insights about risks, threats, and/or vulnerabilities from reports of similar incidents that have occurred in other organizations. -Cannot identify potential outcomes of a malware attack and exposure of confidential information. -Cannot identify countermeasures the company should implement.
Design IT gap analysis plan and risk assessment methodology	-Can create a plan for performing a gap analysis of the IT environment. -Can evaluate and select a risk assessment methodology. -Can summarize each methodology, recommend which methodology the company should follow, and provide justification for their choice.	-Some difficulty to create a plan for performing a gap analysis of the IT environment. - Some difficulty to evaluate and select a risk assessment methodology. - Some difficulty to summarize each methodology, recommend which methodology the company should follow, and provide justification for their choice.	-Cannot create a plan for performing a gap analysis of the IT environment. -Cannot evaluate and select a risk assessment methodology. -Cannot summarize each methodology, recommend which methodology the company should follow, and provide justification for their choice.

Implement system hardening and auditing	-Can summarize the system-hardening and auditing configuration steps implemented on a computer. -Can describe potentially problematic security events that occurred within a 24-hour period, and note actions that were taken (or should be taken) to address them. -Can explain the purposes of system hardening and auditing in terms of the company's overarching goal of maintaining information systems security. -Can propose more than one area of concern or emerging trend related to information systems security that warrants additional attention. -Can explain how their work on this project relates to their professional responsibility to help the company achieve its IT security goals.	-Some difficulty to summarize the system-hardening and auditing configuration steps implemented on a computer. -Some difficulty to describe potentially problematic security events that occurred within a 24-hour period, and note actions that were taken (or should be taken) to address them. -Some difficulty to explain the purposes of system hardening and auditing in terms of the company's overarching goal of maintaining information systems security. -Can propose one area of concern or emerging trend related to information systems security that warrants additional attention. -Some difficulty to explain how their work on this project relates to their professional responsibility to help the company achieve its IT security goals.	-Cannot summarize the system-hardening and auditing configuration steps implemented on a computer. -Cannot describe potentially problematic security events that occurred within a 24-hour period, and note actions that were taken (or should be taken) to address them. -Cannot explain the purposes of system hardening and auditing in terms of the company's overarching goal of maintaining information systems security. -Cannot propose at least one area of concern or emerging trend related to information systems security that warrants additional attention. -Cannot explain how their work on this project relates to their professional responsibility to help the company achieve its IT security goals.

RAWLS COLLEGE OF BUSINESS

ASSURANCE OF LEARNING ASSESSMENT PLAN AND RESULTS

Master of Science - Finance

Revised January 2022

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Rawls College Mission

MS - Finance Program Purpose Statement

MS - Finance Assessment Plan

RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

Bachelor of Business Administration

RAWLS COLLEGE VISION

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

RAWLS COLLEGE MISSION

As a comprehensive, research-based business school, the Rawls College of Business:

- Advances knowledge through impactful research,
- Educates and develops resilient graduates who will shape the workplace of the future,
- Provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment,
- Serves and engages with our communities, from local to global, and provides value to practitioners,
- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

PROGRAM PURPOSE STATEMENT

The goal of the MS Finance degree is make a graduate capable of recognizing and evaluating finance challenges and opportunities, and to be able to respond with strategy, proposal, implementation, and administration of courses of action that are based on an understanding of finance concepts and current best practices.

MS-FINANCE PROGRAM COMPETENCIES AND ASSOCIATED LEARNING OBJECTIVES

Competency *#1 – Time Value of Money and Associated Opportunity Cost of Capital*

Program learning outcome: Students can apply time value of money and associated opportunity cost of capital concepts to real world business situations

Assessment method 1: FIN 5322 Compare Time Value of Money Questions from Pre-Assessment and Post-Assessment Test; Summer term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations))

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
- Program Coordinator will tabulate data and review with Program Director.
- Program Coordinator will send to Faculty Director of Assessment.
- Program Coordinator will compile results and record in Nuventive.
- Faculty Director of Assessment will include these data in the MSF AoL report.
- Finance faculty will review MSF AoL report at annual meeting, discuss results, and plan responses.
- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Competency #2 – Analyze financial statements.

Program learning outcome: Students will understand and be able to analyze financial statements.

Assessment method 1: FIN 5323 Excel Valuation Exercise from Exam 2; Summer term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

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- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Assessment method 2: FIN 5322 Compare Analyzing Financial Statements Questions from Pre-Assessment and Post-Assessment Test; Fall term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

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- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Competency #3 – Apply arbitrage techniques and discounted cash flow models

Program learning outcome 1: Students will apply arbitrage techniques and discounted cash flow models to the valuation of businesses and investments.

Assessment method: FIN 5323 Excel Valuation Exercise from Exam 1; Summer term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
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- Program Coordinator will send to Faculty Director of Assessment.
- Program Coordinator will compile results and record in Nuventive.
- Faculty Director of Assessment will include these data in the MSF AoL report.
- Finance faculty will review MSF AoL report at annual meeting, discuss results, and plan responses.
- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Assessment method 2: FIN 5322 Compare Arbitrage Techniques & Discounted Cash Flow Model Questions from Pre-Assessment and Post-Assessment Test; Fall term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

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- Program Coordinator will compile results and record in Nuventive.
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- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Competency #4 – Measure, monitor, and control financial risk

Program learning outcome: Students will understand how to measure, monitor, and control both business and financial risk within an organization.

Assessment method 1: FIN 5329 Risk Management Questions from Mid-Term Exam

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
- Program Coordinator will tabulate data and review with Program Director.
- Program Coordinator will send to Faculty Director of Assessment.
- Program Coordinator will compile results and record in Nuventive.
- Faculty Director of Assessment will include these data in the MSF AoL report.
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- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Assessment method 2: FIN 5328 Risk Management Questions form Mid-Term Exam; Fall term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
- Program Coordinator will tabulate data and review with Program Director.

- Program Coordinator will send to Faculty Director of Assessment.
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Assessment method 3: FIN 5322 Compare Business and Financial Risk Questions from Pre-Assessment and Post-Assessment Test; Spring term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
- Program Coordinator will tabulate data and review with Program Director.
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- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

Competency #5 – Devise solutions to financial problems

Program learning outcome: Students will devise solutions to problems with an understanding of the operations of financial markets and institutions, and the regulations under which they operate.

Assessment method: Compare Financial Markets and Institutions Questions from Pre-Assessment and Post-Assessment Test; Summer term

Assessment standards:

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- IoR will submit spreadsheet of student-level scores to Program Coordinator.
- Program Coordinator will tabulate data and review with Program Director.
- Program Coordinator will send to Faculty Director of Assessment.
- Program Coordinator will compile results and record in Nuventive.

- Faculty Director of Assessment will include these data in the MSF AoL report.
- Finance faculty will review MSF AoL report at annual meeting, discuss results, and plan responses.
- Program Coordinator will coordinate with Faculty Director of Assessment to record closing-the-loop actions and results.

RAWLS COLLEGE OF BUSINESS

ASSURANCE OF LEARNING ASSESSMENT PLAN

Master of Science – Marketing Research and Analytics

Revised Sept 17, 2021

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RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

Master of Science – Marketing Research and Analytics

Rawls College Vision

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- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

MS – MRA Program Learning Competencies and Associated Outcomes

Competency #1 – Business Problem Solving
Program learning outcome: MSMR graduates will have the ability to identify, analyze, and propose reasonable marketing research and analytics solutions to marketing/business problems.

Assessment method: Evaluation of MKT 5380 project report using items 1 and 3 of the MS-MRA Project Rubric included at the end of this document. The rubric will be graded by the class instructor plus the opinion of one external judge (client). As the project is done in groups of three, the students declare each member's responsibility at the end of the project so we can individually assess each member. In addition to this, the students write a short blog describing the learnings in the process and about what they, individually, would have done different in the project; these two entries will be considered with the rubric to assess the student learning in this competency. To summarize the assessment the data will be added to a summary data table included at the end of this document.

Assessment standards:

- Does not meet expectations: less than 75% score on in-class communications (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on in-class communications (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on in-class communications (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructor(s) from MKT 5380 will provide assessment data to the Faculty Director of Assessment at the end of each spring term.
- Data provided to the Faculty Director of Assessment will be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MSMRA AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.

- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #2 – Business Ethics Problem Solving.
Program learning outcome: MSMR graduates will have the ability to identify and propose solutions to ethical dilemmas, and legal and social issues in research.

Assessment method: Evaluation of MKT 5380 project report using the MS-MRA Project Ethic Rubric, the rubric will be graded by the class instructor and another faculty member. As the project is done in groups of three, the students have to declare each member's responsibility at the end of the project and make an individual statement about the ethical implications of the research and possible recommendations to the client. To summarize the assessment the data will be added to a summary data table included at the end of this document.

Assessment standards:
- Does not meet expectations: less than 75% score on in-class communications (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on in-class communications (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on in-class communications (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:
- Instructor(s) from MKT 5380 will provide assessment data to the Faculty Director of Assessment at the end of each spring term.
- Data provided to the Faculty Director of Assessment will be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MSMRA AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #3 – Relating Marketing Research to Business Functions.

Program learning outcome: MSMR graduates will understand how to conduct marketing research and how it is related to the various parts of a business.

Assessment method: Evaluation of MKT 5380 project report using items 1, 2 and 3 of the MS-MRA Project Rubric included at the end of this document. The rubric will be graded by the class instructor plus one other instructor from the program and with the opinion of an external judge (client). As the project is done in groups of three, the students have to declare each member's responsibility at the end of the project so we can individually assess each member. In addition to this, the students write a short blog describing the learnings in the process and about what they, individually, would have done different in the project; these two entries will be considered with the rubric to assess the student learning in this competency. To summarize the assessment the data will be added to a summary data table included at the end of this document.

Assessment standards:
- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)

- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructor(s) from MKT 5380 will provide assessment data to the Faculty Director of Assessment at the end of each spring term.
- Data provided to the Faculty Director of Assessment will be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MSMRA AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #4 – Learn to effectively working in Teams.

Program learning outcome: MSMR graduates will understand how to work effectively in teams to accomplish organizational goals.

Assessment method: Peer evaluation of the team project in MKT 5380. The peer assessment guide is included at the end of this document. The peer evaluation will be converted in a 1-4 scale and added to a summary data table included at the end of this document.

Assessment standards:

- Does not meet expectations (Less than 20 average points): less than 75% score on data evaluation exam questions (15% of students will not meet expectations)
- Meets expectations (Between 20 and 25 Points): Between 75% and 85% score on data evaluation exam questions (75% of students will meet expectations)
- Exceeds expectations Above 25 points): Greater than 85% on data evaluation exam questions (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructor(s) from MKT 5380 will provide assessment data to the Faculty Director of Assessment at the end of each spring term.
- Data provided to the Faculty Director of Assessment will be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MSMRA AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Competency #5 – Written & Receptive Communication.

Program learning outcome: MSMR graduates will develop effective communication skills -- written, and listening.

Assessment method: Evaluation of the project presentation and project report in MKT 5380 using a domain-appropriate MS-MRA Communication Rubric. Using the rubric, the instructor and an external evaluator (Client) will assess the student presentation and client/student meetings. The assessment the data will be added to a summary data table included at the end of this document.

Assessment standards

- Does not meet expectations: less than 75% score on assignment (15% of students will not meet expectations)
- Meets expectations: Between 75% and 85% score on assignment (75% of students will meet expectations)
- Exceeds expectations: Greater than 85% on assignment (10% of students will exceed expectations)

Responsible persons for continuous AoL review, evaluation, and response to results:

- Instructor(s) from MKT 5380 will provide assessment data to the Faculty Director of Assessment at the end of each spring term.
- Data provided to the Faculty Director of Assessment will be recorded in Nuventive
- Faculty Director of Assessment will include these data in the annual MSMRA AoL report to present to RCOBA faculty and staff; meeting will be scheduled with area faculty to discuss results and plan responses.
- Faculty Director of Assessment will record closing-the-loop actions and results.

Indirect methods:

- Recruiter surveys: Faculty Director of Assessment will retrieve data from the Dean's office.
- Employer surveys: Faculty Director of Assessment will retrieve data from the Dean's office.
- Exit surveys: Faculty Director of Assessment will retrieve data from Institutional Research.
- Indirect method data will be compiled by the Faculty Director of Assessment into the MS-MRA AoL report annually.

MS -MRA

Student Learning Competency	MKT 5360	ISQS 5345	MKT 5370	MKT 5371	MKT 5372	MKT 5373	MKT 5474	MKT 5375	MKT 5376	MKT 5380
Competency #1 – Business Problem Solving	I		E	E	I	E	E	R	E	R
Competency #2 – Business Ethics Problem Solving	I			E	I	I	E	R	I	R
Competency #3 – Business Functions	I		E	E	E		E	R	E	R
Competency #4 - Teamwork	I			E	E	E	E		R	R
Competency #5 - Written & Receptive Communication	I			E	E	E	E	R	R	R

I – introduce; E – emphasize; R - reinforce

Appendix 11

MS-MRA Project Rubric

	4 – Exemplary Student demonstrates all or most of the following	**3 – Above Expectations** Student demonstrates all or most of the following	**2 – Meets Expectations** Student demonstrates all or most of the following	**1 – Does Not Meet Expectations** Student demonstrates all or most of the following
Problem Identification	Student can identify the business problem and express the implications the solution for direct and indirect business application.	Students can identify the business problem and the related issues with the problem.	Students can identify the business problem.	Students cannot identify the problem in the business.
Data Identification	Student can identify both missing values and missing relationships in datasets, understand and apply best practices and theories for managing missing values and missing relationships, and perform the necessary steps to solve these missing values and relationships.	Student can identify either missing values or missing relationships and apply the appropriate best practices and theories to resolve the dataset issues.	Student can identify missing values and apply the appropriate best practices and theories to resolve the dataset issues.	Student cannot identify missing values and missing relationships, nor resolve these issues.
Solution Identification	Student can identify a solution, execute it appropriately, and considered all robustness checks.	Student can identify a solution and execute it appropriately.	Student can identify a solution to the business problem.	Student cannot identify the solution to the identified business problem.

Appendix 11

MS-MRA Project Ethic Rubric

	4 – Exemplary Student demonstrates all or most of the following	**3 – Above Expectations** Student demonstrates all or most of the following	**2 – Meets Expectations** Student demonstrates all or most of the following	**1 – Does Not Meet Expectations** Student demonstrates all or most of the following
Ethical Dilemmas in Marketing Recognition	Student can recognize potential ethical dilemmas in the marketing research projects and in their strategic recommendations. At the same they can suggest alternatives and state a position.	Student can recognize potential ethical dilemmas in the marketing research projects or in their strategic recommendations. At the same they can suggest alternatives.	Student can recognize potential ethical dilemmas in the marketing research projects or in their strategic recommendations.	Students don't recognize any potential ethical dilemmas in the project beyond the obvious.
Ethical Research	The research goes beyond to assure that all aspects adhere to the ethical principles and legal aspects of marketing research and the student recognize and explain the use of them.	The research goes beyond to assure that all aspects adhere to the ethical principles and legal aspects of marketing research.	The research adheres to the ethical principles and legal aspects of marketing research.	Some of the research does not adhere to marketing ethical practices.

Appendix 11

MS-MRA Communication Rubric

	4 – Exemplary Student demonstrates all or most of the following	**3 – Above Expectations** Student demonstrates all or most of the following	**2 – Meets Expectations** Student demonstrates all or most of the following	**1 – Does Not Meet Expectations** Student demonstrates all or most of the following
Receptive Communication	Students were able to effectively understand, interpret and advance the discussion about the business problematic with the client.	Students were able to effectively understand and explore the business problematic with the client.	Students were able to effectively understand the business problematic with the client.	Students did not understand all or part of the business problematic discussed with the client.
Communicating Business Ideas	Students can communicate effectively the solution to the business problem, with confidence and in business terms	Students can communicate the solution to the business problem effectively and clear.	Students can communicate the solution to the business problem.	Students cannot communicate the solution to the business problem.

Appendix 11

MS-MRA Peer Team Assessment

Team Peer Review

Team Name:
Team Client:

Please evaluate from 1 to 10 the members of the team in each factors, including your-self

Evaluation Factors:
Attendance: Student participation in class meetings, out of the class meetings and on-line meetings with the team
Commitment Amount of commitment to the group, did the person did what was requested? Did the person volunteer to do work for the team?
Contribution Quantity and Quality of work contribution to the team

Name	Last Name	Role in Team	Attendance	Commitment	Contribution	Total
						0
						0
						0
						0
						0
						0

Appendix 11

MS-MRA Summary of metrics table

Student	*Competency #1 – Business Problem Solving*	*Competency #2 – Business Ethics Problem Solving*	*Competency #3 – Business Functions*	*Competency #4 - Teamwork*	*Competency #5 - Written & Receptive Communication*
Student Name	*1-4*	*1-4*	*1-4*	*1-4*	*1-4*

4 = Exemplary
3 = Exceed Expectations
2 = Meet Expectations
1 = Does not meet expectations

ASSURANCE OF LEARNING ASSESSMENT PLAN
Ph.D. in Business Administration
Revised January 10, 2023

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Ph.D. Curriculum Map
Ph.D. Rubric

RAWLS COLLEGE OF BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN
PH.D. IN BUSINESS ADMINISTRATION PROGRAMS

RAWLS COLLEGE VISION

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RAWLS COLLEGE MISSION

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- Provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment,
- Serves and engages with our communities, from local to global, and provides value to practitioners,
- Instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy**.**

DOCTORAL PROGRAM LEARNING COMPETENCIES GOALS AND ASSOCIATED OUTCOMES

The objective of the Ph.D. program in Business Administration is to develop doctoral candidates who are competitive for faculty positions at Carnegie research institutions (or equivalent) on a national and international basis. Thus, the primary emphasis of the degree is to prepare individuals to hold a professorial position in a major field within business administration. Attaining a professorial position requires demonstrated research ability and academic knowledge in a major field of study and one or more supporting fields. Toward that end, the Ph.D. in Business Administration develops candidates with the following goals in mind:

Competency #1 – Analyze and synthesize literature in the field

Program learning outcome: Doctoral students will pass their qualifying examinations and be admitted to candidacy in the Graduate School.

Assessment method: Qualifying examination.

Assessment standards:

- Does not meet expectations: Student fails qualifying examination after two attempts. Expect 5% of students will fail to meet expectations.
- Meets expectations: Student achieves a low pass, pass, or high pass on qualifying examination; Expect 95% of students will meet expectations.

Competency #2 – Possess a breadth of research knowledge in the academic discipline and field of emphasis including knowledge of theories of research and research methodology

Program learning outcome: Doctoral students will pass their qualifying examinations and be admitted to candidacy in the Graduate School.

Assessment method: Qualifying examination.

Assessment standards:

- Does not meet expectations: Student fails qualifying examination after two attempts. Expect 5% of students will fail to meet expectations.
- Meets expectations: Student achieves a low pass, pass, or high pass on qualifying examination; Expect 95% of students will meet expectations.

Competency #3 - Communicate complex information clearly and coherently verbally and in writing.

Program learning outcome: Doctoral students will present a verbal and written proposal for original work

Assessment method 1: Doctoral students successfully defend dissertation proposal.

Assessment standards:

- Does not meet expectations: Student fails to complete dissertation proposal. Expect no students will fail to meet expectations.
- Meets expectations: Student successfully defends dissertation proposal. Expect 100% of students will meet expectations.

Assessment method 2: Students are rated positively by faculty major professor, Ph.D. seminar faculty, and area Ph.D. Advisor on Learning Goal #3 of the Ph.D. student annual review rubric (To be able to communicate clearly and coherently complex information verbally and in writing).

Assessment standards:

- Does not meet expectations: Student demonstrates no or only some ability to communicate clearly and coherently complex information verbally and in writing. Expect no students will fail to meet expectations.
- Meets expectations: Student demonstrates an adequate and expected ability to communicate clearly and coherently complex information verbally and in writing. Expect 85% of students will meet expectations.
- Exceeds expectations: Student demonstrates a strong or outstanding ability to communicate clearly and coherently complex information verbally and in writing. Expect 15% of students will exceed expectations.

Competency #4 - Conduct independent research at a high level of quality

Program learning outcome: Doctoral students will present verbally and in writing their original work.

Assessment method: Doctoral student successfully defends dissertation.

Assessment standards:

- Does not meet expectations: Student fails to successfully defend dissertation. Expect no students will fail to meet expectations.
- Meets expectations: Student successfully defends dissertation proposal. Expect 100% of students will meet expectations.

Competency #5 - Exhibit ethical conduct in personal interactions and research

Program learning outcome: Students demonstrate ethical behavior with their colleagues and engage in responsible conduct in their research.

Assessment method 1: Students complete online CITI (Collaborative Institutional Training Initiative) Human Subjects Research and Responsible Conduct of Research modules within their first year in the doctoral program.

Assessment standards:

- Does not meet expectations: student fails to successfully complete CITI modules. Expect no students will fail to meet expectations.
- Meets expectations: student successfully completes CITI modules. Expect 100% of students will meet expectations.

Assessment method 2: Students are rated positively by faculty major professor, Ph.D. seminar faculty, and area Ph.D. advisor on Learning Goal #5 of the Ph.D. assessment rubric (To be able to exhibit ethical conduct in personal interactions and research).

Assessment standards:

- Does not meet expectations: student exhibits no or only some ethical conduct in personal interactions and research. Expect no students will fail to meet expectations.
- Meets expectations: student exhibits expected ethical conduct in personal interactions and research. Expect 85% of students will meet expectations.
- Exceeds expectations: student exhibits strong or outstanding ethical conduct in personal interactions and research. Expect 15% of students will exceed expectations.

Competency #6 - Interact with faculty, students, and colleagues in a collegial manner

Program learning outcome: Students demonstrate appropriate collegial behavior with other students, faculty, and colleagues.

Assessment method: Students are rated positively by faculty major professor, Ph.D. seminar faculty, and area Ph.D. advisor on Learning Goal # 6 of the Ph.D. assessment rubric (To interact with faculty, students, and colleagues in a collegial manner).

Assessment standards:

- Does not meet expectations: student demonstrates no or only some ability to interact with faculty, students, and colleagues in a collegial manner. Expect no students will fail to meet expectations.
- Meets expectations: student demonstrates an adequate and expected ability to interact with faculty, students, and colleagues in a collegial manner. Expect 85% of students will meet expectations.
- Exceeds expectations: student demonstrates a strong or outstanding ability to interact with faculty, students, and colleagues in a collegial manner. Expect 15% of students will exceed expectations.

Competency #7 - Exhibit learning and competence in teaching

Program learning outcome: Student demonstrates teaching competency in the Ph.D. teaching practicum course.

Assessment method: Student receives a “pass” grade in the Ph.D. teaching practicum course.

Assessment standards:

- Does not meet expectations: student does not pass the Ph.D. teaching practicum course. Expect no students will fail to meet expectations.
- Meets expectations: student earns a “pass” in the Ph.D. teaching practicum course. Expect 100% of students will meet expectations.

PH.D. IN BUSINESS ADMINISTRATION CURRICULUM MAP

Student Learning Competency	Coursework	Qualifying Examination Prep	Teaching Practicum	Dissertation Proposal Prep/Defense	Dissertation Prep/Defense
Competency #1 – Analyze and synthesize literature in the field	**I**	**E**		**R**	**R**
Competency #2 – Breadth of research knowledge in the academic discipline, field of emphasis, and research methods	**I**	**E**		**R**	**R**
Competency #3 – Communicate complex information clearly and coherently	**I**	**R**	**R**	**E**	**R**
Competency #4 – Conduct independent research at a high level of quality	**I**			**E**	**R**
Competency #5 – Exhibit ethical conduct in personal interactions and research	**I**			**E**	**R**
Competency #6 – Interact with faculty, students, and colleagues in a collegial manner	**I**	**I**		**E**	**R**
Competency #7 – Exhibit learning and competence in teaching	**I**		**E**		

I – introduce; E – emphasize; R - reinforce

Indirect methods:

- Annual progress evaluations by area faculty
- Placement of doctoral graduates
- Presentations and publications of doctoral students during program
- Publications of doctoral students after they leave the program

Responsible parties for continuous AoL review, evaluation, and response to results:

- Students complete annual reports and submit to area faculty and Ph.D. coordinators.
- Ph.D. Coordinators compile reports and submit an area report to college Ph.D. coordinator.
- Each year, the Faculty Director of Assessment will collect from the college Ph.D. coordinator the assessment rubrics, and the Dean's Office will produce a Ph.D. AoL report to be discussed with college faculty at Assessment Day in the Fall term. Needed interventions and actions will be made with the program and incorporated in the AoL assessment plan.

RUBRIC FOR ASSESSMENT OF PH.D. LEARNING, COLLEGIALITY, AND ETHICS

Program Area Name:
Date of Rating Occasion:
Student Name:
Program Year: ___1 ___2 ___3 ___4 ___5 Other: _____

Directions: Please assess the Ph.D. student using the learning goals (below) based on the student's relative stage in the program (i.e., year 1 … 5).

Competency #1 – Analyze and Synthesize Literature in the Field) and Learning Goal 2 (Possess a Breath of Research Knowledge in the Academic Discipline and Field of Emphasis):

Did student make their first attempt at their qualifying exams during this calendar year? ___Yes ___No
First attempt date:
Result: ___Pass. ___Fail
If result was fail, did students take their qualifying exam a second time during this calendar year?
Second attempt date:
Result:___Pass. ___Fail

Competency #3 – Communicate Complex Information Clearly and Coherently, Verbally and in Writing:

Did student complete dissertation proposal during this calendar year? ___Yes ___No
Date:
Result:___Pass. ___Fail

Competency #4 – Conduct Independent Research at a High Level of Quality

Did student successfully defend their dissertation during this calendar year?
Date:
Result:___Pass. ___Fail

Competency #5 – Exhibit ethical conduct in personal interactions and research)

When did student complete CITI (Collaborative Institutional Training Initiative) Human Subjects Research and Responsible Conduct of Research modules?
Date:

Competency #7 – Exhibit learning and competence in teaching

When did student complete the teaching practicum course?
Date:
Grade:

PhD Program Learning Competencies	Does Not Make Adequate Progress	Meets Expectations	Exceeds Expectations	NA
Competency #3 – To be able to communicate clearly and coherently complex information verbally and in writing.	Student demonstrates no or only some ability to communicate clearly and coherently complex information verbally and in writing.	Student demonstrates an adequate and expected ability to communicate clearly and coherently complex information verbally and in writing.	Student demonstrates a strong or outstanding ability to communicate clearly and coherently complex information verbally and in writing.	
Comments:				

ASSESSMENT OF STUDENT COLLEGIALITY, ETHICS, AND TEACHING

PhD Program Learning Competency	Does Not Make Adequate Progress	Meets Expectations	Exceeds Expectations	NA
Competency #5: To be able to exhibit ethical conduct in personal interactions and research.	Student exhibits no or only some ethical conduct in personal interactions and research.	Student exhibits expected ethical conduct in personal interactions and research.	Student exhibits strong or outstanding ethical conduct in personal interactions and research.	
Comments:				
Competency # 6. To interact with faculty, students, and colleagues in a collegial Manner.	Student demonstrates no or only some ability to interact with faculty, students, and colleagues in a collegial manner.	Student demonstrates an adequate and expected ability to interact with faculty, students, and colleagues in a collegial manner.	Student demonstrates a strong or outstanding ability to interact with faculty, students, and colleagues in a collegial manner.	
Comments:				
Competency #7. To be able to exhibit learning and competence in teaching.	Student exhibits no or only some ability to learn about and demonstrate teaching competence.	Student exhibits expected ability to learn about and demonstrate teaching competence.	Student exhibits strong or outstanding ability to learn about and demonstrate teaching competence.	
Comments				

APPENDIX 12

INITIAL DOCTORAL STUDENT PLACEMENTS 2018-2021

Year	Name	Area of Study	Placement	Job Title[1]
2018	Savannah Guo	Accounting	University of Nevada-Reno	
	Blair Marquardt	Accounting	University of North Texas	
	Xu Niu	Finance	Stockton University	
	Miles Condon	Marketing	St. Norbert College	
	Masoud Moradi	Marketing	Texas State University	
	Kiran Pedada	Marketing	Indian School of Business, India	
	Asma Alfadhel	Marketing	Kuwait University, Kuwait	
	Aniruddha Pangarkar	Marketing	MICA, India	
2019	Corey Collins	Accounting	Texas Tech University	Assistant professor of practice
	Kim Tribou	Accounting	McMurry University	
	Yangmei (Emily) Wang	Accounting	Texas State University	
	Ashley West	Accounting	Kansas State University	
	Ahmed Baig	Finance	Lahore University, Pakistan	
	Nasim Sabah	Finance	Framingham State University	
	Gabriel Silva Cogo	MIS	Fundacao Getulio Vargas, Brazil	
	Saman Bina	MIS	Baylor University	
	Jeff Chandler	Management	Western Kentucky University	
	Daniel Gullifor	Management	University of Wisconsin - Eau Claire	
	Lei (Jeremy) Xu	Management	University of Wisconsin - Whitewater	
2020	Howard Xu	Accounting	University of Texas-Permian Basin	
	Danielle Booker	Accounting	Loyola University-Chicago	

[1] Assistant professor unless otherwise indicated

	Casey Carmos	Accounting	Mississippi State University	
	Sharier Azim Khan	Finance	University of Central Oklahoma	
	Hyungeun Choi	Finance	NEOMA Business School, France	
	Mengxi Chen	Finance	Central Connecticut State University	
	Timothy Kaskela	MIS	Oregon State University	
	Yixiu Yu	MIS	Ball State University	
	Lori Tribble	Management	Clemson University	
	Muhammad Muhammad	Management	St. Cloud University	
	Md. Tarique Newaz	Marketing	University of Wisconsin - Green Bay	
	Lucas Lunt	Marketing	Morehead State University	
	Kshitij Bhoumik	Marketing	University of Leeds, UK	Post Doc
2021	Stacy Chavez	Accounting	Loyola University Maryland	
	Xiangge Wang	Accounting	University of Nebraska-Kearney	
	Jiao Li	Accounting	Nova Southeastern University - Miami	
	Nasim Sabah	Finance	Louisiana Tech	Visiting Assistant Professor
	Keunyoung Kim	Finance	University of New Orleans	
	Inaiya Armeen	MIS	University of Alabama	
	Weihong Ning	MIS	Central Connecticut State University	
	Nakul Padalkar	MIS	Georgetown University	
	Farzaneh Noghani	Management	Eastern Kentucky University	
	Lindsey Duke	Management	University of Nebraska Public Policy Center	Senior Research Specialist
	Lauren Rukasuwan	Accounting	Butler University	
	Chenyong Liu	Accounting	California State University-Los Angeles	
	Pritam Saha	Finance	Truman State University	
	Zhang, Xibei (Michael)	Finance	Missouri State University	
	Kevin Harmon	MIS	University of Arkansas	
	Ross Niswanger	MIS	University of Houston–Clear Lake	
	Ashley Hass	Marketing	University of Portland	

TABLE 2-1:

STRATEGIC INITIATIVES AND EXPECTED SOURCE OF FUNDS FOR THE NEXT ACCREDITATION CYCLE[1]

Rawls College of Business

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds (if known)
Building expansion to transform teaching, learning, and engagement	Up to $40,000,000	Discussions are under way. Expect it to be a combination of university and philanthropic support.
Renew and revise the BBA core curriculum and undergraduate student experience	$500,000 in on-going expenses to support new faculty, staff, teaching assistants, and technology	Undergraduate differential tuition
Creation of two new MS programs: likely in information systems and management	$800,000 in on-going expenses to support additional faculty	Graduate program fees, Jerry S. Rawls endowment, other current philanthropic sources
Offer the BBA in an asynchronous online modality	$1,000,000 in start-up costs	Seed funding will be provided by the university. The financial model will be self-sustaining over the long term.
Promote global/international engagement of Rawls College faculty and students	$100,000 to encourage faculty engagement and provide a stipend to a faculty director of global engagement	Current philanthropic sources

[1]We are engaging in a process to refresh our strategic plan during the spring 2023 semester. Some initiatives may change based on that process.

AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)[1]
Course Prefix: ACCT, BA, BECO, BLAW, ENCO, FIN, HOM, IB, ISQS, MGT, MKT, SCM
Date Range: September 1, 2021 - August 14, 2022[1]

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
Accounting					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Bigbee, Kristen	Taxation	MS, 2002	864 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Bokrand, Rebekha	Accounting	MS, 2002		201 sch	UT and RES				10		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Carrasco, Heather	Accounting	Ph D, 2016	198 sch		UT, MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Chi, Sabrina	Accounting	Ph D, 2010	441 sch		UT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Collins, Corey	Accounting	Ph D, 2019	600 sch		UT, MT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Cook, Kirsten	Taxation	Ph D, 2007	252 sch		UT, MT, DT, ADM, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Fleischman, Gary	Taxation	Ph D, 1995	267 sch		MT, DT, ADM, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Haislip, Jacob	Accounting	Ph D, 2014	1481 sch		UT, MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Hart, Matthew	Accounting	Ph D, 2010	546 sch		UT, MT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Hawkins, Scott	Accounting	MFA, 2011		168 sch	UT and RES	10					Doctoral student who gained ABD status within past three years. SA-4.
Huston, George	Taxation	Ph D, 2007	360 sch		UT, MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Huston, Janet	Accounting	Ph D, 2010	846 sch		UT, MT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list.SA-2a*(b)(non-doctoral).
Liu, Chenyong[2]	Accounting	Ph D, 2022		147 sch	UT and RES	10					Relevant terminal degree within the past 5 years. SA-3.
Lynn, Quepha	Accounting	MS, 1988	807 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Ma, Tao	Accounting	Ph D, 2011	255 sch		UT, DT, RES and	100					Relevant terminal degree. One (1) publication in

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
					SER						an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Masselli, John	Taxation	Ph D, 1998	662 sch		UT, MT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-2a*(a)(non-doctoral).
Mistrot, Brett	Accounting	MS, 2015	1248 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Moore, Celinda	Taxation	MS, 2007	1074 sch		UT, MT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Oler, Derek	Accounting	Ph D, 2004	390 sch		MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Pantoya, Damian	Accounting	MS, 2003	1926 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Pasewark, William	Accounting	Ph D, 1986	435 sch		MT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Pauwels, Vanda	Accounting	Ph D, 2003		42 sch	UT		20				Relevant terminal degree with substantial professional development activities. PA.
Pleasant, Laura [3]	Business Law/ Legal Environment	JD, 2006	45 sch		MT and SER		10				Relevant terminal degree with substantial professional development activities. PA.
Richardson, Jeremy	Accounting	MS, 2013		231 sch	UT and RES	20					Doctoral student who gained ABD status within past three years. SA-4.
Ricketts, Robert	Taxation	Ph D, 1988	264 sch		MT, ADM, RES and SER	100					One (1) publication in a refereed academic journal, but not limited to the Rawls Journal List, and one (1) other documented substantive intellectual contribution. SA-2c (non-doctoral).
Riley, Jennifer	Accounting	MS, 1997		285 sch	MT				30		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Rinaldo, Jason[4]	Business Ethics-inc. Corporate Social Responsibility	Ph D, 2004	342 sch		MT and SER		30				Relevant terminal degree with substantial professional development activities. PA.
Rodriguez, Ann	Business Law/ Legal Environment	Ph D, 2020		288 sch	MT		20				Relevant terminal degree with substantial professional development activities. PA.
Romi, Andrea	Accounting	Ph D, 2010	630 sch		UT, MT, DT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Rukasuwan, Lauren [5]	Accounting	Ph D, 2022		57 sch	MT and RES	10					Relevant terminal degree within the past 5 years. SA-3.
Ryan, David	Accounting	MA, 1999		180 sch	UT and RES	10					Doctoral student who gained ABD status within past four years. SA-4.
Salib, Sarra	Accounting	MS, 2020		195 sch	UT and RES	10					Doctoral student who gained ABD status within

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
											past three years. SA-4.
Schwebke, Jason	Accounting	Ph D, 2021	270 sch		MT and RES	100					Relevant terminal degree within the past 5 years. SA-3.
Scott, Bret	Accounting	Ph D, 2012	900 sch		UT, MT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Shoukfeh, Suzanne	Accounting	DBA, 2018	669 sch		UT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Slattery, Patrick [6]	Data Analytics	MBA, 1982		24 sch	UT				10		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Viator, Ralph	Accounting	Ph D, 1986	459 sch		UT, RES and SER					100	Relevant terminal degree. Lack of required research and substantial professional development activities. Additional.
Wang, Dixi	Accounting	MS, 2016	1296 sch		UT				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Wu, Yi-Jing	Accounting	Ph D, 2008	258 sch		UT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Yan, Weiran	Accounting	MS, 2018		135 sch	UT and RES	10					Doctoral student who gained ABD status within past three years. SA-4.
Total Accounting			17785 sch	1953 sch		1980 (72.8%)	80 (2.9%)	0 (0.0%)	660 (24.3%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (90.1%)			SA ≥ 40% guideline for AACSB met (72.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Business Economics					**Degrees or majors are offered in this discipline ☐ Degrees or majors are not offered in this discipline ☒**						
Al Hmoud, Rashid	Economics/ Managerial Economics	Ph D, 1994		18 sch	UT and SER		10				Relevant terminal degree with substantial professional development activities. PA.
Cardella, Eric	Economics/ Managerial Economics	Ph D, 2012	417 sch		UT, MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Fitzgerald, Timothy	Economics/ Managerial Economics	Ph D, 2008	753 sch		UT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Giberson, Michael[7]	Economics/ Managerial Economics	Ph D, 2004	411 sch		UT and SER		33				Relevant terminal degree with substantial professional development activities. PA.
Keeler, Zachary	Economics/ Managerial Economics	Ph D, 2021	1056 sch		UT and RES	100					Relevant terminal degree within the past 5 years. SA-3.
Long, Charles	Economics/ Managerial	MS, 2009		489 sch	UT				30		Relevant master's degree and professional work experience with substantial professional

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
	Economics										development activities. IP-b.
Mahmood, Towhid	Economics/ Managerial Economics	MA, 2018		225 sch	UT	10					Doctoral student who gained ABD status within past three years. SA-4.
Powell, Benjamin	Economics/ Managerial Economics	Ph D, 2003	120 sch		UT, RES and SER	20					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Salter, Alexander	Economics/ Managerial Economics	Ph D, 2014	387 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Young, Andrew	Economics/ Managerial Economics	Ph D, 2003	402 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication identified as 5 in the RCOB approved journal list and two (2) publications identified as 4 in the RCOB approved journal list. SA-1c (doctoral).
Total Business Economics			3547 sch	732 sch		530 (87.9%)	43 (7.1%)	0 (0.0%)	30 (5.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (82.8%)			SA ≥ 40% guideline for AACSB met (87.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Business Law					**Degrees or majors are offered in this discipline ☐ Degrees or majors are not offered in this discipline ☒**						
Martin, Jeremy [8]	Business Law/ Legal Environment	JD, 2014	249 sch		UT, and SER		20				Relevant terminal degree with substantial professional development activities. PA.
McInturff, Russell [9]	Business Law/ Legal Environment	JD, 1982	1068 sch		UT, and SER		50				Relevant terminal degree with substantial professional development activities. PA.
McQuillen, Kassandra [10]	Business Law/ Legal Environment	JD, 2003		714 sch	UT		40				Relevant terminal degree with substantial professional development activities. PA.
Pleasant, Laura	Business Law/ Legal Environment	JD, 2006	1965 sch		UT, MT and SER		90				Relevant terminal degree with substantial professional development activities. PA.
Porter, William	Business Law/ Legal Environment	Bachelor of Laws (Hons), 1967		711 sch	UT					30	Relevant law degree. Lack of required research and substantial professional development activities. Additional.
Total Business Law			3282 sch	1425 sch		0 (0.0%)	200 (87.0%)	0 (0.0%)	0 (0.0%)	30 (13.0%)	
			P ≥ 60% guideline for AACSB met (69.7%)			SA ≥ 40% guideline for AACSB not met (0.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (87.0%)					
Energy Commerce					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Ewing, Bradley	Economics/ Managerial Economics	Ph D, 1994	114 sch		UT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Frisbie, Charles	Energy	M Ed, 1980		156 sch	UT and SER				20		Relevant master's degree and professional

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
	Management										work experience with substantial professional development activities. IP-b.
Kantelis, Nicole	Economics/ Managerial Economics	MBA, 1983	591 sch		UT, MT, ADM and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Martin, Jeremy	Business Law/ Legal Environment	JD, 2014	489 sch		UT, MT and SER		80				Relevant terminal degree with substantial professional development activities. PA.
McInturff, Russell	Business Law/ Legal Environment	JD, 1982	291 sch		UT, MT and SER		50				Relevant terminal degree with substantial professional development activities. PA.
McQuillen, Kassandra	Business Law/ Legal Environment	JD, 2003		21 sch	UT		10				Relevant terminal degree with substantial professional development activities. PA.
Schuetzeberg, Jerome	Business Law/ Legal Environment	JD, 1965	234 sch		UT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Total Energy Commerce			1719 sch	177 sch		100 (21.7%)	240 (52.2%)	0 (0.0%)	120 (26.1%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (90.6%)			SA ≥ 40% guideline for AACSB not met (21.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Finance					**Degrees or majors are offered in this discipline ☒** **Degrees or majors are not offered in this discipline ☐**						
Armstrong, Will	Finance - incl Banking	Ph D, 2012	87 sch		UT, MT, DT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Buschbom, Stephen	Real Estate	Ph D, 2017	330 sch		UT, MT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Cardella, Laura	Finance - incl Banking	Ph D, 2012	507 sch		UT, MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Chung, Kiseo	Finance - incl Banking	Ph D, 2017	513 sch		UT, MT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Cooney, John	Finance - incl Banking	Ph D, 1992	363 sch		UT, ADM, RES and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Fairbanks, Joshua	Finance - incl Banking	Ph D, 2012	840 sch		UT, MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Harrell, Jared	Real Estate	JD, 2005	681 sch		UT, MT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Hendry, Lonnie	Real Estate	MS, 2013		267 sch	UT				20		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Mauldin, Michael	Finance - incl Banking	BBA, 1978	207 sch		UT, MT and SER				100		Relevant bachelor's degree and extensive professional work experience plus substantial professional development activities. IP-c.
Mercer, Jeffrey	Finance - incl	Ph D, 1992	174 sch		UT, MT, and SER		100				Relevant terminal degree with substantial

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	Banking										professional development activities. PA.
Moore, Mark	Finance - incl Banking	Ph D, 2001	1320 sch		UT, MT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Myers, Brett	Finance - incl Banking	Ph D, 2007	564 sch		UT, MT, DT, RES and SER					100	Relevant terminal degree. Lack of required research and substantial professional development activities. Additional.
Ottolenghi, Ezgi	Finance - incl Banking	Ph D, 2017	474 sch		UT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Ritchey, Robert	Finance - incl Banking	Ph D, 1981	882 sch		UT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Saha, Pritam	Finance - incl Banking	MS, 2017		417 sch	UT and RES	30					Doctoral student who gained ABD status within past five years. SA-4.
Sochi, Maria	Finance - incl Banking	MS, 2015		501 sch	UT and RES	30					Doctoral student who gained ABD status within past five years. SA-4.
Trent, Keith	Finance - incl Banking	MS, 2013	756 sch		UT				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Valentine, Randall	Finance - incl Banking	Ph D, 2005	3948 sch		UT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list.SA-2a*(b)(non-doctoral).
Wang, Cong	Finance - incl Banking	Ph D, 2019	414 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Winters, Drew	Finance - incl Banking	Ph D, 1990	294 sch		UT, MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Total Finance			12354 sch	1185 sch		960 (53.9%)	500 (28.1%)	0 (0.0%)	220 (12.4%)	100 (5.6%)	
			P ≥ 60% guideline for AACSB met (91.2%)			SA ≥ 40% guideline for AACSB met (53.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.4%)					
General Business					**Degrees or majors are offered in this discipline ☒** **Degrees or majors are not offered in this discipline ☐**						
Bergfeld, Nicholas	General Business	MD, 2016		54 sch	UT				10		Relevant bachelor's degree and extensive professional work experience plus substantial professional development activities. IP-c.
Greenhill, Richard	General Business	Doctor Health Administration, 2019		182 sch	MT	40					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Phillips, Emily	General Business	MBA, 2005	5838 sch		UT				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Villegas Pizarro, Dino	Marketing	Ph D, 2011	81 sch		UT, ADM and SER	10					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited

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											to the Rawls Journal List. SA-2b (non-doctoral).
Total General Business			5919 sch	236 sch		50 (31.2%)	0 (0.0%)	0 (0.0%)	110 (68.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (96.2%)			SA ≥ 40% guideline for AACSB not met (31.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Information Systems					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Appan, Radha	Computer or Management Information Systems	Ph D, 2006	429 sch		UT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Bloodworth, Brent	Computer or Management Information Systems	MS in BA and IT, 2007		324 sch	UT	20					Doctoral student who gained ABD status within past three years. SA-4.
Choi, Inmyung	Computer or Management Information Systems	Ph D, 2017	195 sch		UT, MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Davis, Fred	Computer or Management Information Systems	Ph D, 1986	12 sch		DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Durrett, John [11]	Computer or Management Information Systems	Ph D, 1999	339 sch		UT and SER		66				Relevant terminal degree with substantial professional development activities. PA.
Ghasemi, Ehsan	Computer or Management Information Systems	MS, 2019		180 sch	UT	20					Doctoral student who gained ABD status within past three years. SA-4.
Giddens, Terri	Computer or Management Information Systems	Ph D, 1994	612 sch		UT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Graue, William	Computer or Management Information Systems	MBA, 2015		1020 sch	UT, MT					50	Relevant master's degree. Lack of required research and substantial professional development activities. Additional.
He, Wei	Computer or Management Information Systems	Ph D, 2006	426 sch		MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Jones, Donald	Computer or Management Information Systems	Ph D, 1988	564 sch		MT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication identified as 5 in the RCOB approved journal list and one (1) other documented substantive intellectual contribution. SA-1d (doctoral).
Lee, Hansol	Computer or Management Information Systems	MA, 2019		75 sch	UT	10					Doctoral student who gained ABD status within past three years. SA-4.
Lucus, David	Computer or Management Information Systems	Ph D, 2016	438 sch		UT, MT and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Mitchell, Benjamin	Computer or	Ph D, 2015	3270 sch		UT, MT, RES and					100	Relevant terminal degree. Lack of required

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	Management Information Systems				SER						research and substantial professional development activities. Additional.
Niswanger, Ross	Computer or Management Information Systems	MS, 2018		150 sch	UT	10					Doctoral student who gained ABD status within past three years. SA-4.
Song, Jaeki	Computer or Management Information Systems	Ph D, 2001	693 sch		MT, DT, ADM, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Tahvildar, Ala	Computer or Management Information Systems	BS, 2019		303 sch	UT	20					Doctoral student who gained ABD status within past three years. SA-4.
Walden, Eric	Computer or Management Information Systems	Ph D, 2002	987 sch		MT, DT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Wetherbe, James	Computer or Management Information Systems	Ph D, 1976	270 sch		UT, MT, RES and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Yadav, Surya	Computer or Management Information Systems	Ph D, 1981	726 sch		UT, MT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Zhang, Ran	Computer or Management Information Systems	Ph D, 2017	303 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Total Information Systems			9264 sch	2052 sch		1080 (72.2%)	266 (17.8)	0 (0.0%)	0 (0.0%)	150 (10.0%)	
			P ≥ 60% guideline for AACSB met (82.0%)			SA ≥ 40% guideline for AACSB met (72.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (90.2%)					
Management					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Allen, Jared	Entrepreneurship/ Small Business Admin	Ph D, 2021	303 sch		UT and RES	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Bi, Ran	Management	MS, 2019		117 sch	UT and RES				10		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Cogliser, Claudia	Behavioral Science/ Organizational Behavior	Ph D, 1997	411 sch		UT, MT, ADM, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Collins, Jamie	Entrepreneurship/ Small Business Admin	Ph D, 2006	2349 sch		UT and MT	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Fried, Yitzhak	HR Mgt - incl Personnel & Ind/Labor Relations	Ph D, 1985	468 sch		MT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Fullerton, Caren	Management	Ph D, 2009	573 sch		UT and SER				100		Relevant bachelor's degree and extensive

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											professional work experience plus substantial professional development activities. IP-c.
Gardner, William	Leadership	DBA, 1984	516 sch		MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Hansen, Hans	Management	Ph D, 2002	1113 sch		UT, MT, ADM, RES and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Hirshman, Alanna	Strategic Management	Ph D, 2021	357 sch		UT and RES	100					Relevant terminal degree within the past 5 years. SA-3.
Hoover, Jerry	Management	Ph D, 1974	819 sch		UT, RES and SER	100					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Hua, Wei	Management	MA, 2019		333 sch	UT and RES			30			Relevant master's degree related to their teaching area and obtained relevant professional work experience. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SP-b.
Kluemper, Don[12]	Management	Ph D, 2006			ADM	33					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Locklear, Lauren	Behavioral Science/ Organizational Behavior	Ph D, 2021	339 sch		UT, DT and RES	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Luu, Vivian	Leadership	BBA, 2018		222 sch	UT			20			Earned a bachelor's degree and obtained extensive relevant professional work experience. One (1) publication in a refereed academic journal, and one (1) other documented substantive intellectual contribution. SP-c(c).
Lux, Sean	Strategic Management	Ph D, 2008	1200 sch		UT, MT, and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Magers, Brent	Management	MS, 1990		255 sch	MT		30				Relevant terminal degree with substantial professional development activities. PA.
Miller, David	Entrepreneurship/ Small Business Admin	JD, 1996		330 sch	UT and MT		30				Relevant terminal degree with substantial professional development activities. PA.
Mitchell, Ronald	Entrepreneurship/ Small Business Admin	Ph D, 1994	252 sch		MT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Neubert, Emily[13]	Entrepreneurship/ Small Business Admin	Ph D, 2022			RES	33					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Nittrouer, Christine	HR Mgt - incl Personnel & Ind/Labor Relations	Ph D, 2019	339 sch		UT, DT and RES	100					Relevant terminal degree within the past 5 years. SA-3.
Robinson, Nicaise	Management	MBA, 2018		120 sch	UT and RES					10	Relevant master's degree. Lack of required

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											research and substantial professional development activities. Additional.
Rogers, Bradley	Management	DBA, 2014	1485 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Ryan, Michael	Leadership	Ph D, 2008	1149 sch		UT, MT, RES and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Ryan, Patricia	Management	Ph D, 2018		504 sch	UT			40			Relevant terminal degree relevant to their teaching area. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SP-b.
Ryan, Sandra	Management	MA, 1980	1062 sch		UT and SER				100		Relevant bachelor's degree and extensive professional work experience plus substantial professional development activities. IP-c.
Stevens, Jerry[14]	Management	MBA, 1969	2478 sch		UT and SER				33		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Stull, W.	Entrepreneurship/ Small Business Admin	MBA, 1997		147 sch	UT				20		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Vahidnia, Hamid	Strategic Management	Ph D, 2016		672 sch	UT	100					Relevant terminal degree within the past 5 years. SA-3.
Waldron, Theodore	Strategic Management	Ph D, 2010	261 sch		MT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Williams, Feruzan Irani[15]	Strategic Management	Ph D, 2008		1179 sch	UT, MT, RES and SER	60					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Williams, Jessica	Leadership	D. Mgt Doctor of Management , 2018		681 sch	MT				60		Terminal degree relevant to teaching with substantial professional development activities. IP-a.
Williams, Margaret	Management	Ph D, 1989			ADM		100				Relevant terminal degree with substantial professional development activities. PA.
Total Management			15474 sch	4550 sch		1426 (62.0%)	350 (15.2%)	90 (3.9%)	423 (18.4%)	10 (0.4%)	
			P ≥ 60% guideline for AACSB met (77.3%)			SA ≥ 40% guideline for AACSB met (62.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.6%)					
Marketing					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Anand, Ankit	Marketing	Ph D, 2020	354 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Arnett, Dennis	Marketing	Ph D, 1998	1185 sch		UT, MT, ADM, RES and SER	90					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB

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											approved journals list. SA-1b (doctoral).
Cottrell, Jonathan	Marketing	MBA, 2004		405 sch	UT				30		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Dass, Mayukh	Marketing	Ph D, 2008	1397 sch		UT, MT, DT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Davis, Jill	Marketing	MBA, 2005	1245 sch		UT and SER				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Duhan, Dale	Marketing	Ph D, 1984	465 sch		UT, MT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Fish, Mark	Marketing	Ph D, 2005	849 sch		UT, MT, and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Fotheringham, Darima[16]	Marketing	Ph D, 2022			RES	33					Relevant terminal degree within the past 5 years. SA-3.
Harper, Jeffrey	Marketing	Ph D, 2016	4043 sch		UT and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Hass, Ashley	Marketing	MBA, 2017		282 sch	UT	30					Doctoral student who gained ABD status within past three years. SA-4.
Hunt, Shelby	Marketing	Ph D, 1968	159 sch		UT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
John Mariadoss, Babu	Marketing	Ph D, 2007	804 sch		UT, MT, DT and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Krotz, Riley	Marketing	Ph D, 2021	357 sch		UT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Laverie, Debra	Marketing	Ph D, 1995	258 sch		MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Li, Yuewu	Marketing	BA, 2009		117 sch	UT	10					Doctoral student who gained ABD status within past three years. SA-4.
Madhavaram, Sreedhar	Marketing	Ph D, 2005	555 sch		MT, DT, ADM, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Marin Melo, Alejandra	Marketing	Ph D, 2013	813 sch		UT, MT and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list.SA-2a*(b)(non-doctoral).
McDonald, Robert	Marketing	Ph D, 2002	270 sch		UT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Mitchell, Corky	Marketing	MBA, 2016		267 sch	UT	20					Doctoral student who gained ABD status within

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											past three years. SA-4.
Noriega, Jaime	Marketing	Ph D, 2006		1011 sch	UT		100				Relevant terminal degree with substantial professional development activities. PA.
Parvatiyar, Atul	Marketing	Ph D, 1985	1032 sch		UT, MT, ADM, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list.SA-2a*(b)(non-doctoral).
Popovich, Deidre	Marketing	Ph D, 2015	339 sch		UT, MT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Rabino, Rebecca	Marketing	Ph D, 2017	558 sch		UT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Rashidi-Sabet, Siavash	Marketing	MS, 2014		234 sch	UT	20					Doctoral student who gained ABD status within past three years. SA-4.
Reshadi, Mehrnoosh	Marketing	MBA, 2015		240 sch	UT	20					Doctoral student who gained ABD status within past three years. SA-4.
Swaminathan, Arunachalam [17]	Marketing	Ph D, 2014			RES	33					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Tivis, Timmy	Marketing	BBA, 1984		282 sch	UT and MT				30		Relevant bachelor's degree and extensive professional work experience plus substantial professional development activities. IP-c.
Villegas Pizarro, Dino [18]	Marketing	Ph D, 2011	1191 sch		UT, MT, ADM and SER	90					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Weatherly, Mary	Marketing	MBA, 2001		405 sch	UT				30		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Wiseman, Philip[19]	Marketing	Ph D, 2022			RES	33					Relevant terminal degree within the past 5 years. SA-3.
Total Marketing			15874 sch	3243 sch		1679 (77.4%)	300 (13.8%)	0 (0.0%)	190 (8.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (83.0%)			SA ≥ 40% guideline for AACSB met (77.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Quantitative Sciences					**Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐**						
Arnett, Dennis[20]	Statistics	Ph D, 1998	60 sch		MT, ADM, RES and SER	10					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Avetisyan, Misak	Quantitative Methods	Ph D, 2011		69 sch	DT	20					Relevant terminal degree. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Brown, William	Operations Research	Ph D, 2020	921 sch		UT, MT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Burns, James	Operations	Ph D, 1973	453 sch		UT, RES and	100					Relevant terminal degree. Two (2) publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
	Research				SER						in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Delgadillo, Francisco	Production/Operations Management	Ph D, 2004	1314 sch		UT, RES and SER		100				Relevant terminal degree with substantial professional development activities. PA.
Flamm, John	Production/Operations Management	MBA, 2001	1341 sch		UT and SER					100	Relevant master's degree. Lack of required research and substantial professional development activities. Additional.
Jin, Yuan	Data Analytics	Ph D, 2018	150 sch		UT, MT, and RES	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Kim, Youngsoo	Operations Research	Ph D, 2007	195 sch		MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Lay, Lowell	Production/Operations Management	MBA, 1984	1521 sch		UT, MT				100		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Parmar, Harshit Surendrasinh	Data Analytics	Ph D, 2020		363 sch	UT	30					Relevant terminal degree within the past 5 years. SA-3.
Reddy, Karempudi	Data Analytics	Ph D, 1983		114 sch	MT and RES	20					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Rinaldo, Jason	Quantitative Methods	Ph D, 2004	744 sch		MT		70				Relevant terminal degree with substantial professional development activities. PA.
Sheikh-Zadeh, Alireza	Operations Research	Ph D, 2017	201 sch		MT, DT, RES and SER	100					Relevant terminal degree. Two (2) publications identified as 5 in the RCOB approved journals list. SA-1b (doctoral).
Slattery, Patrick	Data Analytics	MBA, 1982		72 sch	UT				10		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
Williams, Larry	Quantitative Methods	Ph D, 1983	63 sch		MT, DT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Yu, Shuo	Data Analytics	Ph D, 2019	198 sch		MT, RES and SER	100					Relevant terminal degree. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list. SA-1a (doctoral).
Total Quantitative Sciences			7161 sch	618 sch		780 (67.2%)	170 (14.7%)	0 (0.0%)	110 (9.5%)	100 (8.6%)	
			P ≥ 60% guideline for AACSB met (92.0%)			SA ≥ 40% guideline for AACSB met (67.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (91.3%)					
Supply Chain Management					**Degrees or majors are offered in this discipline ☒** **Degrees or majors are not offered in this discipline ☐**						
Belford, Matthew	Supply Chain/ Transport/ Logistics	MBA, 2007		219 sch	UT				20		Relevant master's degree and professional work experience with substantial professional development activities. IP-b.
DeCampos, Hugo	Supply Chain/	Ph D, 2014		444 sch	UT	20					Relevant terminal degree. Two (2) publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
	Transport/ Logistics										in a refereed academic journal, but not limited to the Rawls Journal List. SA-2b (non-doctoral).
Pritchard, Alan	Supply Chain/ Transport/ Logistics	Ph D, 2018	639 sch		UT, RES and SER	100					Relevant terminal degree within the past 5 years. SA-3.
Taylor, Daniel	Supply Chain/ Transport/ Logistics	Ph D, 2018	1008 sch		UT, DT and RES	100					Relevant terminal degree within the past 5 years. SA-3.
Total Supply Chain Management			1647 sch	663 sch		220 (91.7%)	0 (0.0%)	0 (0.0%)	20 (8.3%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (71.3%)			SA ≥ 40% guideline for AACSB met (91.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

[1] Year of study reflects FA21, SP22, and SU22 academic terms.
[2] Doctoral candidate in FA21, SP22. Successfully defended and graduated at the conclusion of SP22. Taught in SU22.
[3] Taught in multiple disciplines during year of review.
[4] Taught in multiple disciplines during year of review.
[5] Doctoral candidate in FA21, SP22. Successfully defended and graduated at the conclusion of SP22. Taught in SU22.
[6] Taught in multiple disciplines during year of review.
[7] Associate Professor of Practice. Retired at the end of 2021.
[8] Taught in multiple disciplines during year of review.
[9] Taught in multiple disciplines during year of review.
[10] Taught in multiple disciplines during year of review.
[11] Associate professor. Retired at the conclusion of SP22.
[12] Administrative appointment as Area Coordinator for the Area of Management, effective July 1, 2022.
[13] Assistant professor in the Area of Management. Summer research appointment began June 1, 2022. Faculty appointment began September 1, 2022.
[14] Full-time lecturer. Retired at the conclusion of FA21.
[15] Participating Associate professor of practice faculty member in FA21. Left Texas Tech, beginning Spring 2022, but taught as a part-time instructor as supporting. Advised by AACSB to list as a supporting faculty member.

[16] Summer research appointment began June 1, 2022. Assistant professor faculty appointment began September 1, 2022.
[17] Assistant Professor. Appointment began June 1, 2022.
[18] Taught in multiple disciplines during year of review.
[19] Summer research appointment began June 1, 2022. Assistant professor faculty appointment began September 1, 2022.

[20] Taught in multiple disciplines during year of review.

NOTE: Doctoral dissertations, research, internship, and independent study sections are excluded from faculty SCH because they are not part of their normal faculty load. These sections are noted under Normal Professional Responsibilities because faculty advise and work directly with students.

AACSB TABLE 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year
Course Prefix: ACCT, BA, BECO, BLAW, ENCO, FIN, HOM, IB, ISQS, MGT, MKT, SCM
Date Range: September 1, 2021 - August 14, 2022

	Faculty percent of teaching by program and degree level (measured by student credit hours)					
Degree Program[1]	**Scholarly Academic (SA) %**	**Practice Academic (PA) %**	**Scholarly Practitioner (SP) %**	**Instructional Practitioner (IP) %**	**Additional (A) %**	**Total %**
Bachelor's	41.63%	20.82%	1.20%	28.71%	7.64%	100%
Doctoral Program	97.62%	0%	0%	0%	2.38%	100%
MBA	73.32%	17.29%	0%	8.58%	0.82%	100%
MS-DS	82.57%	0%	0%	0%	17.43%	100%
MS-FIN	46.35%	26.28%	0%	17.88%	9.49%	100%
MS-MRA	100%	0%	0%	0%	0%	100%
MSA	79.93%	17.51%	0%	2.57%	0%	100%

[1] Bachelor's means Bachelor's in Business Administration, Doctoral Program means PhD in Business Administration, MBA means Master of Business Administration, MS-DS means Master of Science in Data Science, MS-FIN means Master of Science in Finance, MS-MRA means Master of Science in Marketing Research and Analytics, MSA means Master of Science in Accounting.

Table 5.1

Assessment Plans and Results for AY 17/18 through AY21/22

Bachelor of Business Administration

Period	*Does Not Meet Expectations*	*Meets Expectations*	*Exceeds Expectations*	*Meets & Exceeds Expectations*	*Result*	*Improvements Process (P) or Curriculum (C) (Date changes were made)*
Competency 1: Students are ethical leaders and decision makers						
Assessment Method 1 – MGT 3370 ethics assignment						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**7 5%**	**10%**	**85%**		
FA21	19.9%	61.1%	19.0%	80.1%	Criterion Not Met	Review ethics curriculum and assignment with faculty (C); Fall2022
FA20	3.7%	11.2%	85.1%	96.3%	Criterion Met	
FA19	11.7%	55.1%	33.2%	88.3%	Criterion Met	Revised assessment (P); Fall 2019
FA18	28.8%	0.0%	71.2%	71.2%	Criterion Not Met	Ethics component emphasized in class; Fall 2018 (C)
FA17	12.0%	30.7%	57.4%	88.1%	Criterion Met	
Assessment Method 2 – MKT 3350 ethics exam						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85.0%**		
SP22	19.6%	52.7%	27.7%	80.4%	Criterion Not Met	Review ethics curriculum and assignment with faculty (C); Fall 2022; Reviewed exam (P); Fall 2022
SP21	1.4%	19.7%	79.0%	98.6%	Criterion Met	
FA20	0.5%	17.2%	82.3%	99.5%	Criterion Met	
SP20	7.1%	53.5%	39.4%	92.9%	Criterion Met	
SP19	10.7%	47.4%	41.9%	89.3%	Criterion Met	Revised exam (P); Fall 2019
SP18	7.8%	0.0%	92.2%	92.2%	Criterion Met	
Competency 2: Students understand the models, concepts, and theories of business.						
Assessment Method—Business Knowledge Assessment (BKA) taken in major capstone/senior course						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
SP22	54.3%	40.2%	5.4%	45.7%	Criterion Not Met	Emphasized role of assessment in BA 1301 Intro to Business (C and P); Summer 2022 ; During Fall Assessment Day, faculty planned to rewrite BKA to fully capture functional knowledge across curriculum addressing concerns that the current BKA is testing memory from specific classes than broad learning (P); Fall 2022

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
FA21	46.1%	33.2%	20.7%	53.9%	Criterion Not Met	
SP21	42.5%	40.4%	17.2%	57.5%	Criterion Not Met	
FA20	51.4%	33.5%	15.1%	48.6%	Criterion Not Met	Revised BKA (P); Fall 2020
SP20	47.9%	47.0%	5.1%	52.1%	Criterion Not Met	Assessment administered fully online (P); Spring 2020
FA19	74.4%	22.6%	3.0%	25.6%	Criterion Not Met	Revised BKA (P); Spring 2019. Discussed BKA and BBA Assessment Plan in BA 1301 Intro to Business (C and P); Fall 2019
FA18	95.1%	4.9%	0.0%	4.9%	Criterion Not Met	Revised BKA (P); Fall 2018

Competency 3: Students are effective oral and written communicators

Assessment Method 1—Oral presentation in major capstone/senior course

Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA21	0.0%	77.3%	22.7%	100.0%	Criterion Met	Review assignment with areas (P): Fall 2022
SP21	1.6%	56.5%	41.9%	98.4%	Criterion Met	
SP20	17.6%	39.7%	42.7%	82.4%	Criterion Not Met	Faculty added oral and written assignment in major capstone/senior course (C and P); Spring 2021
SP19	7.4%	57.4%	35.2%	92.6%	Criterion Met	
SP18	1.6%	98.4%	0%	98.4%	Criterion Met	

Assessment Method 2— Assessment Method—Written communication assignment in major capstone/senior course

Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA21	0.0%	88.9%	11.1%	100.0%	Criterion Met	Review assignment with areas (P): Fall 2022
SP21	0.0%	87.5%	12.5%	100.0%	Criterion Met	Added oral and written assignment in major capstone/senior course (C) and moved assessment from PCOM to this course (P); Spring 2021
FA19	10.1%	47.5%	42.4%	89.8%	Criterion Met	Worked with PCOM faculty on course curriculum (C)
FA17	24.7%	49.4%	25.9%	73.3%	Criterion Not Met	Worked with PCOM faculty on course curriculum (C)

Competency 4: Students are critical thinkers who draw meaning and solve problems from information.

Assessment Method—BLAW 3391 case analysis, BECO 3310 case analysis or senior-level written assignment (beginning in SP21)

Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA21	33.4%	44.4%	22.2%	66.7%	Criterion Not Met	Faculty discussed ways of incorporating critical thinking across BBA curriculum at Fall Assessment Day (C); Fall 2022; Review assignment with faculty (P); Fall 2022

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
SP21	13.7%	39.3%	49.2%	88.5%	Criterion Met	Added oral and written assignment in major capstone/senior course (C); Spring 2021
FA20	34.4%	36.1%	29.5%	65.5%	Criterion Not Met	
SP20	36.4%	36.4%	27.3%	63.6%	Criterion Not Met	
FA19	34.2%	39.5%	26.3%	65.8%	Criterion Not Met	Added critical thinking components to BLAW 3391 Business Law (C); Fall 2019
FA17	95.7%	4.3%	0.0%	4.3%	Criterion Not Met	Changed assessment from BECO 3310 Business Economics to BLAW 3391 (P); Spring 2019
Competency 5: Students demonstrate that they are effective members of diverse teams.						
Assessment Method: Peer evaluation in PCOM 3373 or ISQS 3344						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA20	21.3%	16.3%	62.4%	78.7%	Criterion Not Met	Develop new assessment method for assessing this competency (P); Spring 2023
FA19	6.5%	2.2%	91.3%	93.5%	Criterion Met	
SP18	1.4%	1.4%	97.2%	98.6%	Criterion Met	
FA17	3.3%	11.5%	85.2%	96.7%	Criterion Met	
Competency 6: Students are literate across business technologies relevant for their discipline						
Assessment Method—BA 2140 Excel exam						
Criterion Standard	**Does Not Pass**	**Pass**				
Student % Goal	**15%**	**85%**				
FA21	3.6%	96.4%			Criterion Met	Excel exam replaced Excel certification for assessment (P); Fall 2021; Excel and other business technologies are emphasized in BA 2140 Microsoft Excel for Business (C); Fall 2022
FA20	16.6%	83.4%			Criterion Not Met	
FA19	13.3%	86.7%			Criterion Met	
SP19	4.4%	95.6%			Criterion Met	
FA18	6.6%	93.5%			Criterion Met	
SP18	6.5%	93.4%			Criterion Met	Excel certification used for assessment (C and P); Spring 2018

Master of Business Administration

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 1: Critical thinking: Identify and analyze problems and propose reasonable solutions using knowledge from across business disciplines.						
Assessment method 1 – MGT 5391 case analysis rated by faculty using the RCOBA critical thinking and problem-solving rubric.						
Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[1]						
AY21/22	20.0%	66.7%	13.3%	80.0%	Criterion Not Met	Case assignment used for assessment was enhanced (except STEM); Spring 2023
AY20/21	12.9%	58.1%	29.0%	88.5%	Criterion Met	
AY19/20	9.7%	35.5%	54.8%	90.3%	Criterion Met	Assignment and critical thinking curriculum discussed with faculty (C and P); Summer 2020
AY18/19	16.7%	41.7%	41.7%	83.3%	Criterion Not Met	Critical thinking exercises emphasized in several MBA management classes (C); Fall 2019
AY17/18	68.8%	25.0%	6.3%	31.3%	Criterion Not Met	All sections will use case analysis (except STEM) Spring 2018 (C and P)
Online MBA						
SU22	40.0%	40.0%	20.0%	60.0%	Criterion Not Met	
SP21	9.1%	45.5%	45.5%	90.9%	Criterion Met	
SP20	0.0%	60.0%	40.0%	100.0%	Criterion Met	
PMBA						
SU22 Sec 1	0.0%	100.0%	0.0%	100.0%	Criterion Met	
SU22 Sec 2	16.7%	66.7%	16.7%	83.3%	Criterion Not Met	
FA21	37.5%	62.5%	0.0%	62.5%	Criterion Not Met	
SP20	0.0%	40.0%	60.0%	100.0%	Criterion Met	
SP19	12.5%	50.0%	37.5%	87.5%	Criterion Met	
SP18	55.6%	33.3%	11.1%	44.4%	Criterion Not Met	
STEM MBA						
SU22	33.3%	50.0%	16.7%	66.7%	Criterion Not Met	
SP22	9.1%	72.7%	18.2%	90.9%	Criterion Met	
SU21	25.0%	25.0%	50.0%	75.0%	Criterion Not Met	
SP21	0.0%	83.3%	16.7%	100.0%	Criterion Met	
SP20	25.0%	37.5%	37.5%	75.0%	Criterion Not Met	

[1] MBA General improvements are identified in "All MBA" sections only.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
SP19	25.0%	25.0%	50.0%	75.0%	Criterion Not Met	Integrative Project analysis will be used for assessment in STEM MBA (P); Spring 2020
SP18	87.5%	14.3%	0.0%	14.3%	Criterion Not Met	
Assessment Method 2—Business Knowledge Assessment (BKA) administered in MGT 5391.						
Criterion Standard	**< 70%**	**70 - 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[2]						
AY21/22	46.0%	50.3%	3.7%	54.0%	Criterion Not Met	Will fully revise BKA (P); Spring/Summer 2023; Broad content will be reinforced in capstone course (MGT 5391 Strategic and Global Management); Spring 2023
AY20/21	41.0%	52.5%	6.5%	59.0%	Criterion Not Met	Revised BKA (P); Fall 2020
AY18/19	61.3%	23.8%	15.0%	38.8%	Criterion Not Met	Revised BKA (P); Fall 2018; Spring 2019
AY17/18	91.3%	8.7%	0.0%	8.7%	Criterion Not Met	
Online MBA						
SP22	39.4%	57.6%	3.0%	60.6%	Criterion Not Met	
FA21	50.0%	50.0%	0.0%	50.0%	Criterion Not Met	
SP21	42.5%	55.0%	2.5%	57.5%	Criterion Not Met	
FA20	66.7%	25.0%	8.3%	33.3%	Criterion Not Met	
PMBA						
SU22	41.9%%	55.8%	2.3%	58.1%	Criterion Not Met	
FA21	41.9%	55.8%	2.3%	58.1%	Criterion Not Met	
FA20	75.0%	25.0%	0.0%	25.0%	Criterion Not Met	
FA18	96.6%	3.4%	0.0%	3.4%	Criterion Not Met	
SP18	93.3%	6.7%	0.0%	6.7%	Criterion Not Met	
STEM MBA						
SU22	54.2%	37.5%	8.3%	45.8%	Criterion Not Met	
SP22	50.0%	45.8%	4.2%	50.0%	Criterion Not Met	
FA21	55.6%	44.4%	0.0%	44.4%	Criterion Not Met	
SU21	17.6%	82.4%	0.0%	82.4%	Criterion Not Met	
FA20	47.1%	35.3%	17.6%	52.9%	Criterion Not Met	
SP19	23.3%	56.7%	20.0%	76.7%	Criterion Not Met	
FA18	80.0%	20.0%	0.0%	20.0%	Criterion Not Met	

[2] MBA General improvements are identified in "All MBA" sections only.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
SU18	91.3%	8.7%	0.0%	8.7%	Criterion Not Met	
SP18	87.5%	12.5%	0.0%	12.5%	Criterion Not Met	
Competency 2: Ethics: Identify and propose solutions to ethical dilemmas and legal and social issues						
Assessment Method— MGT 5372 ethics assignment evaluated by faculty committee using the RCOBA Ethical Reasoning Rubric						
Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[3]						
AY21/22	16.7%	66.7%	16.7%	83.3%	Criterion Not Met	New cases were introduced in course (C); Spring 2023
AY20/21	11.8%	64.7%	23.5%	88.2%	Criterion Met	Ethical reasoning rubric discussed with faculty (P); Spring 2021
AY19/20	21.9%	43.8%	34.4%	78.1%	Criterion Not Met	Assignment was adapted to better assess ethical reasoning (P); Fall 2020
AY18/19	0.0%	42.9%	57.1%	100.0%	Criterion Met	
AY17/18	0.0%	50.0%	50.0%	100.0%	Criterion Met	
Online MBA						
SU22	0.0%	80.0%	20.0%	100.0%	Criterion Met	
FA21	0.0%	60.0%	40.0%	100.0%	Criterion Met	
SP20	0.0%	57.1%	42.9%	100.0%	Criterion Met	
PMBA						
FA21	37.5%	62.5%	0.0%	62.5%	Criterion Not Met	
SP21	0.0%	83.3%	16.7%	100.0%	Criterion Met	
SP20	33.3%	44.4%	22.2%	66.7%	Criterion Not Met	
SP18	0.0%	50.0%	50.0%	100.0%	Criterion Met	
STEM MBA						
SP21	16.7%	83.3%	0.0%	83.3%	Criterion Not Met	
SP20	33.3%	33.3%	33.3%	66.7%	Criterion Not Met	
FA18	0.0%	42.9%	57.1%	100.0%	Criterion Met	

[3] MBA General improvements are identified in "All MBA" sections only.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 3: Leadership and Management: Understand concepts of leading diverse people and demonstrate the leadership skills required for managerial roles in organizations.						
Assessment method: Scores from leadership questions on the MBA Business Knowledge Assessment administered each semester in MGT 5391						
Criterion Standard	**< 70%**	**70 - 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[4]						
AY21/22	21.1%	25.5%	53.4%	78.9%	Criterion Not Met	Will fully revise BKA (P); Summer 2023; Broad content will be emphasized in MGT 5372 Leadership & Ethics and reinforced in capstone course (MGT 5391 Strategic and Global Management); Spring 2023
AY20/21	28.6%	30.2%	41.3%	71.4%	Criterion Not Met	Revised BKA (P); Fall 2020
AY18/19	24.5%	45.3%	30.2%	75.5%	Criterion Not Met	Revised BKA (P); Fall 2018; Spring 2019
Online MBA						
SP22	27.3%	30.3%	42.4%	72.7%	Criterion Not Met	
SP21	22.5%	32.5%	45.0%	77.5%	Criterion Not Met	
FA21	0.0%	0.0%	100.0%	100.0%	Criterion Met	
FA20	15.4%	38.5%	46.2%	84.6%	Criterion Not Met	
PMBA						
SU22	0.0%	36.0%	64.0%	100.0%	Criterion Met	
FA21	27.8%	16.7%	55.6%	72.2%	Criterion Not Met	
FA20	33.3%	33.3%	33.3%	66.7%	Criterion Not Met	
FA18	19.0%	47.6%	33.3%	81.0%	Criterion Not Met	
STEM MBA						
SU22	33.3%	12.5%	54.2%	66.7%	Criterion Not Met	
SP22	16.7%	25.0%	58.3%	83.3%	Criterion Not Met	
FA21	16.7%	22.2%	61.1%	83.3%	Criterion Not Met	
SU21	14.3%	14.3%	71.4%	85.7%	Criterion Met	
FA20	30.8%	15.4%	53.8%	69.2%	Criterion Not Met	
SP19	13.6%	45.5%	40.9%	86.4%	Criterion Met	
FA18	66.7%	33.3%	0.0%	33.3%	Criterion Not Met	

[4] MBA General improvements are identified in "All MBA" sections only.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 4: Teamwork: Work collaboratively in teams						
Assessment Method— Everest V3 Leadership and Team Simulation in ***MGT 5371*** *Organizational Behavior*						
Criterion Standard	**< 60%**	**60 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[5]						
AY21/22	0.0%	50.7%	49.3%	100.0%	Criterion Met	Discussed using CATME for team formation (in all sections except STEM) and an emphasis on team processes made in course (C); Summer 2022
AY20/21	6.9%	56.6%	36.6%	93.1%	Criterion Met	
AY19/20	9.0%	51.9%	39.1%	91.0%	Criterion Met	
AY18/19	13.3%	73.3%	13.3%	86.7%	Criterion Met	All sections complete Everest simulation each semester (P and C); Fall 2018
Online MBA						
FA21	0.0%	40.3%	59.7%	100.0%	Criterion Met	
SU21	9.5%	58.1%	32.4%	90.5%	Criterion Met	
SP20	2.5%	30.0%	67.5%	97.5%	Criterion Met	
FA19	0.0%	100.0%	0.0%	100.0%	Criterion Met	
PMBA						
SU22	0.0%	56.7%	43.3%	100.0%	Criterion Met	
SP21	0.0%	52.5%	47.5%	100.0%	Criterion Met	
SU20	15.0%	56.7%	28.3%	85.0%	Criterion Met	
FA19	14.3%	51.4%	34.3%	85.7%	Criterion Met	
FA18	0.0%	66.7%	33.3%	100.0%	Criterion Met	
STEM MBA						
FA21	0.0%	65.0%	35.0%	100.0%	Criterion Met	
SP20	6.7%	43.3%	50.0%	93.3%	Criterion Met	
FA19	8.0%	56.0%	36.0%	92.0%	Criterion Met	

[5] MBA General improvements are identified in "All MBA" sections only.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 5: Communication: Communicate effectively both orally and in writing.						
Assessment Method 1 — Evaluation of student oral presentations in MGT 5391						
Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[6]						
AY21/22	31.6%	57.9%	10.5%	68.4%	Criterion Not Met	Case assignment used for assessment was enhanced, including presentation component (except STEM); Spring 2023; Some sections will use live presentations with raters attending class while others will continue with recorded presentations (C and P); Spring 2023
AY20/21	2.4%	41.5%	56.1%	97.6%	Criterion Met	
AY19/20	12.8%	64.9%	22.3%	87.2%	Criterion Met	Because of COVID, all student presentations were recorded for evaluation on Assessment Week (P); Spring 2020.
AY18/19[7]	0.0%	26.3%	73.7%	100.0%	Criterion Met	
AY17/18	10.1%	89.9%	0.0%	89.9%	Criterion Met	
Online MBA						
FA21	37.5%	50.0%	12.5%	62.5%	Criterion Not Met	
SP21	0.0%	7.1%	92.9%	100.0%	Criterion Met	
SP20	14.3%	71.4%	14.3%	85.7%	Criterion Met	
PMBA						
FA21	0.0%	100.0%	0.0%	100.0%	Criterion Met	
SP20	0.0%	66.7%	33.3%	100.0%	Criterion Met	
SP18	23.1%	76.9%	0.0%	76.9%	Criterion Not Met	
STEM						
SU21	0.0%	60.0%	40.0%	100.0%	Criterion Met	
SP20	9.4%	62.5%	28.1%	90.6%	Criterion Met	
SP19	0.0%	26.3%	73.7%	100.0%	Criterion Met	
SP18	0.0%	92.6%	0.0%	100.0%	Criterion Met	

[6] MBA General improvements are identified in "All MBA" sections only.
[7] STEM MBA only

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 5: Communication: Communicate effectively both orally and in writing.						
Assessment Method 2 — MGT 5391 case analysis evaluated by faculty committee using the RCOBA Written Communication Rubric						
Criterion Standard	**< 56%**	**56 – 75%**	**> 75%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
ALL MBA[8]						
AY21/22	10.0%	42.5%	47.5%	90.0%	Criterion Met	Case assignment used for assessment was enhanced, including presentation component (except STEM) (P); Spring 2023
AY20/21[9]	0.0%	42.9%	57.1%	100.0%	Criterion Met	
AY19/20	9.1%	36.4%	54.5%	90.9%	Criterion Met	Assignment and critical thinking curriculum discussed with faculty (C and P); Summer 2020
AY17/18	12.5%	62.5%	25.0%	87.5%	Criterion Met	
Online MBA						
SU22	20.0%	60.0%	20.0%	80.0%	Criterion Not Met	
SP21	9.1%	36.4%	54.5%	90.9%	Criterion Met	
SU20	0.0%	50.0%	50.0%	100.0%	Criterion Met	
PMBA						
SU22	10.0%	20.0%	70.0%	90.0%	Criterion Met	
FA21	0.0%	50.0%	50.0%	100.0%	Criterion Met	
SP18	0.0%	55.6%	44.4%	100.0%	Criterion Met	
STEM						
SU22	16.7%	50.0%	33.3%	83.3%	Criterion Not Met	
SP22	9.1%	45.5%	45.5%	90.9%	Criterion Met	
SP18	28.6%	71.4%	0.0%	71.4%	Criterion Not Met	

Master of Science in Accounting

Please see the Accounting AACSB report.

Master of Science in Data Science

[8] MBA General improvements are identified in "All MBA" sections only.
[9] Online MBA only

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 1: Data literacy – focusing on fundamental understanding of data						
Assessment Method – ISQS 6339 assignment evaluated by data science leadership using a domain-appropriate rubric						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA21 – In person	0.0%	33.0%	66.0%	100.0%	Criterion Met	Determine best placement for new classes for maximum affect (C); Determine interface points for integration between ISQS 6347 & 6350 courses (C); Summer 2021
FA21 – Online	0.0%	42.0%	58.0%	100.0%	Criterion Met	
FA20 – In person	0.0%	33.0%	66.0%	100.0%	Criterion Met	Created a new assessment (P); Summer 2020
FA20 – Online	0.0%	29.0%	71.0%	100.0%	Criterion Met	
Competency 2: Technology (analytics) literacy – focusing on analytics technologies to solve business problems.						
Assessment Method – Evaluation of ISQS 7339 multiple case study samples						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
SP22 – In person	0.0%	78.0%	22.0%	100.0%	Criterion Met	
SP22 – Online	20.0%	47.0%	33.0%	80.0%	Criterion Not Met	
SP21 – Online	20.0%	46.0%	34.0%	80.0%	Criterion Not Met	
Competency 3: Business literacy – focusing on the application of technical skills to produce business solutions						
Assessment Method – ISQS 5342 samples of project deliverables						
Criterion Standard	**< 70%**	**70 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
SP22 – In person	0.0%	66.0%	34.0%	100.0%	Criterion Met	
SP22 – Online	0.0%	66.0%	34.0%	100.0%	Criterion Met	
SP21 – In person	0.0%	50.0%	50.0%	100.0%	Criterion Met	
SP21 – Online	0.0%	27.3%	72.7%	100.0%	Criterion Met	
Retired Competency[10]: Data Value Extraction – Students will use and apply technology to extract value from data. (Deleted Summer 2020)						
Assessment Method – ISQS 6339 assignment evaluated by data science leadership using MSDS Data Value Extraction rubric						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA19 – In person	16.7%	0.0%	83.3%	83.3%	Criterion Not Met	See program-level improvements below
FA19 – Online	0.00%	14.3%	85.7%	100.0%	Criterion Met	
SP19 – In person	8.6%	26.0%	64.4%	90.4%	Criterion Met	
SP19 – Online	26.7%	20.0%	53.3%	73.3%	Criterion Not Met	

[10] Competency no longer evaluated after assessment plan was revised in SU20 following curriculum review (last assessed in FA19).

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Retired Competency[11]: Communicate Data Science Information – Students will demonstrate the ability to communicate data science knowledge to audiences with various backgrounds (Deleted Summer 2020)						
Assessment Method – Evaluation of ISQS 5330 in-class communications (discussions and exercises)						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
SU19 – In person	5.5%	11.0%	83.5%	95.5%	Criterion Met	See program-level improvements below
SU19 - Online	0.0%	15.0%	85.0%	100.0%	Criterion Met	
Retired Competency[12]: Analysis of Managerial Solutions – Evaluate data analytic outcomes to solve specific managerial issues (Deleted Summer 2020)						
Assessment method – Evaluation of ISQS in-class communications (discussions and exercises)						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
FA19 – In person	8.3%	16.7%	75.0%	91.7%	Criterion Met	
SU19 – In person	22.2%	38.9%	38.9%	77.8%	Criterion Not Met	See program-level improvements below
SU19 – Online	15.0%	40.0%	45.0%	85.0%	Criterion Met	
AY17/18 – In person	9.0%	79.0%	12.0%	91.0%	Criterion Met	Class changed to evaluate this learning goal (P); Summer 2019
AY17/18 – Online	6.0%	75.0%	19.0%	94.0%	Criterion Met	Class changed to evaluate this learning goal (P); Summer 2019
Retired Competency[13]: Describe statistical concepts and methods - Students will demonstrate understanding and practical application knowledge though the application of statistical concepts and models (Deleted Summer 2018)						
Assessment method - ISQS 6339 assignment evaluated by data science leadership using a domain-appropriate rubric.						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY17/18 In person	9.0%	79.0%	12.%	92.0%	Criterion Met	
AY17/18 Online	6.0%	75.0%	19.0%	94.0%	Criterion Met	

Program-Level Improvements:

ISQS 6339 data integration into other courses made readily available (C); Summer 2021
More tightly integrate ISQS 6348 & ISQS 6347 (C); Summer 2021

[11] Competency no longer evaluated after assessment plan was revised in SU20 following curriculum review (last assessed in FA19).
[12] Competency no longer evaluated after assessment plan was revised in SU20 following curriculum review (last assessed in FA19).
[13] Competency no longer evaluated after assessment plan was revised in SU19.

ISQS 6349 (Time Series) content was very difficult to grasp during the shorter than normal compression of the summer schedule (5 weeks vs 7 weeks). As such, for year 2020-2021 this class was moved to Fall, and ISQS 5350 (Project Management) was moved to the summer; Fall 2020
Change start date of program from Fall to Summer (C); Summer 2019

Master of Science in Finance

Period	*Does Not Meet Expectations*	*Meets Expectations*	*Exceeds Expectations*	*Meets & Exceeds Expectations*	*Result*	*Improvements Process (P) or Curriculum (C) (Date changes were made)*
Competency 1: Time Value of Money and Associated Opportunity Cost of Capital						
Assessment Method 1 - FIN 5322 Compare Time Value of Money Questions from Pre-Assessment and Post-Assessment Test						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	14.0%	57.0%	29.0%	86.0%	Criterion Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
Retired Assessment Method - FIN 5329 Risk Management Questions associated with opportunity cost of capital concepts to real world business situations						
AY20/21	34.0%	9.0%	57.0%	66.0%	Criterion Not Met	IOR allocated more time to risk management using evidence-based pedagogical methods to introduce and reinforce the technical skills demanded by employers (C); Spring 2021; Assessment method no longer used (P); Fall 2021
Retired Assessment Method - FIN 5322 Time Value of Money Questions from Exam 2						
AY20/21	35.0%	22.0%	43.0%	65.0%	Criterion Not Met	IOR allowed more time during time value questions. This allowed students to think through the problems more thoroughly (P); Fall 2020. Assessment method no longer used (P); Fall 2021
AY19/20	15.0%	15.0%	70.0%	85.0%	Criterion Met	IoR and Program Director evaluated the changes to each exam. Determined if those changes were implemented successfully or needed more improvement (C and P); Spring 2020
AY18/19	41.0%	24.0%	35.0%	59.0%	Criterion Not Met	IoR will spend more time covering the DuPont Model (C); Spring 2019

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Competency 2: Analyze financial statements						
Assessment Method 1 - FIN 5323 Excel Valuation Exercise from Exam 2						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	32.0%	44.0%	24.0%	68.0%	Criterion Not Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring 2022/Summer 2022
AY20/21	17.0%	52.0%	30.0%	82.0%	Criterion Not Met	IOR added a better mix of quantitative and qualitative questions to better assess the students' strengths and/or weaknesses (P); Spring 2021
AY19/20	21.0%	50.0%	29.0%	79.0%	Criterion Not Met	IoR will implement longer office hours via Blackboard Collaborate Platform (C); Spring 2020
Assessment Method 2 - FIN 5322 Compare Analyzing Financial Statements Questions from Pre-Assessment and Post-Assessment Test						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	40.0%	40.0%	20.0%	60.0%	Criterion Not Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
Retired Assessment Method - FIN 5322 Analyzing Financial Statements Questions from Exam 1						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	22.0%	17.0%	61.0%	78.0%	Criterion Not Met	Students were given more time on exams to allow for extra time to work on equations in Excel (P); Spring 2021. Assessment method no longer used (P); Fall 2021
AY19/20	56.0%	15.0%	29.0%	44.0%	Criterion Not Met	IoR and Program Director will evaluate the changes to each exam to determine if those changes were implemented successfully or do we need more improvement (C and P); Spring 2020.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
AY18/19	24.0%	24.0%	53.0%	59.0%	Criterion Not Met	IoR plans to spend more time covering the DuPont Model Model (C); Spring 2019
Competency 3: Apply arbitrage techniques and discounted cash flow models						
Assessment Method 1 - FIN 5323 Excel Valuation Exercise from Exam 1						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	32.0%	40.0%	28.0%	68.0%	Criterion Not Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
AY20/21	22.0%	43.0%	35.0%	78.0%	Criterion Not Met	
AY18/19	30.0%	40.0%	63.0%	72.0%	Criterion Not Met	IoR plans to spend more time covering the DuPont Model (C); Spring 2019
Assessment Method 2 - FIN 5322 Compare Arbitrage Techniques & Discounted Cash Flow Model Questions from Pre-Assessment and Post-Assessment Test						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	50.0%	50.0%	100.0%	Criterion Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
Retired Assessment Method - FIN 5322 Arbitrage Techniques and Discounted Cash Flow Model Questions on Exam 2						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	35.0%	22.0%	43.0%	65.0%	Criterion Not Met	IOR allocated more time to time value of money and discussed applying the quantitative methods (P); Spring 2021. Assessment method no longer used (P); Fall 2021

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
AY19/20	15.0%	15.0%	70.0%	85.0%	Criterion Met	IoR and Program Director evaluated the changes to each exam. Determined if those changes were implemented successfully or needed more improvement (C and P); Spring 2020.
AY18/19	41.0%	24.0%	35.0%	59.0%	Criterion Not Met	IoR will spend more time covering the DuPont Model (C); Spring 2019.
Competency 4: Measure, monitor, and control financial risk						
Assessment Method 1 - FIN 5329 Risk Management Questions from Mid-Term Exam						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	20.0%	16.0%	64.0%	80.0%	Criterion Not Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
AY20/21	22.0%	21.0%	57.0%	78.0%	Criterion Not Met	IOR allocated more time to risk management using evidence-based pedagogical methods. This ultimately introduced and reinforced the technical skills demanded by employers (C); Spring/Summer 2022
AY19/20	19.0%	52.0%	29.0%	81.0%	Criterion Not Met	IoR has a goal to improve online content and delivery (C); Spring 2020.
Assessment Method 2 - FIN 5328 Risk Management Questions from Mid-Term Exam						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	24.0%	76.0%	100.0%	Criterion Met	Area Coordinator, Master of Science in Finance (MSF) director, and the curriculum committee have met several times over the past few months to reconstruct the MSF curriculum. MSF director and advisor also meet with students post-graduation to receive additional feedback about the MSF curriculum (C); Spring/Summer 2022
AY20/21	37.0%	17.0%	46.0%	63.0%	Criterion Not Met	IOR allocated more time to risk management using evidence-based pedagogical methods. This ultimately introduced and reinforced the technical skills demanded by employers (C); Spring/Summer 2021

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
AY19/20	15.0%	20.0%	65.0%	85.0%	Inconclusive	Criteria for meets/exceeds expectations was met for Question One but not for Question Two. IoR has a goal to improve online content and delivery (C); Spring 2020
Assessment Method 3 - FIN 5322 Compare Business and Financial Risk Questions from Pre-Assessment and Post-Assessment Test						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	50.0%	38.0%	12.0%	50.0%	Criterion Not Met	
Retired Assessment Method - FIN 5322 Business and Financial Risk Questions from Exam 3						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	26.0%	17.0%	57.0%	74.0%	Criterion Not Met	IOR allocated more time to time value of money and discussed applying the quantitative methods (C); Spring 2021. Assessment method no longer used (P); Fall 2021.
AY19/20	11.0%	26.0%	63.0%	89.0%	Criterion Met	IoR and Program Director evaluated the changes to each exam. Determined if those changes were implemented successfully or needed more improvement (C); Spring 2020.
Competency 5: Devise solutions to financial problems						
Assessment Method - Compare Financial Markets and Institutions Questions from Pre-Assessment and Post-Assessment Test						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	57.0%	43.0%	0.0%	43.0%	Criterion Not Met	
Retired Assessment Method - FIN 5322 Financial Markets and Institution Questions from Exam 3						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	26.0%	17.0%	57.0%	74.0%	Criterion Not Met	IoR allocated more time to time value of money and discussed applying the quantitative methods (C); Spring 2021. Assessment method no longer used (P); Fall 2021
AY19/20	11.0%	26.0%	63.0%	89.0%	Criterion Met	IoR and Program Director evaluated the changes to each exam. Determined if changes were implemented successfully or if more improvement was needed (C and P); Spring 2020

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Retired Assessment Method - FIN 5333 Final Exam Questions						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY18/19	6.0%	50.0%	44.0%	94.0%	Criterion Met	Assessment method no longer used (P); Fall 2019
Retired Assessment Method - FIN 5329 Understanding Regulations Questions from Midterm						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY20/21	39.0%	9.0%	52.0%	61.0%	Criterion Not Met	IOR allocated more time to risk management using evidence-based pedagogical methods. This ultimately introduced and reinforced the technical skills demanded by employers (C); Spring 2021. Assessment method no longer used (P); Fall 2021

Master of Science in Market Research and Analytics

Period	*Does Not Meet Expectations*	*Meets Expectations*	*Exceeds Expectations*	*Meets & Exceeds Expectations*	*Result*	*Improvements Process (P) or Curriculum (C) (Date changes were made)*
Competency 1: Business Problem Solving						
Assessment Method - Evaluation of MKT 5380 project report using items 1 and 3 of the MS-MRA Project Rubric						
Criterion Standard	**Score = 1**	**Score = 2**	**Score = 3 & 4**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	80.0%	20.0%	100.0%	Criterion Met	The project needs to be clearer on how to evaluate individual performance compared with team performance, particularly with external judges (C). Rubric item N3 had 40% of students not meeting expectations; track this next year (C); Spring 2022
AY20/21	0.0%	0.0%	100.0%	100.0%	Criterion Met	Even though the external assessment from the clients is valuable, the clients may not have enough experience in assessment to evaluate the students (P); track this next year; Spring 2021
Competency 2: Business Ethics Problem Solving						
Assessment Method - Evaluation of MKT 5380 project report using the MS-MRA Project Ethics Rubric						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	0.0%	100.0%	100.0%	Criterion Met	
AY20/21	0.0%	22.2%	77.0%	100.0%	Criterion Met	At the beginning of the project, even though the students may understand the ethical implications in their work, they were not explicit about them, so further instructions were added to guide the students on this (C); Spring 2021
Competency 3: Business Functions						
Assessment Method - Evaluation of MKT 5380 project report using items 1, 2 and 3 of the MS-MRA Project Rubric						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	100.0%	0.0%	100.0%	Criterion Met	Rubric item 2 had 20% of students not meeting expectations; track this next year (C); Spring 2022
AY20/21	0.0%	0.0%	100.0%	100.0%	Criterion Met	Add more raters; Spring 2021

Period	*Does Not Meet Expectations*	*Meets Expectations*	*Exceeds Expectations*	*Meets & Exceeds Expectations*	*Result*	*Improvements Process (P) or Curriculum (C) (Date changes were made)*
Competency 4: Teamwork						
Assessment Method - Evaluation of the project presentation and project report in MKT 5380 using a domain-appropriate MS-MRA Communication Rubric						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	0.0%	100.0%	100.0%	Criterion Met	Consider CATME for assessment (P); Spring 2023
AY20/21	0.0%	0.0%	100.0%	100.0%	Criterion Met	
Competency 5: Written and Receptive Communication						
Assessment Method – Evaluation of the project presentation and project report in MKT 5380 using a domain-appropriate MS-MRA Communication Rubric						
Criterion Standard	**< 75%**	**75 – 85%**	**> 85%**			
Student % Goal	**15%**	**75%**	**10%**	**85%**		
AY21/22	0.0%	40.0%	60.0%	100.0%	Criterion Met	20% of the students did not meet expectations on the receptive communication dimension of the competency by the external client; track this next year (C); Spring 2022
AY20/21	0.0%	0.0%	100.0%	100.0%	Criterion Met	Client will begin the evaluation on the first day that they meet the students; in this context reports about the client-student meetings should be added in the student's assessments (C); Spring 2021

Ph.D. in Business Administration

Period	*Does Not Meet Expectations*	*Meets Expectations*	*Exceeds Expectations*	*Meets & Exceeds Expectations*	*Result*	*Improvements Process (P) or Curriculum (C) (Date changes were made)*
Competency 1: Analyze and synthesize literature in the field.						
Assessment Method – Doctoral students will pass their qualifying examinations and be admitted to candidacy in the Graduate School.						
Criterion Standard	**Fail (2 attempts)**	**Pass**	**NA**			
Student % Goal	**5%**	**95%**		**95%**		
CY21	0.0%	100.0%		100.0%	Criterion Met	
CY20	0.0%	100.0%		100.0%	Criterion Met	
CY19	0.0%	100.0%		100.0%	Criterion Met	
AY17/18[14]	15.0%	85.0%		85.0%	Criterion Not Met	
Retired Assessment Method – Annual standardized evaluation by doctoral faculty						
Criterion Standard	Score < 3.2	Score ≥ 3.2				
Student % Goal	**15%**	**85%**				
AY17/18	5.0%	95.0%		95.0%	Criterion Met	
Retired Assessment Method - Grades on Ph.D. seminars and research courses						
Criterion Standard	**GPA < 3.2**	**GPA ≥ 3.2**	**NA**			
Student % Goal	**5%**	**95%**		**95%**		
AY17/18	1.5%	98.5%		98.5%	Criterion Met	
Competency 2: Possess a breadth of research knowledge in the academic discipline and field of emphasis including knowledge of theories of research and research methodology						
Assessment Method – Doctoral students will pass their qualifying examinations and be admitted to candidacy in the Graduate School						
Criterion Standard	**Fail (2 attempts)**	**Pass**				
Student % Goal	**5%**	**95%**				
CY21	0%	100%		100%	Criterion Met	
CY20	0%	100%		100%	Criterion Met	
CY19	0%	100%		100%	Criterion Met	
AY17/18[15]	15.0%	95.0%		85.0%	Criterion Not Met	

[14] Following the AY17/18, Ph.D. students in most areas completed annual reports for the calendar using same format as faculty. Students from this time forward are evaluated by faculty on an annual calendar year basis. Four students did not pass their qualifying exam the first time during this period. Two attempted the qualifying exam again; one passed and one did not pass and was dismissed from the program. Two students will retake their qualifying exam for the second time in 2019.

[15] Following the AY17/18, Ph.D. students in most areas completed annual reports for the calendar using same format as faculty. Students from this time forward are evaluated by faculty on an annual calendar year basis. Four students did not pass their qualifying exam the first time during this period. Two attempted the

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
Retired Assessment Method: Annual standardized evaluation by doctoral faculty						
Criterion Standard						
Student % Goal	**15%**	**85%**	**NA**			
CY18	3.3%	96.7%		96.7%	Criterion Met	
Retired Assessment Method: Doctoral student successfully completes statistical "tools" courses						
Criterion Standard:	**GPA < 3.2**	**GPA ≥ 3.2**				
Student % Goal	**5%**	**95%**	**NA**			
AY17/18	0.0%	100.0%		100.0%	Criterion Met	
Competency 3: Communicate complex information clearly and coherently *Assessment Method 1: Students are rated positively by their major professor or other faculty to which they are assigned for TA or RA duties, Ph.D. seminar faculty, and area Ph.D. Advisor on item 3 of the Ph.D. student annual review rubric (To be able to communicate clearly and coherently complex information verbally and in writing)*						
Criterion Standard	**None or some**	**Adequate**	**Strong**			
Student % Goal	**0%**	**85%**	**15%**			
CY21	12.0%	50.0%	38.0%	88.0%	Criterion Not Met	Attention needs to be paid to this competency. Ph.D. committee makes following suggestions: (1) Take the ENGL 5390 Writing for Publications course. (2) Participate in TLPDC (Teaching, Learning, and Professional Development Center) sessions. (3) Work with the Graduate Writing Center for assistance. (4) Obtain peer feedback when practicing academic presentations. (5) Participate in Graduate School 3 Minute Thesis and Poster Competition activities (C); Fall 2022/Spring 2023.
CY20	5.1%	71.8%	23.1%	94.9%	Criterion Not Met	
Assessment Method 2: Doctoral students successfully defend dissertation proposal						
Criterion Standard	**Fails**	**Defends**				
Student % Goal	**0%**	**100%**	**NA**			
CY21	0.0%	100.0%		100.0%	Criterion Met	
CY20	0.0%	100.0%		100.0%	Criterion Met	
CY19	0.0%	100.0%		100.0%	Criterion Met	

qualifying exam again; one passed and one did not pass and was dismissed from the program. Two students will retake their qualifying exam for the second time in 2019.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
AY17/18	0.0%	100.0%		100.0%	Criterion Met	
Competency 4: Conduct independent research at a high level of quality						
Assessment Method – Doctoral student will present verbally and in writing their original work by successfully defending their dissertation						
Criterion Standard	**Fails**	**Defends**				
Student % Goal	**0%**	**100%**				
2021	0.0%	100.0%			Criterion Met	
2020	0.0%	100.0%			Criterion Met	
2019	0.0%	100.0%			Criterion Met	
2018	2.0%	98.0%			Criterion Not Met	
Competency 5: Ethical interpersonal and research conduct						
Assessment Method 1: Students complete online CITI (Collaborative Institutional Training Initiative) Human Subjects Research and Responsible Conduct of Research modules within their first year in the doctoral program						
Criterion Standard	**Incomplete**	**Complete (1st yr)**				
Student % Goal	**0%**	**100%**				
2021	100%	0%		0%	Criterion Not Met	Students were completing CITI training before they graduated but not in first year. This competency and training will be tracked more carefully (P and C); In Fall 2022, all new students completed CITI training in first year. Ph.D. committee makes following suggestion: Ask Dr. Marianne Evola to provide ethics/plagiarism presentation during college-wide Ph.D. student orientation.
2020	100.0%	0.0%		0.0%	Criterion Not Met	
2019	27.0%	73.0%		73.0%	Criterion Not Met	
AY17/18[16]	0.0%	100.0%		100.0%	Criterion Met	Requirement added for all Ph.D. students (not just those whose research funding required it).
Assessment Method 2: Students are rated positively by their major professor or other faculty to which they are assigned for TA or RA duties, Ph.D. seminar faculty, and area Ph.D. Advisor on item 5 of the Ph.D. student annual assessment rubric (To be able to exhibit ethical conduct in personal interactions and research)						
Criterion Standard	**Score 1**	**Score 2**	**Score 3**			
Student % Goal	**0%**	**85%**	**15%**			

[16] CITI training requirement is effective Fall 2019. Results reported for AY 2017/2018 were for students who completed CITI training as required by their research funding.

Period	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Expectations	Result	Improvements Process (P) or Curriculum (C) (Date changes were made)
2021	0.0%	68.0%	32.0%	100.0%	Criterion Met	
2020	0.0%	82.5%	17.5%	100.0%	Criterion Met	

Retired Assessment Method: Annual review input from Area faculty of factors such as completion of CITI (ethical treatment of subjects) exam by the end of the first year; Completion of other relevant exams to bolster ethical and diversity sensitivity and behavior

Criterion Standard	Rating < 2%	Rating ≥ 2				
Student % Goal	**5%**	**95%**				
2018	3.3%	97.7%	0.0%	97.7%	Criterion Met	

Competency 6: Interact with faculty, students, and colleagues in a collegial manner.

Assessment Method: Students are rated positively by their major professor or other faculty to which they are assigned for TA or RA duties, Ph.D. seminar faculty, and area Ph.D. Advisor on Item 6 of the Ph.D. annual assessment rubric

Criterion Standard	Score 1	Score 2	Score 3			
Student % Goal	**0%**	**85%**	**15%**			
2021	0.0%	68.0%	32.0%	100.0%	Criterion Met	
2020	0.0%	75.0%	25.0%	100.0%	Criterion Met	
2019	1.6%	0.0%	98.3%	98.3%	Criterion Not Met	

Retired Assessment Method: Students are rated positively by faculty major professor, Ph.D. seminar faculty, and area Ph.D. advisor.

Criterion Standard	Rating < 2%	Rating ≥ 2				
Student % Goal	0%	100%				
AY17/18	5.7%	94.3%		94.3%	Criterion Not met	Changed rubric (P); Spring 2019

Competency 7: Exhibit learning and competence in teaching.

Assessment Method: Success in the Teaching Practicum course with a "pass" (if course is pass/fail) or B or higher (if course is graded) in the Ph.D. teaching practicum course

Criterion Standard	Grade < B	Grade ≥ B				
Student % Goal	**0%**	**100%**				
2021	14.3%	85.7%		85.7%	Criterion Not Met	Attention needs to be paid to this competency. Ph.D. committee makes following suggestions: 1. Obtain peer evaluations to help with teaching effectiveness. 2. Determine why a student did not pass this class.
2020	0.0%	100.0%		100.0%	Criterion Met	
2019	0.0%	100.0%		100.0%	Criterion Met	

Table 8-1 Intellectual Contributions
Date Range: September 1, 2017 - August 14, 2022

Part A: Five-Year Summary of Intellectual Contributions

Aggregate and summarize data by discipline.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	62.17	24	10	96.17	57	32.17	7	96.17	73.1%	72.2%
Business Economics	66	4	1	71	44	11	16	71	100.0%	91.2%
Business Law	0	0	0	0	0	0	0	0	0.0%	0.0%
Energy Commerce	16	1	0	17	15	1	1	17	40.0%	38.5%
Finance	22	14	3	39	23	9	7	39	64.7%	64.0%
General Business	1	0	0	1	1	0	0	1	0.0%	14.3%
Information Systems	68.67	32.5	6	107.17	36.67	46	24.5	107.17	92.9%	91.0%
Management	182.67	44	21	247.67	86.17	104	57.5	247.67	90.5%	88.3%
Marketing	138.67	14	14	166.67	77.83	63.33	25.5	166.67	85.7%	79.6%
Quantitative Sciences	30.83	9.5	4	44.33	21.33	18.5	4.5	44.33	72.7%	71.2%
Supply Chain Management	14	0	0	14	1	12	1	14	100.0%	83.3%
Total	602	143	59	804	363	297	144	804	**78.6%**	**75.6%**

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

The mission of the College includes a reference to “advance[ing] knowledge and societal well-being through impactful research,” and its vision aims to “better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and leaders.” These statements along with Texas Tech’s emphasis on building on our Carnegie R1 status point to a portfolio of research activity focused on basic or discovery scholarship published in highly cited, peer-reviewed prestigious journals. Recognizing our responsibility to our communities, including the practice of business, and our commitment to business education, we also encourage, support, and reward applied scholarship and the scholarship of teaching and learning. Our strategic initiative to “leverage our expertise and resources to produce more high-quality, impactful research and scholarship” is consistent with our mission and vision. Resources are deployed consistent with this strategy.

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

Quality is best judged by researchers who are themselves contributing to the intellectual conversation within their areas of study. For this reason, it is essential that faculty members involved in evaluation processes (e.g., merit, promotion, tenure) read the intellectual contributions of their peers and base their judgements on that individual review. To contribute to a shared understanding of quality, college faculty developed a journal list that is revised as frequently as necessary and at least every five years. The journals identified by each area (with input from a college-level review) reflect quality (i.e., visibility and impact) within each field. Faculty are encouraged to publish in journals on the list. If a faculty member is interested in submitting their work to a journal not on the list or in a field outside of business, we encourage them to submit information about the journal to the Rawls Coordinating Council who determines if the journal should be included on the business list, added to a list of non-business “endorsed” journals, or does not meet the standards of quality reflected in the list. Basing evaluation of faculty performance, at least in part, on intellectual contributions published in journals on the list provides a common baseline for evaluation. College faculty produced the following intellectual contributions over the review period:

Journal category	Number of publications
5*: Elite	68
5: Highly prestigious	131
4: Quality	117

Part D: Impact of Intellectual Contributions

The impact of the College’s intellectual contributions is greatest on the theory and empirical evaluation of theory in business. Most research-active faculty focus on basic or discovery scholarship, contributing to theory, and enhancing rigor in their academic fields. Forty college faculty hold journal editorships or editorial board memberships: six of these faculty serve in these roles for pedagogical journals and one faculty member serves a practitioner outlet. Faculty recognition for basic and discovery research includes:

- Dr. William Gardener received the “Network of Leadership Scholars Eminent Scholar Award” in 2022 based on the contribution of his research to the field of leadership.
- Drs. Fred Davis, Brad Ewing, William Gardner, Shelby Hunt, and Ron Mitchell have all appeared in the lists of the 2% most cited researchers in the world within the review period.

Teaching and learning scholarship produced by Rawls faculty contributes to business instruction. For example, an article from Drs. Booker, Cook, and Wu provides implementable methods to enhance student awareness of and attitudes toward racial diversity.

Intellectual contributions from our faculty also add value to policy and practice. Examples are provided below. Based on our initiatives related to societal impact, these papers are also exemplars of the societal impact of our intellectual contributions:

- Dr. Yi-Jing Wu's articles have been cited by the Public Company Accounting Oversight Board (PCAOB) in its proposal drafts for changes to auditing standards related to complex accounting estimates.

- Work by Dr. Drew Winters and Mr. Mike Mauldin showing the negative impact of Dodd/Frank section 1071 was used by the Independent Bankers Association of Texas and the Texas Bankers Association in their comments to the CFPB on the implementation of section 1071.

- Dr. Jim Wetherbe and Dr. Ted Waldron's work on how businesses can maintain company culture and customers during the pandemic appeared in the early days of COVID-19 in the *Harvard Business Review* (HBR.org).

- Dr. Andrea Romi contributed to the opening accounting manifesto published in the *Accounting Forum* that seeks to set a new policy and direction for the field of accounting.

Total lifetime Google scholar citations for the current Rawls faculty exceeds 600,000 as shown in the table below.

Google Scholar Citations by Faculty Rank

Rank	N	Total Lifetime Citations	Total Citations since 2017
Assistant Professors	25	8,204	5,085
Associate Professors	16	15,578	11,635
Professors	35	550,238	238,760
Professors of Practice (all ranks)	17	5,530	3,458
Lecturers (all ranks)	6	12,844	4,518
PhD Students	13	11,667	5,052
Total	112	604,061	268,508

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

[1] The school's policies guiding faculty in the production of intellectual contributions are provided in Appendices 3, 6, 7, 8, and 10.

TABLE 9-1:

OUTCOMES OF SOCIETAL IMPACT ACTIVITIES AND INITIATIVES ACROSS ALL AREAS OF THE STANDARDS

Rawls College of Business

Texas 2036 36 Strategic Goals for Texas to Achieve by 2036 https://texas2036.org/our-goals	College Strategic Initiatives (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)
1. Economic growth: Texas spurs economic growth through an innovative and business-friendly climate	Leverage expertise and resources to produce more high-quality, impactful research and scholarship		Research by finance faculty and doctoral students on (1) limitations of Secured Overnight Financing Rate as a benchmark rate[1], (2) an SEC rule change that caused $1 trillion in short corporate funding to be withdrawn from the market making it harder for businesses to fund operations[2], (3) the importance to community banks in distributing PPP to rural communities in Texas[3], and (4) the negative impact of Dodd/Frank section 1071 on community banks.[4]	Research on Dodd/Frank was used by the Independent Bankers Association of Texas and the Texas Bankers Association in their comments to the Consumer Financial Protection Bureau. Creation and funding of the Alderson & Griffin Center for Family Business and Entrepreneurship within the management area to support small businesses and entrepreneurs in our region helps create a business-friendly climate.

[1] Baig, A., & Winters, D.B. (2022). The search for a new reference rate. *Review of Quantitative Finance and Accounting, 58*, 939–976.

[2] Allen, K. D., & Winters, D. B. (2022). Crisis regulations: the unexpected consequences of floating NAV for money market funds. *Journal of Banking and Finance, 117*, 1-14.

[3] https://www.bankersdigest.com/did-the-paycheck-protection-program-funds-get-to-small-businesses-a-study-of-the-role-of-community-banks-in-texas/

https://www.bankersdigest.com/what-was-different-in-the-second-round-of-ppp-in-texas-part-two-of-a-study-of-the-role-of-community-banks-in-texas/

https://www.bankersdigest.com/understanding-the-reach-of-the-sba-and-community-banks-in-texas/

[4] https://www.bankersdigest.com/a-comment-on-implementing-section-1071-of-the-dodd-frank-act/

5. Postsecondary: Texas students earn a postsecondary credential to access the jobs of today and tomorrow	Attract and retain highly qualified students, faculty, and staff	Overall, 85% of Texas Tech students come from the state of Texas. We are providing postsecondary credentials for Texans. Undergraduate program growth of 27% in the past five years indicates that we are helping growing numbers of students earn degrees to access jobs.	Research by an ISQS faculty member and doctoral student examines why the percentage of women in IT fields continues to decline and proposed solutions to address the decline.[5]	Offered the first Business Career Awareness Program in summer 2022 to encourage high school students to pursue a business degree.
6. Jobs: Texans have the knowledge and skills to access careers enabling economic security	Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business	Graduates achieve 90+% placement rates across all programs indicating that they are accessing careers to enable economic security. Revision of IT major to include tracks in systems and data analytics, new certificates in banking and real estate, and a new graduate program in marketing research and analytics allows graduates to access careers.		
7. Workforce Needs: Texans meet the state's current and future workforce needs	Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business Strengthen ties with alumni and the business community	Over 90% of undergraduate students begin their careers in Texas. 82% of MBAs and 89% of masters graduates begin their careers in Texas. Revision of IT major to include tracks in systems and data analytics, new certificates in banking and real estate, and a new graduate program in marketing research and analytics helps graduates meet the workforce needs of Texas.	A marketing faculty member published a book chapter on how to prepare students for cross-functional teamwork in new product development.[6]	Management and marketing faculty conducted a project with a public agency in Texas focused on reducing turnover and using virtual work opportunities to retain employees. Established the Excellence in Banking program to respond to demand for employees in banking.

[5] Harmon, K., & Walden, E. (2021). Comparing three theories of the gender gap in information technology careers: the role of salience differences. Journal of the Association for Information Systems, 22, 1099-1145.

[6] Frias, K., & Popovich, D. (2020). Bridging marketing and STEM education: cross-functional teamwork for new product development. In Preparing students for community-engaged scholarship in higher education, Zimmerman, A. S. (Ed). Hershey, PA: IGI Global.

17. Energy Distribution: Texas maintains a sufficient, reliable, and cost-competitive energy infrastructure 24. Energy Production: Texas leads in energy production with responsible natural resource stewardship	Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business	The Energy Commerce (ENCO) major prepares graduates who are employed in the fields of energy development and distribution in Texas. ENCO curriculum has expanded to prepare students in midstream (distribution) of energy. ENCO curriculum added two courses in clean energy and sustainability. A concentration in Energy Business was added to the PMBA program. We participate in a new interdisciplinary master's program in energy (launched in 2020) focused on employees who want to gain positions of greater responsibility within the industry.	An ENCO faculty member published research on infrastructure service interruptions.[7] Energy commerce and economics faculty published a study on the adoption of green-power plans.[8]	Faculty in energy commerce completed a consulting project on (1) the economic and social impact of the take-away capacity out of the Permian Basin, (2) an update on the economic impact of the Texas oil and gas pipeline industry, and (3) a study for the Railroad Commission of Texas on oil and gas regulation and cleanup fund revenue streams.
18. Crisis Readiness: Texas is ready to address the human, economic, and environmental consequences of natural disasters and hazards	Leverage expertise and resources to produce more high-quality, impactful research and scholarship		Faculty in energy commerce and economics published research related to natural disaster impact and readiness. [9] A finance faculty member studied how community banks fund disaster relief following natural disasters. [10]	An energy commerce faculty member wrote a report for the US Economic Development Administration on innovative startup firms in communities affected by major disasters.

[7]Abderrahmane, A., Davidson, R., Kendra, J., Martins, V., Ewing, B., Nozick, L., Cox, Z., & Leon-Corwin, M. (In press). Household adaptations to infrastructure system service interruptions. *Journal of Infrastructure Systems.*

[8]Cardella, E., Ewing, B., & Williams, R. (2022.) Green is good: the impact of information nudges on the adoption of voluntary green-power plans. *Energy Journal, 43,* 1-41.

[9]Liang, D., Ewing, B., Cardella, E., & Song, L. (In press). Probabilistic modelling of small business recovery after hurricane: a case study of 2017 Hurricane Harvey. *Natural Hazards Review.*

Pastor, D., & Ewing, B. (In press). VEC model of water infrastructure in Los Angeles: implications for community resilience and recovery. *Natural Hazards.*

Davidson, R., Kendra, J., Ewing, B., Nozick, L., Starbird, K., Cox, Z., & Leon-Corwin, M. (In press). Managing disaster risk associated with critical infrastructure systems: a system-level conceptual framework for research and policy guidance. *Civil Engineering and Environmental Systems.*

[10]Allen, K. D., Whitledge, M. D., & Winters, D. B. (2022). Community bank liquidity: Natural disasters as a natural experiment. Journal of Financial Stability, 60, 101002.

Diversity, equity, inclusion, and belonging	Foster diversity and inclusion	Created Diversity, Equity, and Inclusion in Organizations (MGT 4372). A marketing faculty member taught a course cross-listed with Women and Gender Studies: From Disney to Beyoncé: Analyzing Gender, Race, and Sexuality in Popular Culture and Marketing A marketing research class conducted a project for an art organization that primarily serves a marginalized community within Lubbock. Several courses require students' attendance at the Rawls Diversity Symposium. Student attendance led to a publication examining the impact of student attendance on attitudes.	An accounting faculty member co-authored the open accounting manifesto which calls for a greater focus on societal impact across the field of accounting.[11] A management faculty member studied potential discrimination in hiring against those with PTSD.[12] A management faculty member studied strategies for employees with de-legitimized disabilities to manage identity in the workplace. [13] A paper by accounting faculty provided implementable methods to enhance student awareness of and attitudes toward racial diversity. [14] Each year, the Rawls Diversity Symposium includes a session focused on research related to diversity and inclusion.	The annual Rawls Diversity Symposium continued throughout the 5-year review period. Two symposia were conducted virtually. A marketing faculty member currently serves on the Diversity and Inclusion Committee of the Society for Judgment and Decision Making. An accounting faculty member served as president of the American Accounting Association Diversity Section in 2021-22. Implemented a college requirement that area colloquia must include presenters who are diverse with respect to gender and ethnicity across every two-year period.

[11]Alawattage, C., Arjaliès, D., Barrett, M., Bernard, J., de Castro Casa Nova, S. P., Cho, C. H., Cooper, C., Denedo, M., D'Astros, C. D., Evans, R., Ejiogu, A., Frieden, L., Ghio, A., McGuigan, N., Luo, Y., Pimentel, E., Powell, L., Pérez, P. A. N., Quattrone, P., Romi, A. M., Smyth, S., Sopt, J., Sorola, M. (2021). Opening accounting: A manifesto. *Accounting Forum, 45* (3), 227-246.

[12]Pu, W., Roth, P., Thatcher, J. Nittrouer, C. L., & Hebl, M.R. (In press). Post-Traumatic Stress Disorder and hiring: the role of social media disclosures on stigma and hiring assessments of veterans. *Personnel Psychology.*

[13]Godard, R., Hebl. M., & Nittrouer, C. L. (2022). Identity management in the workplace: strategies for individuals with de-legitimized disabilities. *Journal of Vocational Rehabilitation, 57*, 177-186.

[14]Booker, D., Cook, K. A., & Wu, Y. (In press). Changing hearts and minds: evidence from a symposium on diversity, equity, and inclusion. *Issues in Accounting Education.*

COVID-19 ADDENDUM

COVID-19 impacted us in many ways, and we are still experiencing its impact. Although the personal costs to faculty, staff, and students were high in terms of stress, illness, disruption, and loss, many of the consequences we feared did not materialize. Overall, the impact of the pandemic on our enrollment, operations, and resources was short-term and has not presented long-term challenges. More specifics are provided below.

1. **The quick transition to online instruction** in the spring and summer of 2020 stressed faculty, staff, and students. Like everyone, our community faced disrupted travel, cancellation of important family events and milestones, isolation, illness of self and family members, death of loved ones, etc. Those experiences still linger for many. Faculty and staff with care-giving responsibilities struggled to balance work with those responsibilities. University buildings were closed to faculty and staff until August 2020, which was a disruption, especially for those who did not have adequate workspaces at home. This transition was especially challenging for the Rawls eLearning team and Rawls Technology Services, who were responsible for providing equipment and support to those transitioning to a home office. Fortunately, college and university resources were available to address the technology needs of faculty and staff. One of the positive outcomes of the pandemic was that summer 2020 enrollment exceeded previous years due to the 100% online format of instruction. As a result, we have continued to offer more courses online during summer sessions.

2. **Continuation of online instruction in 2020-21.** Public schools in Texas and the Texas Tech University campus reopened in August 2020. Most instruction at Texas Tech returned to the classroom in the fall 2020. Because of large section sizes and the decision to enforce social distancing in classrooms, most (85%) of instruction in Rawls College remained online in fall 2020. The percentage of online instruction continued above the university average in spring 2021. Although enrollment remained strong, the percentage of online instruction likely contributed to a greater-than-average decline in our one-year student retention rate among Texas Tech units. The greater availability of remote work provided by employers outside of Texas Tech was attractive to many staff. We were able to retain staff via the new remote work policy implemented by the Texas Tech system during COVID-19. This is another positive outcome of the pandemic, which has allowed us to retain staff and hire some faculty who are not expected to be in the office on a full-time basis.

3. **Slowdown in faculty hiring.** At the start of the pandemic, we were uncertain as to the short- or long-term financial impact of COVID-19 on the college and the university. We pulled back on faculty searches during 2020. This caused us to fall behind in our attempts to grow the faculty to keep pace with growth in enrollment. We have had great success in faculty hiring in the past two years and are continuing to hire needed faculty.

4. **Extended third-year review and tenure clocks.** The university provided two probationary period (i.e., tenure-clock) extensions to faculty on the tenure-track. This flexibility was important for faculty whose research progress was negatively impacted by COVID-19. Though this was viewed positively, it created confusion around dates for third-year reviews and tenure deadlines. Despite our best efforts to work out schedules for all assistant professors, guidance from the provost's office has continued to change, creating greater uncertainty for tenure-track faculty.

5. **Placement of undergraduate and graduate students** took a slight dip during the pandemic; the impact was not as much as we expected. This may have been because the economy of Texas, where most of our graduates find jobs, did not shut down as much as some other states. Beyond a mask mandate during summer 2020 that was lifted by the fall, businesses remained open, and many offices continued to work face-to-face.

6. **Impact on graduate programs.** The pandemic seemed to have a positive impact on enrollment in master's programs. Students who were unemployed, were working from home, or no longer traveling for work, viewed the pandemic as an opportunity to get the master's degree they had been considering. The tightening of the labor market in 2022 led to a slight downturn in master's enrollment. Promotions and salary increases were occurring at greater rates without the need to pursue a graduate degree. We continue to invest in promotion and scholarships to stabilize master's enrollment. In 2020, we offered doctoral students an extra year of program support to address what we thought might be difficult hiring conditions for faculty. Nine doctoral students took advantage of the extra year of support.

7. **Lingering concerns with student and faculty engagement.** The students now moving into upper-division business courses are those who finished high school and began college under COVID-19 restrictions. Many of these students are used to online learning and not having to "show up." Faculty express concerns with student engagement and accountability, and staff see these same challenges with student participation in co-curricular activities. From March 2020 through August 2021, faculty engagement and camaraderie suffered. This slowed progress on our strategic plan and impacted our ability to close the loop in our assessment plans. After more than a year of online instruction, many faculty adopted remote work as their preferred approach and have been slow to return to their offices on campus. This may not impact their productivity; however, it does limit social interactions at work and make it more difficult to create a strong organizational culture.

8. **Engagement, alumni relations, and fundraising** were hit hard by the pandemic. We ceased in-person alumni events and activities for 18 months. Development officers did not make in-person visits for at least a year. This led to poor fundraising performance in FY 2021. Fortunately, alumni, employers, and friends were anxious to re-engage, and our events calendar and fundraising bounced back in FY 2022.

RISK ANALYSIS

FEBRUARY 20, 2023

Rawls College of Business

Texas Tech University System Office of Risk Management conducts formal risk analysis across all component institutions on an annual basis. In addition to on-going assessment of potential risks so identified and continual environmental scanning, the college dean meets with the TTUS Chief Audit Executive or her representative each year to discuss risks facing the university system and the business school. The risks included in the table below are those from the list of potential major risks to the TTU System that present the greatest threats to the business school.

	Risk	Likelihood of Risk Occurring	Impact if the Risk Occurred	Severity (based on impact and likelihood)	Mitigating Action(s) (from short-term to longer term)	Responsible Parties
1	A 1-year decrease of greater than 10% in master's program enrollment (headcount). (Graduate program fees are based on enrollment in our graduate programs.)	Medium	High	High	Enhance targeted recruitment activities; engage alumni in recruiting efforts; provide additional scholarships; expand geographical locations and modalities of existing programs (e.g., offer the PMBA program in Houston; offer the MSA program online); create additional master's-level degree programs, especially online	Dean's Office including Associate Dean for Graduate Programs and Research; Graduate and Professional Programs Office; graduate program directors, Area Coordinators, and faculty
2	A 1-year decrease of greater than 10% in undergraduate student credit hours (SCH) taught (Undergraduate differential tuition is based on enrollment in business courses.)	Low	High	Medium	Work more closely with TTU Enrollment Services on recruitment forecasting; enhance college-level recruitment activities; provide additional scholarships for recruitment and retention; develop additional certificates or majors in high-demand areas; launch an asynchronous, online BBA program	Dean's Office including Associate Dean for Undergraduate Programs; Rawls Undergraduate Services Center; Area Coordinators, faculty, and staff

3	Recruitment and retention of staff	Medium	High	Medium	Implement more broadly TTUS policy for remote work; provide salary enhancements and more opportunities for career progression; post open positions on more widely accessible sites (e.g., LinkedIn); continue to focus on being an "employer of choice" within the university and community	Dean's Office; staff leadership
4	Recruitment and retention of faculty	Medium	High	Medium	Benchmark current salaries and salaries for new faculty; ensure robust, inclusive, and timely recruitment processes; provide incentives and rewards for excellence in teaching, research, and service; participate in university salary equity adjustment programs	Dean's Office; Area Coordinators and faculty
5	Inability to stay current with increasing student expectations and market competition with respect to online and hybrid teaching modalities and programs which would lead to a decline in program quality and rankings	Medium	High	Medium	Create a task force of faculty, staff, and students to develop recommendations, expectations, and standards related to online and hybrid teaching and learning; implement key recommendations including the potential of additional compensation and recognition for achieving goals	Dean's Office; Rawls eLearning; Area Coordinators, faculty, and staff
6	Inadequate facilities	High	High	High	Identify office space outside of the current building; gain approval from central administration to conduct a building programming study; assess feasibility of building project and likelihood of fund-raising success	Dean's Office including the Senior Associate Dean; TTU Operations Division; TTU Office of Institutional Advancement; Rawls development team

AACSB Faculty Qualification [1]

Scholarly Academic (SA)

Initial Qualification

Scholarly Academics have (a) earned a doctorate from an accredited business school in a business topic relevant to their teaching, or (b) are doctoral students in the Rawls College of Business (RCOB) who are ABD, or (c) earned a doctorate or terminal degree in a business- related field (e.g. economics, law, or industrial psychology) with a research record to demonstrate expertise within their teaching field.

According to AACSB Standard 3 "a faculty member can be considered SA or PA for five years from the date of conferral of the terminal degree." In addition, "doctoral students with teaching responsibilities who have attained all-but-dissertation ('ABD') status will be considered SA for three years from the commencement of ABD status." For faculty who earned their doctoral degrees more than five years ago, and for doctoral students who are ABD for more than three years, the following standards for maintenance of qualification apply.

Maintenance of Scholarly Academic Qualification

1. Tenured and tenure-track faculty qualified to chair dissertation committees and teach doctoral seminars (SA-doctoral):

To maintain SA status for chairing dissertation committees and teaching doctoral seminars, faculty members must complete and document for the most recent five-year period one of the following:

a. One (1) publication in an academic journal identified as 5* in the RCOB approved journal list, or

b. Two (2) publications identified as 5 in the RCOB approved journal list, or

c. One (1) publication identified as 5 in the RCOB approved journal list and two (2) publications identified as 4 in the RCOB approved journal list, or

d. One (1) publication identified as 5 in the RCOB approved journal list and one (1) other documented substantive intellectual contribution. The responsibility for demonstrating that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area. Examples of substantive intellectual contributions include, but are not limited to, serving as editor-in-chief of a 5* or 5 journal, publishing a scholarly book at an Ivy League or equivalent press, or obtaining a substantial research grant as principal investigator.

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[1] Approved by the RCOB Credentials Committee 4/27/2018. Approved by the Coordinating Council 5/2/2018. Revised 9/5/2018 for consistency with AACSB guidelines regarding new PhDs and doctoral students. Revised 5/12/2022 for consistency with 2020 AACSB standards.

2. Faculty who contribute to undergraduate teaching with some master's-level instruction (SA-non-doctoral):

To maintain SA status for teaching undergraduate and master-level courses, faculty members must complete and document for the most recent five-year period one of the following:

a. Any of the criteria described for doctoral program participating faculty in the SA section above, or

b. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List (evidence of journal quality i.e., inclusion in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide* must be provided), or

c. One (1) publication in a refereed academic journal, but not limited to the Rawls Journal List (evidence of journal quality i.e., inclusion in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide* must be provided), and one (1) other documented substantive intellectual contribution, which may include, but is not limited to, the following RCOB-recognized activities:

- Publish in a prominent, non-refereed journal
- Publish a scholarly book
- Publish a book chapter or case that involves peer-reviewed original research
- Publish or revise a textbook that is widely distributed for commercial sale
- Receive a competitive grant refereed by government agencies or other sponsoring institutions
- Author reports of research results for funded research
- Serve as editor, associate editor, or editorial board member of a refereed academic journal
- Other significant scholarly activity, consistent with the preceding activities.

The responsibility for documenting that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area.

Practice Academic (PA)

Initial Qualification

Practice Academics have either (a) earned a doctorate from an accredited business school in a business topic relevant to their teaching, or (b) earned a doctorate or terminal degree in a business-related field (e.g. economics, law, or industrial psychology) with a research record to demonstrate expertise within their teaching field.

Maintenance of Practice Academic Qualification

To maintain their PA status, faculty members must complete and document for the most recent five-year period substantive and substantial professional development activities, such as the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard setting bodies or policy-making bodies
- Practice-oriented intellectual contributions
- Relevant, active service on boards of directors,
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

The above list of activities is not meant to be exhaustive. The responsibility for demonstrating that the activity maintains a faculty member's professional qualification rests on the faculty member and/or his/her area.

Instructional Practitioner (IP)

Initial Qualification

Instructional Practitioners have (a) earned a terminal degree relevant to their teaching area, or (b) earned a master's degree related to their teaching area and obtained relevant professional work experience, or (c) earned a bachelor's degree and obtained extensive relevant professional work experience. (Generally, the latter requires substantial justification to satisfy SACSCOC credentials requirements.)

Maintenance of Instructional Practitioner Qualification

To maintain their IP status, faculty members must complete and document, for the most recent five-year period, substantive professional development activities, such as the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard setting bodies or policy-making bodies
- Practice-oriented intellectual contributions
- Relevant, active service on boards of directors,
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

The above list of activities is not meant to be exhaustive. The responsibility for demonstrating that the activity maintains a faculty member's professional qualification rests on the faculty member and/or his/her area.

Scholarly Practitioner (SP)

Initial Qualification

Scholarly Practitioners have (a) earned a terminal degree relevant to their teaching area, or (b) earned a master's degree related to their teaching area and obtained relevant professional work experience, or (c) earned a bachelor's degree and obtained extensive relevant professional work experience. (Generally, the latter requires substantial justification to satisfy SACSCOC credentials requirements.)

Maintenance of Scholarly Practitioner Qualification

To maintain their SP status, faculty members must complete and document for the most recent five-year period, one of the following:

a. Any of the criteria described for doctoral program participating faculty in the SA section above, or

b. Two (2) publications in a refereed academic journal, but not limited to the Rawls Journal List (e.g., is included in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide*), or

c. One (1) publication in a refereed academic journal, but not limited to the Rawls Journal List (e.g., is included in the *Journal Citation Reports* or the Association of Business Schools *Academic Journal Guide*), and one (1) other documented substantive intellectual contribution, which may include, but is not limited to, the following RCOB-recognized activities:

- Publish in a prominent, non-refereed journal
- Publish a scholarly book
- Publish a book chapter or case that involves peer-reviewed original research
- Publish or revise a textbook that is widely distributed for commercial sale
- Receive a competitive grant refereed by government agencies or other sponsoring institutions
- Author reports of research results for funded research
- Serve as editor, associate editor, or editorial board member of a refereed academic journal
- Other significant scholarly activity, consistent with the preceding activities.

The responsibility for documenting that the activity maintains a faculty member's intellectual capital rests on the faculty member and/or her/his area.

Participating and Supporting Faculty

Criteria for identifying participating and supporting faculty are adopted from the AACSB (Association to Advance Collegiate Schools of Business) with additional wording to clarify governance in the Rawls College of Business.

A **participating** faculty member actively engages in the activities of the college in matters beyond direct teaching responsibilities. Such matters include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the college and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the college on institutional committees. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined by the college.

A **supporting** faculty member does not participate in the intellectual or operational life of the college beyond the direct performance of teaching responsibilities. A supporting faculty member does not participate in the governance of the college, have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally ad hoc appointment, for one term or one academic year at a time without the expectation of continuation.

TEXAS TECH UNIVERSITY

Rawls College *of* Business™

STRATEGIC PLAN

Updated October 5, 2018

Membership of Strategic Planning Committee:

Faculty:
Kirsten Cook, Associate Professor, School of Accounting
Nikki Kantelis, Assistant Professor of Practice; Energy, Economics, and Law
Jeff Mercer, Senior Associate Dean and I. Wylie and Elizabeth Briscoe Chair in Finance
Glenn Browne, Rawls Professor of Information Systems and Quantitative Sciences
Tyge Payne, Snyder Professor of Strategic Management, Management
Bob McDonald, Professor, Marketing and Supply Chain Management

Students
Rachel Myers, undergraduate (B.B.A. in Finance)
Taylor Potts, graduate (MBA for Working Professionals)

Staff:
Stephanie Bohn, Director, Academic Administration
Jason Rinaldo, Senior Director, Assessment

Rawls Advisory Council:
Don Sinclair, Chair
Jim Skinner, Vice Chair
Julie Meyer
Jarrod Upton

Associate Deans:
Dennis Arnett, Associate Dean for Undergraduate Programs
Jeff Mercer, Senior Associate Dean
Bill Pasewark, Associate Dean for Graduate Programs and Research

Convener:	Margaret L. Williams, Dean and Professor of Management
Facilitator:	Catherine A. Duran, Associate Vice Provost for Student Affairs
Content support:	Jason Rinaldo, Senior Director, Assessment
Technical support:	Kathy Suchy, Senior Director, Business Administration Computing Services
Administrative support:	Chris Mosher, Executive Associate to the Dean

Rawls College of Business Administration Strategic Plan 2018-22[1]

Introduction

The Rawls College recognizes and embraces our responsibilities to our students, faculty and staff; colleagues within the university; alumni, donors and investors; and residents and leaders of our region, the state of Texas, and broader society. It is with full knowledge of and appreciation for our relationships with these important groups that faculty, staff, students, and alumni of the college embarked on a strategic planning process in 2017 shortly after the arrival of Dean Margaret Williams. This document represents the collegiate effort to identify areas of utmost importance for the next five-year timeframe: 2018-2022. This document will guide daily efforts in instruction, curricular design and revision, scholarly activities, administrative and academic policy formulation, and assessment. Over the next five years, we will conduct regular reviews to consider methods and progress, as well as any new contingencies within the environment. As a living document, subject to ongoing revision, our intent is to pursue the realization of the Rawls College mission through attainment of the goals identified in the plan. This plan is consistent with and supports the achievement of the focal points of the 2017 strategic plan of Texas Tech University.

Background

The previous strategic plan was drafted in 2013 to cover the five-year period from 2013-18. Dean Lance Nail, author of the previous plan, left his position shortly after the strategic plan was approved. In addition, Texas Tech University and the Rawls College were under interim leadership during most of the past two years. Dean Williams embarked on a new strategic planning process when she arrived in April 2017 (The planning process is summarized in Appendix A).

The 2013 strategic plan contained over 150 performance metrics associated with short, medium, and long-term goals. The college has tracked performance on these goals, and this progress was taken into account during the new strategic planning process.

The 2018-22 Rawls College Strategic Plan was constructed based on the following guiding principles:

- Strategic plans should be broad enough to set the general direction of organizational initiatives and specific enough to clearly assist strategic decision-making, implementation and evaluation.
- Strategic planning is a collaborative activity. Area/school plans should support the Rawls College Strategic Plan which should support the Texas Tech Strategic Plan. Stakeholder groups should be involved at all stages.

[1] Approved by Rawls Leadership Council on December 20, 2017.

- Because the college is accredited by AACSB, guidance provided by the AACSB accreditation standards regarding strategic planning is a critical consideration for strategic planning.

The 2018-22 Rawls Strategic Plan was developed to serve and support the following stakeholder groups:

- prospective and current students who wish to gain a strong foundation for successful lives and careers;
- faculty and staff who we must attract, retain, and engage, and upon whom we rely to serve our other stakeholders;
- employers and members of the business, government, and non-profit communities who seek to hire our students and partner with us to address their own needs;
- alumni and current and potential donors and investors who are motivated to support our activities; and
- citizens of our state, and region, and beyond.

Dean Williams convened the Rawls Strategic Planning Committee (SPC) during the summer and fall of 2017. The committee included 16 members: six faculty representing each academic area (selected by the academic areas), two staff members (elected by a staff vote), a graduate student, an undergraduate student, four alumni who are members of the Rawls Advisory Council, and the college's associate deans. The process was facilitated by Dr. Catherine Duran, Associate Vice Provost for Student Affairs. The committee solicited input using multiple modalities from the following sources which was incorporated into the final strategic plan:

- Rawls Advisory Council and other members of our business community
- Rawls Leadership and Coordinating Councils
- Rawls students
- Rawls staff
- Rawls faculty

The Rawls College's previous mission and vision were not well-known among faculty and staff. For example, the 2013 mission and vision were not posted on the college website. The mission and vision from 2010 were most widely associated with the college. For this reason, the SPC first developed a list of core values and a new vision and mission for the college. Taken as a cohesive whole, the core values, vision, and mission lay the foundation for the college's strategic plan.

Core Values

Promote intellectual curiosity.

- Create and share knowledge.
- Innovate: be open to new ideas; learn from failures and successes.

Engage and build community.

- Create a positive, purposeful environment that inspires collective effort.
- Demonstrate concern and understanding for all members of society.

Foster diversity and inclusion.

- Respect and learn from differences in thought, experience and culture.
- Recognize that inclusion is critical to our success.

Expect excellence.

- Become better: look for opportunities to improve.
- Be fearless: seek out challenges with courage and commitment.

Strive for honor.

- Exhibit honesty, integrity, fairness, and personal responsibility.
- Act with compassion and generosity.

Vision

We solve problems facing business and society. We seek to better the world by creating and sharing knowledge and by educating and empowering students to become the next generation of business professionals and influencers.

Mission

As a comprehensive, research-based business school, the Rawls College of Business:

- advances knowledge through impactful research.
- educates and develops resilient graduates who will shape the workplace of the future.
- provides curricula and experiences that are in demand, engaging, accessible, and that provide students with a strong return on investment.
- serves and engages with our communities, from local to global, and provides value to practitioners.
- instills in the Rawls College community aspects of our distinctive culture including strong work ethic, discipline, civility, humility, and philanthropy.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

In order to ground the strategic plan in the current context of business education and the specific environment of the Rawls College, the SPC conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis which links internal and external elements of the environment into a comprehensive summary of the situation confronting the college.

Identifying Strategic Fit and Developing Strategic Initiatives

The SWOT analysis was used to determine strategies following the process shown in the following chart[2]:

	Strengths	**Weaknesses**
Opportunities	***Quadrant 1****:* Use strengths to take advantage of opportunities.	***Quadrant 2****:* Overcome weaknesses to take advantage of opportunities.
Threats	***Quadrant 3****:* Use strengths to reduce the impact and/or likelihood of threats.	***Quadrant 4:*** Overcome weaknesses to avoid threats.

Based on the SWOT analysis, the SPC members generated nearly 30 unique strategies which were prioritized to yield the following strategic initiatives:

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.

Attract and retain highly-qualified students, faculty and staff.

Work to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking.

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.

Strengthen ties with alumni and the business community.

Identifying a limited number of initiatives linked directly to the college's mission and vision is a way to focus priorities. This does not mean that activities not mentioned in the plan are unimportant. They are simply less urgent to pursue at this time.

[2] Bensoussan, B. E., & Fleisher, C. S. (2013). *Analysis without paralysis.* Upper Saddle River, NJ: Pearson.

Strategic Plan Implementation

The purpose of a strategic plan is to prioritize goals and objectives so that resources can be devoted to the activities that are of greatest importance to the college. The usefulness of a strategic plan depends on the extent to which it (1) provides guidance for implementation, (2) allows for assessment of both short and long-term goal accomplishment and overall organizational health via metrics, and (3) continues to be placed "front and center" in the life of the college.

The SPC selected goals (shown in Table 1) within each of the five strategic initiatives. During spring 2018, over 70 faculty and staff served on five task forces to develop specific action items for the five strategic initiatives and one task force to develop action items to support diversity and inclusion within the college. Their work provided input to the Rawls Strategic Action Plan shown in Table 2. The task forces approached their work from different perspectives and documented their work in different formats. To retain the richness of the information generated by the task forces, the final report of each task force is shown in Appendix B. During fall 2018, a timeframe for implementation will be added to the Strategic Action Plan.

Table 3 lists the metrics that evolved from the work of the task forces and will be utilized to track the college's progress. We will track the overall success of the college and Texas Tech University utilizing metrics provided by Texas Tech's Office of Institutional Research. These metrics reflect the collective view of how the college and university define "success." We will also track the college's performance on specific goals. These college-specific performance metrics will be developed and tracked internally by Rawls College faculty and staff (refer to Figure 1). The SPC recognizes there is tension among many of these metrics (for example, between quality and quantity metrics) and will determine which metrics to pursue as we evaluate the Rawls Strategic Action Plan.

To ensure our strategic plan is "front and center," progress will be discussed at regular Rawls Leadership and Coordinating Council meetings and at all college-wide faculty and staff meetings. Area/school coordinators will ensure that the college's strategic plan and relevant actions are reviewed at all area/school faculty meetings and that an area/school strategic plan consistent with that of the college is in place by **December 2018**. The dean will engage in ongoing communication with all stakeholders regarding efforts and accomplishments of the college in relation to the strategic plan.

Table 1: Strategic Initiatives and Associated Goals

Strategic Initiative	Goals
Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.	a. Create more, unique programs that are creative and competitive, including those for non-business majors and industry-specific programs. b. Determine the feasibility of providing employer-customized degree and non-degree programs. c. Investigate the benefits of preparing students for disciplinary certification and licensure beyond the CPA (e.g., finance, human resources) d. Ensure that the B.B.A. curriculum builds skills needed for future business success (i.e., "robot-proof"[3] the curriculum). e. Renew/refresh the MBA curriculum. f. Consider other MBA formats/offerings. g. Engage the business community in curriculum development/review. h. Promote faculty skills in, and a culture for, assessment of student learning outcomes. i. Expand on-line programs and offerings. j. Continue to increase the status of the Rawls College among employers. k. Promote an ethical climate among students, faculty, and staff.
Attract and retain highly-qualified students, faculty and staff.	a. Improve, extend and coordinate processes for recruiting highly-qualified students, faculty and staff. b. Ensure individuals representing diversity of thought, experience, ethnicity, gender, and cultural background are included fully and actively involved in the Rawls College. c. Promote professional development opportunities for staff. d. Develop and implement a competitive compensation plan for faculty and staff.

[3] Aoun, J.E. 2017. *Robot-proof: higher education in the age of artificial intelligence*. Cambridge, MA: MIT.

Work to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e., high-impact practices).[4]	a. Increase the number of students who complete formal internships. b. Support, encourage and increase service learning opportunities for students. c. Support, encourage and increase study abroad opportunities for students. d. Ensure all undergraduate capstone courses meet the criteria for a high-impact practice. e. Support, encourage and increase the number of students involved in the Business Learning Community.
Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.	a. Competitively compensate and support active researchers. b. Establish a college wide task force to provide recommendations for strengthening college-level support for research as well as the research culture within the college (including incorporation of Tier I status into our self-perception). c. Partner with businesses to create opportunities for faculty to bring insight to applied business problems.
Strengthen ties with alumni and the business community.	a. Coordinate greater opportunities for alumni and business executives to interact with students. b. Develop area-specific advisory councils. c. Develop a culture supportive of faculty who pursue close ties with business and alumni for consulting, learning and research. d. Establish a stronger alumni network outside of Texas to develop more opportunities for students. e. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers. f. Begin engagement early by cultivating students to be Rawls advocates and brand messengers.

[4] Kuh and O'Donnell (2013) refer to these as "high impact practices" (Kuh, G. D., & O'Donnell, K. 2013. *Ensuring quality and taking high-impact practices to scale*. Washington DC: Association of American Colleges and Universities.)

Table 2: Rawls Strategic Action Plan				
Strategic initiative	**Goals and actions**	**Point person**	**Resources necessary**	**Specific targets (what by when?)**
Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business.	1. Create a program-level cross-disciplinary team project at the BBA and MBA levels that works collaboratively with industry partners. Project could be framed as a consulting project within a firm or as a stand-alone organization with RCOBA alumni or local businesses as advisors	Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs and Research	Faculty advisor and/or faculty assigned as overload/in-load as instructor of record Seed funding depending on nature of project Advisory Council input on development of projects Dean's office to facilitate business collaboration	Planning: Summer/Fall 2018 Implementation: Spring 2019
	2. Create a multi-component professional development not-for-credit certification system for undergraduates and master's students. Suggested components are provided in Appendix 2 (Dean's Merit Badges)	Career Management Center Director Snyder Business Communication Center Director	CMC and Faculty "champion" to chair planning committee CMC advisor dedicated to the program Online: Instructional designer Face-to-face: Facilitator(s)	Planning: Summer 2018 Implementation: Fall 2018
	3. Create additional concentrations, minors, undergraduate or graduate certificates, and not-for-credit certifications, endorsements, and/or credentialing (e.g., SHRM certification) for majors and MBAs. A list of potential program additions is provided in the Appendix 2.	Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs and Research	Faculty/staff allocated to program development Faculty/staff allocated to provide instruction/ programming	Planning: Summer/Fall 2018 Implementation: Fall 2018 (digital badge certification) Fall 2019 (all others)

	4. Develop a problem-solving framework to be introduced in Introduction to Business and reinforced throughout the undergraduate curriculum	Associate Dean for Undergraduate Programs	Faculty time to develop framework Administrative and faculty time to coordinate roll-out across the curriculum	
	5. Begin systematic data collection on programming and program evaluation through surveys, focus groups, interviews, and discussions with graduating students, employers/recruiters, alumni, advisory councils, and industry connections. Share data college-wide. Analyze, track, and report: • Exit survey data (from IR) • Focus group data (new) • Alumni survey data (new). This would include two sets (a) recent graduates (1 to 5 years BBA, STEM, and MS students, current PMBA students and recent PMBA graduates) and (b) those who have graduated within 5 to 10 years (BBA and master's). • Advisory council (college and areas) feedback once/year (new) • Employer/recruiter survey data • AOL assessment	Senior director of assessment Faculty director of assessment	Survey developer Focus group facilitator Doctoral student(s) to analyze data	Planning: Summer/Fall 2018 Implementation: Spring/Fall 2019

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Attract and retain highly-qualified students, faculty, and staff.	Increase level of student academic success	1. Offer "Student Success Orientation" 2. Develop programs designed to get students connected to the college earlier in their academic programs 3. Offer an Introduction to Business "showcase" class for business majors and non-majors: separate section for honors, RBLP, business learning community	Associate Dean for Undergraduate Programs	Faculty and staff time Funds to pay Introduction to Business instructors and support staff	
	Increase the diversity of Rawls students	4. Hire diversity recruiter at the undergraduate level **5.** Develop scholarship programs to attract diverse students to undergraduate and graduate programs	Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs	Salaries for recruiters Scholarship funds Funds and expertise to conduct climate assessment	

	Recruit higher caliber students.	6. Recruit non-business undergraduate students by developing business courses aimed at high achieving freshmen, non-business students. (Offer an Introduction to Business "showcase" class for business majors and non-majors: separate section for honors, RBLP, business learning community) 7. Develop and deploy strategically competitive scholarship packages for incoming freshmen in business	Associate Dean for Undergraduate Programs Senior Director of Development	Funds to pay Introduction to Business instructors and support staff Staff time for scholarship deployment Scholarship funds	
	Attract/retain quality PhD students	8. Increase PhD base stipend to be competitive with peer institutions.	Senior Associate Dean	Funds to increase stipends	
	Attract/retain quality staff members	9. Offer staff salaries competitive with peer institutions	Senior Associate Dean	Staff time to benchmark salaries	

		10. Create additional and recurring staff engagement opportunities (e.g., luncheons, development/ engagement workshops) beginning with an interactive onboarding process 11. Evaluate/revise college practices to support staff through various career stages and organizational changes		Funds to support salary adjustments Staff time to plan engagement opportunities and revise or develop policies and practices Funds for programming Funds and expertise to conduct climate assessment	
	Attract/retain quality faculty members	12. Increase summer support money for faculty 13. Allow current faculty's partners to be eligible for partner accommodation hires.	Senior Associate Dean	Funds for additional summer support Funds and expertise to conduct climate assessment Administrative time to support partner accommodation Funds to support partner accommodation	

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Work to ensure that all students experience learning opportunities that promote completion, achievement, critical thinking (i.e., high impact practices)	Increase the number of students who complete formal internships.	1. Create an Internship Advisory Committee to coordinate internship efforts and develop best practices	Associate Dean for Undergraduate Programs	Staff and faculty time Funds to purchase or create a website, databases, and tracking systems	
	Support, encourage, and increase service learning opportunities for students.	2. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships	Associate Dean for Undergraduate Programs	Staff and faculty time Funds to purchase or create databases and tracking systems	
	Support, encourage and increase study abroad opportunities for students.	3. Increase number of study abroad scholarships	Senior Director of Development	Study abroad scholarship endowments	
	Ensure that each undergraduate capstone or "capstone-like" course includes a high-impact practice	4. Assess effectiveness of and participation in current high impact practice activities. Update as needed. 5. Identify best practices.	Associate Dean for Undergraduate Programs	Faculty and staff time to provide the experiences Funds to support the experiences	

	Support, encourage, and increase the number of students involved in the Business Learning Community.	6. Revamp the Learning Community by focusing on mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for future growth. 7. Explore possibilities for online Learning Community design and participation. 8. Offer a special section of Introduction to Business for Business Learning Community, RBLP, and honors students	Associate Dean for Undergraduate Programs	Faculty and staff time to develop the courses and programs Funds to offer the section(s) and support the programs	
		9. Create and implement incentives for students, faculty, and employers to participate in all HIPs	Associate Dean for Undergraduate Programs	Faculty and staff time to develop the incentive program Funds to support the incentive program	

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Leverage our expertise and resources to produce more high-quality, impactful research and scholarship.	Competitively compensate, support, and retain productive researchers.	1. Conduct annual comparisons of 5* research productivity against a benchmark from peer institutions. 2. Increase summer funding with a goal of 2/9ths for productive researchers. 3. Establish and implement consistently a workload policy that allows for flexible teaching loads and schedules for productive researchers. 4. Establish and implement consistently a merit policy that rewards high impact scholarship. 5. Encourage faculty to participate in TTU's faculty development program and other development activities	Dean Associate Dean for Graduate Programs and Research	Staff support for productivity analysis (existing) Funding to support competitive salaries and summer support Funding to support development activities	

	Identify and encourage qualified faculty to proactively seek opportunities to develop interdisciplinary research teams within and outside the institution	6. Create seed grant program with the expectation to submit for external funding.	Associate Dean for Graduate Programs and Research	Funding to support seed grants Faculty to pursue funding opportunities Staff support for proposals and awards (existing)	
	Promote the value of Rawls research to stakeholder groups.	7. Develop and implement an integrated communication strategy to promote research conducted by Rawls faculty	Associate Dean for Graduate Programs and Research	TTU and Rawls marketing support Funding for new elements	
	Partner with businesses to create opportunities for faculty to bring insight to applied business problems.	Promote Rawls faculty and staff engagement in TTU's Outreach and Engaged Scholarship initiatives	Associate Dean for Graduate Programs and Research	Admin support for database and record-keeping Funding to support faculty and staff development Project funding	

Strategic initiative	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Strengthen ties with alumni and the business community.	Coordinate greater opportunities for alumni and business executives to interact with students.	1. Restructure Dean's Office staff to focus on engagement and external relations.	Senior Director of Engagement and External Relations	New staff positions Reallocation of staff time	
		2. Develop area-specific advisory councils to promote faculty's ties with business and alumni.	Senior Director of Engagement and External Relations and Area Coordinators	Staff and faculty time Alumni interest Funds to support advisory council meetings	
	Establish a stronger alumni network outside of Texas to develop more opportunities for students. Begin engagement early by cultivating students to be Rawls advocates and brand messengers. Develop systems to create greater opportunities for communication/engagement with alumni throughout their careers.	3. Add a second position in alumni relations. 4. Refill the Director of Engagement position to work with students, student organizations, and recent alumni.	Senior Director of Engagement and External Relations	Funding for staff positions Expanded budget for communication, events, and programming	

Rawls core value	Goals	Actions	Point person	Resources necessary	Specific targets (what by when?)
Foster diversity and inclusion within the college	Empower a group of Rawls faculty, staff, and students to lead efforts to improve diversity and foster inclusion within the college	1. Create a standing committee for Diversity and Inclusion	Dean	Faculty and staff time	
	Ensure adequate leadership for diversity and inclusion efforts within the college	2. Refill the position of Director of Diversity	Dean	Faculty and staff time to continue to develop a job description Funds for the position	
	Create and ensure a safe and inclusive climate for all who work in, study in, and visit the Rawls College including ending sexual harassment within the college	3. Conduct a climate assessment of students, staff, and faculty within Rawls and identify areas for improvement 4. Conduct top management team training 5. Offer awareness and education programs for faculty, staff, and students 6. Develop recruiting plans, retention plans, and mentoring programs to address diversity and inclusion goals	Dean	Staff and faculty time Funds and expertise to conduct climate assessment Funds to support programming	

Table 3: Metrics for Rawls College of Business 2018-2022

TTU = metric from Texas Tech University strategic plan
AACSB = recommended measure of "impact" from AACSB

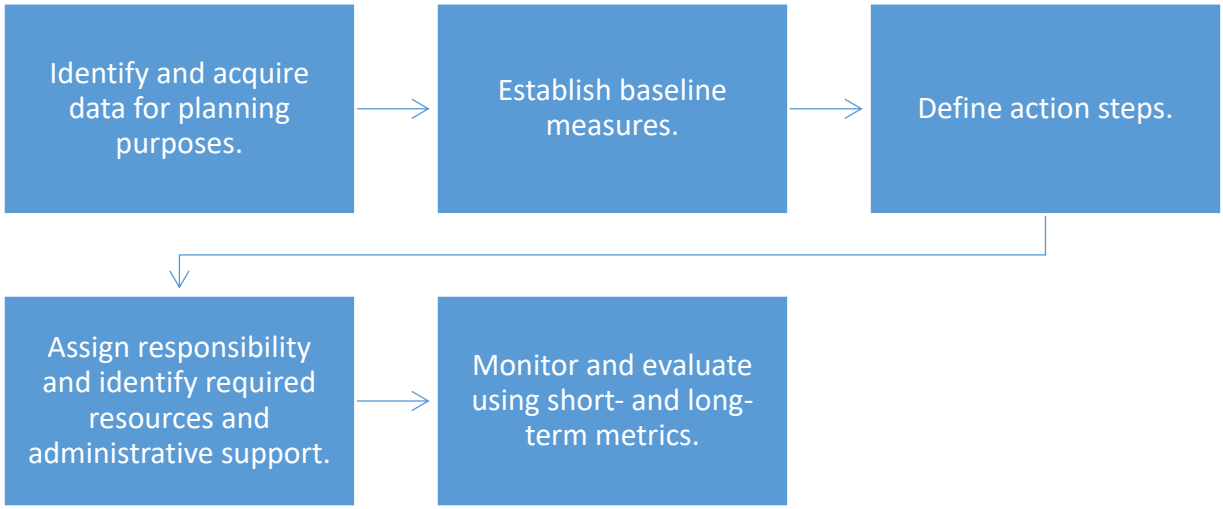
Where available, baseline data from 2016, 2017, 2018 will be tracked.
Goals will be set based on baseline data, or we will begin collecting data for that specific metric.

Student/ program metrics	Number of students participating in industry field trips
	Student attendance at events with outside speakers
	Number of students completing formal internships
	Quality of internship placement
	Number of students participating in competitions
	Number of service learning courses offered (TTU)
	Student Credit Hours in service learning courses
	Measurable placement of undergraduate students
	Quality of employers recruiting at Rawls (number of Fortune 100 companies, Best Places to Work, etc.)
	One-year retention of First Time in College (FTIC) freshmen (TTU)
	Four-year graduation of FTIC freshmen (TTU)
	Six-year graduation of FTIC freshmen (TTU)
	Percent of Rawls undergraduate and graduate students who are (TTU): African-American/Black Asian Hispanic Women International
	Number of undergraduate students enrolled (TTU)
	Number of graduate students enrolled (TTU)
	Number of baccalaureate degrees awarded (TTU)
	Number of master's degrees awarded (TTU)
	Number of doctoral degrees awarded (TTU)
	Number/% of students studying abroad (TTU)
	Total Student Credit Hours (SCH) taught (TTU)
	SCH per student FTE (TTU)
	Student-to-faculty ratio (TTU)
	Business majors receiving Presidential Scholarships (TTU)
	National Merit Scholars who are business majors (TTU)
	Percentage of FTIC students who graduate in the top 10% and 25% of their high school class (TTU)
	Average FTIC SAT/ACT score in the 25-75 percentile of incoming Rawls students (TTU)
	Program rankings from respected sources (e.g., *USNWR*)
	Climate assessment by students
	Placement of doctoral students in tenure-track positions at peer or better institutions
	Presentations and publications by doctoral students (AACSB)

Engagement metrics	Number of class speakers from the business community
	Number of alumni/business professionals speaking to/meeting with student organizations and other out-of-class activities
	Number of alumni/business professionals serving as mentors
	Number of alumni/business professionals involved with area/school/college advisory boards
	Number of and enrollment in outreach/professional programs offered (e.g., the Bank School)
	Number of student, faculty, staff interactions with local businesses and organizations
	Membership in Rawls Raiders
	Annual giving to the Rawls College
	Annual gifts and pledges to the Rawls College endowment
	Total value of Rawls College endowment
	Number of projects, programs, classes, and events provided for/in partnership with the community (TTU)
	Number of Outreach and Engaged Scholarship scholarly publications and presentations (TTU)
	Number of collaborative Outreach and Engaged Scholarship partnerships (TTU)
Faculty/staff metrics	Total number of faculty (by tenure/tenure-track, professors of practice, instructors) (TTU)
	Total number of staff
	Percent of faculty (by tenure/tenure-track, professors of practice, instructors) who are: African-American/Black Asian Hispanic Women
	Percent of staff who are: African-American/Black Asian Hispanic
	Faculty retention
	Staff retention
	Elections or appointments of faculty and staff to leadership positions in academic and/or professional associations, standards setting bodies, and professional societies (AACSB)
	Climate assessment by faculty and staff
	Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) (TTU)
	Number of faculty externships
	Unfilled chairs/professorships
Research metrics	Number of refereed research papers and publications
	Number of research publications in journals on the Rawls Journal List
	Number of publications in 5* journals (year-to-year and against benchmarks (AACSB)
	Publications in practitioner journals (AACSB)
	Citations of faculty publications (AACSB)
	External recognition for faculty research (AACSB) including number of faculty awards received (TTU)
	Faculty serving as reviewers for 5* journals (AACSB)
	Faculty serving as editorial board members, editors, and associate editors (AACSB)
	Proposals submitted for external funding
	Number of proposals funded
	Total external funding for research (AACSB)
	Total research expenditures (TTU)

Figure 1

Strategic Plan Implementation Process



Appendix A
Strategic Planning Process

The SPC held four half-day planning sessions during Fall 2017. Committee members came to these sessions having completed assignments. They actively engaged in each session; and, between sessions, the results were compiled and shared with committee members for feedback. Key components of the strategic plan were developed as follows:

SPC Session 1: crafted draft statement of mission, vision, and values

SPC Session 2: crafted draft SWOT (strengths, weaknesses, opportunities, and threats) analysis

SPC Session 3: drafted potential strategies in response to SWOT and began to formulate goals and objectives

SPC Session 4: crafted draft metrics and responded to initial draft of the strategic plan

Upon completing the structured work noted above, the SPC then:

- used a variety of methods to seek input from student, staff, faculty and alumni stakeholder groups.
- incorporated stakeholder input.
- sought college approval for the new strategic plan.

Strategic implementation task forces met during the spring 2018 semester to develop the Strategic Action Plan:

1. **Raise** the level of graduates' professional skills in areas that employers require and that match the future needs of business.

Chair: Claudia Cogliser

Jeff Burkhardt
Jacob Gordon
Matthew Hart
Nikki Kantelis
Nettie Kvick
Bill Pasewark
Jamie Pitman
Jason Rinaldo
Ann Rodriguez
Jaeki Song
Dino Villegas
Jim Wetherbe
Surya Yadav

2. **Attract** and retain highly-qualified students, faculty and staff.

Chair: Dennis Arnett

Dennis Anderson
Wendy Arnett
Nikki Bohannon
Sabrina Chi
Francisco Delgadillo
Gary Fleischman
Roy Howell
Derek Oler
Madison Proctor
Drew Winters

3. **Work** to ensure that all undergraduate students experience learning opportunities that promote engagement, achievement, and critical thinking (i.e., high impact practices).

Chair: Laura Cardella

Barry Broughton
Adrienne Carnes
Duane Hoover
Debbie Laverie
Bob McDonald
Benjamin Mitchell
Anita Nunez
Paige Rutner
Steve Rutner
Mike Ryan
Sandra Ryan
Jeremy Tow

4. **Leverage** our expertise and resources to produce more high-quality, impactful research and scholarship.

Chair: Mayukh Dass

Will Armstrong
Kim Boal
Eric Cardella
Fred Davis
Yitzhak Fried
Bill Gardner
Tao Ma
Ron Mitchell
Archie Pitsilides
Andi Romi
Alexander Salter

5. **Strengthen** ties with alumni and the business community.

Chair: Jeff Mercer

Kristen Bigbee
Susan Brown
Jessica Carrillo
Kellie Estes
Jeffrey Harper
Jared Harrell
John Masselli
Celinda Moore
Michele Moskos
Shannon Rinaldo
Laura Sanders
Ryan Todd
Kelsey Zickefoose

6. Foster diversity and inclusion

Chair: Bob McDonald

Derek Abrams
Stephanie Bohn
Julie Brannan
Claudia Cogliser
Kirsten Cook
Nancy Hood
Brett Myers
Anita Nunez
Andi Romi

Task force support:

Kathy Suchy and BACS
The Rawls finance and HR team

Appendix B

Final task force reports, Spring 2018

Final report: "Raise" task force (May 11, 2018)

Task Force Members

Jeff Burkhardt, Management
Claudia Cogliser, Management
Jacob Gordon, Snyder Center for Business Communication
Matthew Hart, Accounting
Nikki Kantelis, EEL
Nettie Kvick, Testing Center
Bill Pasewark, Accounting
Jamie Pitman, Career Management Center
Jason Rinaldo, Sr. Director of Assessment, Dean's Office
Ann Rodriguez, EEL
Jaeki Song, ISQS
Dino Villegas, Marketing
Jim Wetherbe, ISQS
Surya Yadav, ISQS

Summary

Both undergraduate and graduate education at the Rawls College of Business is an integral part of the university's research and technology development enterprise and play a major role in providing the skilled workforce necessary for the state of Texas and the nation to compete in a knowledge-based, global economy. It is a strategic goal of the Rawls College that our graduates have the professional skill set necessary to succeed in their degree programs and to embark and advance in careers, whether in academia, industry, government, or non-profit organizations. Accordingly, the Raise task force took a view toward preparing our students for jobs that are not invented yet, using technologies that do not currently exist across a vibrant and rapidly changing landscape.

Looking at "Problem Solving" as an umbrella framework across all programs in the Rawls College, the task force mapped a set of competencies (communication, critical thinking, leadership, ethics, teamwork, data analytics) across three types of literacies: human literacy, technology literacy, and data literacy. Problem solving was an appealing framework, as it is indicative of better career opportunities for employees who can identify problems and propose innovative solutions based on the ever-increasing data available to them. Toward that end, the task force discussed broadly the role of professional development programming in the context of the future of work in a rapidly changing landscape. Specifically, we sought out initiatives and programming that provide opportunities for enhancing the technical curriculum by cross-disciplinary integration within the college while promoting risk taking, fail forward thinking, resilience, and a comfort in an ambiguous environment that doesn't allow time for "buttoned up" product and service offerings. A very preliminary draft of our framework was developed and can be provided to the Dean and her leadership team if requested.

The Rawls College of Business--through discipline-specific curricula enhanced by the Snyder Communications Center, the Rawls Career Management Center, the Center for Global Engagement, student organizations (e.g., TMA, Women in Business, and RGA), and staff and faculty advising--currently offers or sponsors events, workshops, tutoring, peer-mentoring, and social media profiles for enrolled students that target workforce readiness and job placement. However, there is room for growth in areas of professional development through additional offerings either by industry and alumni partners, RCOBA entities, and connections with the broader university community (e.g., the University Writing Center and Graduate Writing Center, COMC Communication Training Center, University Library, TLPDC, the Graduate School, Ethics Center, Innovation Hub, and the University Career Center).

Over the course of the task force working period, a number of professional development initiatives were discussed and evaluated. The table below discusses in more detail four of the initiatives that the task force determined would meet the Dean's charge to our task force and be consistent with the College's new strategic plan. A more comprehensive list of the initiatives the task force considered is provided in the Appendix.

The task force would like to note that we consider this list to be a reasonable set of new initiatives, but by no means do we consider it to be comprehensive. In other words, we are not declaring victory in our professional development offerings, but we do believe that our selections can continue to make progress on the part of the College in maintaining relevance and preparing our students for new types of jobs with rapidly evolving technologies. Consistent across our initiatives is a goal of continuous improvement based on evaluations from those who will serve in an advisory capacity: Dean's advisory council, Area advisory councils or centers, alumni, recruiters and employers allied with the CMC, and industry connections of staff and faculty.

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business. 2018-2022					
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
1	<u>Capstone Project</u> Create a program-level cross-disciplinary team project at the BBA and MBA levels that works collaboratively with industry partners. Project could be framed as a consulting project within a firm or as a stand-alone organization with RCOBA alumni or local businesses as advisors	• # of students enrolled; • Increased SCH • # of students who complete project • Improved learning (pre-/post-tests; faculty evaluation) • Increased student satisfaction • Higher teaching evaluations • Positive Industry partner evaluations	Planning: Summer/Fall 2018 Implementation: Spring 2019	• Faculty advisor and/or faculty assigned as overload/in-load as instructor of record • Seed funding depending on nature of project • Advisory Council input on development of projects • Dean's office to facilitate business collaboration	• Undergraduate and Graduate Associate Deans • UPAC, GPAC, and MBA Committees
2	<u>Dean's Merit Badges</u> Create a multi-component professional development not-for-credit certification system for undergraduates and master's students. Suggested components are provided in Section 1 Part A of the Appendix	• # of students enrolled over time • # of students completed over time • Increased retention rate • Decreased time to graduate • Increased and better placement • Increased internships • Improved learning	Planning: Summer 2018 Implementation: Fall 2018	• CMC and Faculty "champion" to chair planning committee • CMC advisor dedicated to the program • Online: Instructional designer • Face-to-face: Facilitator(s)	• Career Management Center • Snyder Business Communication Center • Faculty advisory group

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business. 2018-2022					
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
3	<u>Add Programs</u> Create additional concentrations, minors, undergraduate or graduate certificates, and not-for-credit certifications, endorsements, and/or credentialing (e.g., SHRM certification) for majors and MBAs. A list of potential program additions is provided in the Appendix, section 3.3	• # of students enrolled over time • # of students completed over time • Increased SCH • Increased Retention rate • Increased and better placement • Improved learning • Increased internships • Improved learning	Planning: Summer/Fall 2018 Implementation: Fall 2018 (digital badge certification) Fall 2019 (all others)	• Faculty/staff allocated to program development • Faculty/staff allocated to provide instruction/ programming	• Area Coordinators • Undergraduate and Graduate Associate Deans

Raise the level of graduates' professional skills in areas that employers require and that match the future needs of business. 2018-2022					
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
4	<u>Data Collection</u> Begin systematic data collection on programming and program evaluation through surveys, focus groups, interviews, and discussions with graduating students, employers/recruiters, alumni, advisory councils, and industry connections. Share data college-wide.	Analyze, track, and report: • Exit survey data (from IR) • Focus group data (new) • Alumni survey data* (new) This would include two sets – (a) recent graduates (1 to 5 years BBA, STEM, and MS students, current WP MBA students and recent WP MBA graduates) and (b) those who have graduated within 5 to 10 years (BBA and master's). • Advisory council (college and area) feedback once/year (new) • Employer/recruiter* survey data • AOL assessment	Planning: Summer/Fall 2018 Implementation: Spring/Fall 2019	• Survey developer • Focus group facilitator • Doctoral student/s to analyze data	• Senior director of assessment • Faculty director of assessment

*The task force has created a preliminary set of items to use in alumni and employer/recruiter surveys.

APPENDIX

POSSIBLE PROFESSIONAL DEVELOPMENT INITIATIVES
Task Force Meeting - April 3, 2018

Section 1: Deliverables for "Raise" Report – Implementation Categories
A. Short Term (Fall 2018)
B. Medium Term
C. Long Term
Section 2: General Goals and Ideas
Section 3: Program Specific Ideas
Section 4: Non-Program Specific Ideas
Section 5: Student skills
Section 6: Faculty Development

Section 1: Deliverables for "Raise" Report – Implementation Categories
(Add items from other sections as applicable)

A. Short term (Fall 2018)

- Collaboration with Businesses – Dean's Office, Program Level, Course Level
  - Dean's office facilitating industry partnerships for a variety of the below suggestions for courses, concentrations, projects, etc.
    - Involve them in more extracurricular activities such as come to campus for sports events (football, basketball, baseball)
    - Engage retired executives
- Dean's Merit Badges
  - Component suggestions:
    - Successfully mentor lower level student (Proof = improvement of student grade, letter of recommendation)
    - Service work – earn extra credit for donating pay to scholarships
    - Volunteer work
    - Complete sales event/sell something as first step
    - Attend certain skills seminars
    - Self-directed team solve a business problem offered up by Advisory Council Members in class or cross disciplinary
    - Publish in In-House Journal/ Rawls Newsletter (?) – Video/ article
    - Final part: Interview with Dean
- Snyder Communication Skills Center – various skills seminars already planned for Fall 2018 (see Jacob Gordon for more details)

B. Medium term
C. Long term

Section 2: General Goals and Ideas
(Things to think about, sort in to implementation categories)

1. Information – How can we get/use it? Identifying and distinguishing from sufficient and insufficient info for making decisions (watch out for selection biases). Recognizing the uses and limits of information
- Surveys (see work done earlier in task force)
    - former students after 3 to 5 years
    - Poll employers on what external Certifications they value
2. Instead of lectures/exams, focus on Action Learning
3. Create clear definition of assessment that is universally accepted and measurable
4. Implementing pre-/post-course assessment across other core courses (BECO 4310 does this)
5. Establishing consistency in rubrics across College
    - Communication and writing rubrics

Section 3: Program Specific Ideas
Additional Programs/Certifications (including industry specific)
Certificate options for degree and non-degree students could be a short-term goal as the structure and courses are largely already present. Offering should include online options to reach working professionals and a broader audience. Other suggestions focus on adding dual degrees or concentrations that would require collaboration with other colleges on campus.

1. **ACCOUNTING:**
    - In-person/Online classes for Non-MSA accounting students to get required hours for CPA exam
2. **MSA:**
    - Less core courses and more options for specialization
3. **Minors/Certificates (including non-Business majors/non-degree options):**
    - Data Analytics
    - Communications minor/certification
    - Human Resources
    - Joint Certificate with Engineering in Product Design
    - Energy Certificate
    - Management
    - ISQS
    - Leading Public Organizations
    - SHRM Certification
    - Partner with Communications for grad certificates/degrees (STEM Leadership Communication)

4. **BBA/MBA**
    - Transition from on-campus BBA to on-campus/online MBA

5. **MBA/dual MBA**
   - ONLINE MBA
   - Add concentration options
   - Energy concentration
   - Dual degree program with HSC
   - Dual degree with Petroleum Engineering
   - Nursing school online MBA
   - Partner with large firms for electives: (Raytheon, TI, etc.)
6. **PhD**
   - Executive Doctorate Program
   - DBA in Leading Organizations
7. **Other**
   - Offer mini-online courses to alumni including the arts
   - Collaborate with Petroleum Engineering program/course level

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Section 4: Non-program specific Ideas

Overall, these ideas specifically can and should include collaboration in the College, with other Colleges, and with Businesses/Communities. Across the College and University could include inter-course projects, interdepartmental collaboration, attending skills workshops elsewhere, etc. Collaboration with businesses and communities will be vital for series/projects/courses/etc. as well including collaboration with Advisory Council(s). Guest lecture series with business and community leaders would greatly benefit the students/college.

1. **Courses**
   - Lower level critical thinking seminar
   - Consulting class, solve business issue
   - Employer based courses (ex. Goosehead)
   - Senior Thesis – each major area
   - Service learning – solve business problem for non-profit (BECO interested)
   - Seminars specific Energy Industry
   - Enterprise Resource Planning
   - Internship options for more degrees
2. **Capstone Project** (Program level, cross-discipline, work with local business): solve big issues!

- Skill learned: Communication, Behavior, Critical Thinking, Leadership. Initiative skills, performance in unstructured environment, handling ambiguity
- Project Management skills – performance in unstructured/ambiguous environment
- Internships
  - Include collaboration with Businesses
  - Include collaboration with Advisory Council et al – alumni could judge?
- Across/Inter-class projects
  - Collaborate across BBA majors

3. <u>Competitions</u> – could include working with and presenting to Industry Partners

- Case
- Trading
- BV
- Banking
- Ethics
- Presentation of new business ideas (could be combined with Innovative Hub work) – focus on persuasive speaking, community aspects
- 'Role playing game' (similar to Model UN) between all majors

4. <u>Establish</u>

- <u>Centers:</u>
  - Digital Marketing Center (branding, achieving growth)
  - Center for Energy Commerce - become the regional/national leader in energy business (focus on marketing what we already provide and building additional resources/opportunities to capitalize on our geographic location/expertise
- <u>Units:</u>
  - Consulting Unit to support classes with consulting projects (incl. capstone)
- <u>Student resources:</u>
  - Rawls Students Journal – articles/videos – boost undergrad applied research
  - Mentor program with alumni – advice on resume, portfolio, etc. – including *outside* Texas connections
  - Internship Fair – increase
  - Peer mentoring
- <u>Series:</u>
  - Speaker series (businesses/communities, faculty, student led versions)
    - Including on diversity
    - College wide, not just for area
  - Discussion Forums (could even be online!)
    - Current Events/Ethics
- <u>Other:</u>
  - Business Advisory Councils for all majors

5. **Professional Development Workshop Series**

The Snyder Communications Skill Center already developing some of the below mentioned topics. Potential for some of these to be mandatory for a course/program/capstone, some could be optional or at least available to all students. Student receive countless emails from the TTU Grad Center, Library, etc. about skills workshops so we could encourage/incentivize use of workshops across campus. Peer evaluation could play a role here such as with recorded presentations that are then evaluated by their peers. Professional skills can include digital badging.

- Series/Workshops:
- Email
- Audience Analysis
- Persuasive/Negotiating - partner with attorneys
- Giving/Receiving Messages
- Communicating
- Presenting
- Teamwork – taught, practiced, evaluated (this also falls under faculty using teamwork projects)

Section 5: Student Skills

1. **Skills**

- Ethics – instill as way of life not just course work
- Communication Skills – professional development
- Behavior Skills –
    - Project Management/in General:
        - Goal Setting
        - Planning
        - Organization/resource acquisition
        - Follow through
    - Ethics Challenges
    - Leadership Challenges
    - Risk Taking: when to risk, when to pull back, etc.
- Critical Thinking Skills
- Leadership Skills – leader development programming

2. **Technical Skills and Needs**

- Facilities for students to explore emerging technologies
- Facilitate CFA and other licensures

Section 6: Faculty development

1. Faculty workshops led by other faculty – share knowledge areas
    a. Staff could lead where relevant, staff could attend for professional development.
    b. Topics such as: assessment, case study/teaching, online teaching
    c. Faculty/staff development/collaboration with Snyder CS Center
2. Bring in online teaching specialists for teaching online courses
3. Peer evaluation
4. Data literacy for Faculty

Final report: "Attract" task force (June 14, 2018)

Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point Person/responsible party(ies)**	**Source of funds**
1. Increase success of student academic success	A. Offer "student success orientations" for both undergraduate and graduate students that (1) provide students with an understanding of the support resources available in the college/university, (2) identify techniques/strategies students can use to be more successful in the classroom, and (3) assess students' abilities and suggest ways they can enhance their academic performance.	A. Increased retention and graduation rates	A. 1-2 years for development/implementation	A. Cross-functional cooperation among the areas in the college	A. Associate Dean - Undergraduate and Graduate	A. ??
	B. Develop programs (e.g., select a major fairs) designed to get students connected to the college earlier in their academic programs.		B. 3 years before retention rates affected	B. Faculty involement		

	C. Encourage faculty, through training and incentive programs, to increase the use of "real-world" activites (e.g., service learning projects, case studies…) in their classrooms.		C. 5 years before graduation rates affected			
2. Increase the diversity of Rawls students	A. Hire diversity recruiters at both the undergraduate and graduate program levels.	A. Increased numbers for diverse students	A. 1 year to hire recruiters	A. Salaries - two recruiters	A. Associate Dean of Undergradaute Programs	A. 50/50 split of salaries with Division of Diversity, Equity, and Inclusion
	B. Develop scholarship programs to attract diverse students to both our undergraduate and graduate programs.		B. 2-3 years to see increased diversity numbers	B. Scholarship funds		B. Donations
3. Recruit better caliber students	A. Recruit nonbusiness undergraduate students by developing business courses aimed at high achieving freshmen, nonbusiness students.	A. Increased ACT/SAT scores	A. 1 year development/ implementation	A. Faculty to develop/teach courses	A. Associate Dean of Undergradaute Programs	A. Existing faculty lines
	B. Develop competitive scholarships for incoming freshmen.		B. 2-3 years to see effect	B. Scholarship funds	B. Ryan Todd?	B. Donations

4. Attract/retain quality PhD students	A. Increase PhD base stipend to be competitive with peer institutions.	A. Increase enrollment	A. 2-3 years to see effects	A. Money for increases stipends	A. Senior Associate Dean	A. College funds
5. Attract/retain quality staff members	A. Make sure that staff salaries are competitive with our peer institutions and provide peer-based guide for promotions.	A. Benchmark peer institutions	A. 1-3 years to make change, if necessary	A. Money for salary increases, when necessary	A. Senior Associate Dean	A. College funds
	B. Create additional and recurring staff engagement opportunities (e.g., Brown bag lunches; learning/book clubs; skill development, personality work-life balance and wellness workshops; group/individual volunteer opportunities; team building and brainstorming sessions; conferences/educational opportunities; and procedural update and feedback sessions)	B. Employee satisfaction survey		B. Cross-functional cooperation among the areas in the college		
	C. Evaluate/revise Rawls College HR practices as they relate to lifecycle stages, organziational changes, and employment relations.					

6. Attract/retain quality faculty members	A. Increase summer support money for faculty.	A. Increase in number of successful hires	A. 2-3 years to see effects	A. Money for additional summer support	A. Senior Associate Dean	A. College funds
	B. Allow current faculty's spouses to be eligible for spousal accommodation hires.	B. Decrease in faculty turnover				
	C. Provide annual course releases for PhD advisors.					

Final Report: "Work" Taskforce (May 2, 2018)

Strategic Initiative
Work to ensure that all students experience learning opportunities that promote completion, achievement, and critical thinking (i.e.,high impact practices)

Taskforce Members Spring 2018
Barry Broughton
Laura Cardella (Chair)
Adrienne Carnes
Debbie Laverie
Bob McDonald
Ben Mitchell
Anita Nuñez
Paige Rutner
Steve Rutner
Mike Ryan
Sandy Ryan
Jeremy Tow

Taskforce Summary

How to get students and faculty on board to ultimately increase involvement in High Impact Practices?

- Communicate
  Make a website, communicate opportunities; provide resources; get students and faculty in contact with appropriate people/organizations
  Link academic area-level activity to a website to increase visibility
- Track
  Database of Internships, Corporate Partnerships, Community Organization Relationships
  What's being offered in each area?
  What are we doing? Who is involved? Can we capitalize on existing relationships and practices?
- Incentivize
  Incentivize participation for faculty and students
- Reduce cost of participating
  Support within areas and centrally, especially for service learning and courses with business partnerships

Plan of Action Items

1. Develop a website that connects students, faculty, and employers to high impacts practice opportunities

- Strategic Plan Associated Goal Work items a-d
- Metric[5]
  - Number of non-Rawls attendees and participants in OES activities (TTU)
  - Number of OES collaborative partnerships (TTU)
  - Number of Fortune 100 companies recruiting at Rawls
- Point person: Senior Director of Marketing and External Relations, Nancy Hood

[5] Metrics are taken or adapted from Table 3: Metrics for Rawls College of Business 2018-2022

Plan for Implementation of Action Item

1. Create an easily accessible and navigable website. This website will improve communication about high impact practice offerings. For example, http://mays.tamu.edu/special-programs/
2. Provide links for industry firms and community organizations to get involved or be directed to appropriate resources for involvement at RCOBA
3. Increase visibility: provide links directed at students wanting to get involved
4. Track website clicks by external and internal stakeholders

2. Enhance methods for documenting student, employer, faculty, and alumni involvement in and outcomes of high impact practices using a database for central tracking of activities and relationships

- Point persons:
  IT Director, Kathy Suchy
  Senior Director of the Rawls Career Management Center, Barry Broughton

3. Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors, and USC representative). The goal of this committee will be to support CMC/corporate relationships, analyze internship data, identify strengths and weaknesses in recruiting networks within each area, and identify regions/industries for future growth of placement rates.

- Point persons:
  Senior Director of the Rawls Career Management Center, Barry Broughton

Strategic Plan Associated Goal Work Item: a. Increase the number of students who complete formal internships

- Metrics:
  Number of students participating in industry field trips
  Measurable Placement of Undergraduate Students
  Number of Fortune 100 companies recruiting at Rawls

Plan for Implementation of Action Item

1. Build a searchable and programmable database that allows central tracking of internship data obtained from Post Graduation Survey (accessible to stakeholders as needed). Mailed diploma dependent on completion of Post Graduation Survey (to increase response rates). The database will allow for statistical analysis of geographical placements, trends in hiring, and network building. Internships for credit, pay vs no-pay, found through handshake etc. could be distinguished.

2. Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors (or area representative), and USC representative). The committee would allows us to streamline recruiting and be better informed about the timing, needs, and success of recruiters within each major and better equip faculty to aid in building new relationships and strengthening existing ones.

4. Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships

- Strategic Plan Associated Goal Work Item: b. Support, encourage and increase service learning opportunities for students
- Metrics:
  - Total Student Credit Hours (SCH) taught in Service Learning
  - Number of projects, programs, classes and events provided for/in partnership with the community (TTU)
  - Number of Service Learning Courses offered (TTU)
- Point persons:
  - Associate Dean of Undergraduate Services, Dennis Arnett
  - Area Coordinators

<u>Plan for Implementation of Action Item</u>

1. Identify and acknowledge those individuals, either staff or faculty, that support service learning. These individuals can provide mentoring and guidance on service learning courses and those with business partnerships. Designated individuals can mentor faculty undertaking new courses for the first time, discuss service learning and corporate partnership opportunities within the area, and represent current practices to area coordinators.
2. A designated individual in the Undergraduate Services Office might also coordinate workshops, facilitate corporate and community involvement within and across courses (perhaps in coordination with the Internship Advisory Committee), support faculty administratively in service learning course designations and design.

5. Create and implement incentives for students, faculty, and employers that lead to increased high impact practices

- Strategic Plan Associated Goal Work Item: c. Support, encourage and increase study abroad opportunities for students
- Metrics:
  - Number/% of students studying abroad (TTU)
  - Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) TTU
- Point person: Senior Associate Dean, Jeff Mercer

Plan for Implementation of Action Item

1. Increase the number of study abroad scholarships available by using designated study abroad scholarships within each area to offset student costs
2. Examine the Internship Application process for Internship done with RCOBA course credit and examine the workload that faculty play in the advisory role
3. Consider a faculty incentive or acknowledgement for participation in the Teaching, Learning, and Professional Development Center offers a Service Learning Faculty Fellowship

6. Ensure each area identifies and promotes available high impact practices within the college, to students, alumni and potential employers

- Strategic Plan Associated Goal Work Item: d. Ensure all undergraduate capstone courses meet the criteria for a high-impact practice
- Metrics:

  Improved placement quality of internships and majors
  Number of alumni/business professionals involved with area/school/college/advisory Boards
  Number of class speakers from the business community

- Point persons: Area Coordinators

Plan for Implementation of Action Item

1. Assess current high impact practice activities effectiveness, participation, and areas of improvement within each academic area. Ensure Capstone courses meet high impact practice criteria. Update as needed.
2. Identify best practices for high impact practices within each academic area relative to peer institutions
3. Communicate area offerings for Website design with available resource links

7. Revamp the Learning Community by focusing mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for potential future growth

- Strategic Plan Associated Goal Work Item: e. Support, encourage, and increase the number of students involved in the Business Learning Community
- Metrics:
  4-year graduation of FTIC freshman (TTU)
  1-year retention of FTIC freshman (TTU)
- Point persons:
  Undergraduate Services Program Director, Madison Proctor
  Instructional Designer, Anita Nuñez

Plan for Implementation of Action Item

1. Transition the Rawls Learning Community from a "Living Community" where students live together to a "Learning Community" where students learn together by concentrating efforts on a smaller cohort of students
2. Integrate the learning community cohort with the RCOBA freshman/sophomore course (like BA1101, or similar offerings) by offering a unique section for students in the Learning Community
3. Explore possibilities for online Learning Community design and participation
4. Establish a plan or timeline for regularly assessing learning community effectiveness and evaluating future growth opportunities

Goal	Action	Key Performance Indicator (s)	Timeframe	Resources Necessary	Point person/ responsible party(ies)
1.	Develop a website that connects students, faculty, and employers to high impacts practice opportunities	Increase High Impact Practice Participation; Internet Click-tracking	2018-2019	Technological Resources; Marketing and Administrative Costs; Faculty time to provide information and collaborate on presentation and appropriate resource links	Senior Director of Marketing and External Relations (Nancy Hood)
2.	Enhance methods for documenting and analyzing student, employer, faculty, and alumni involvement in and outcomes of high impact practices using a database for central tracking of activities and relationships	Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls	2018-2020	Technological Resources for Database construction; Faculty and staff collaboration; Administrative costs. Allocation of workload for data collection and regular maintenance	Senior Director of the Rawls Career Management Center; IT Director (Barry Broughton and Kathy Such)
3.	Develop an Internship Advisory Committee to coordinate RCOBA internship efforts and develop best practices (comprised of CMC, internship advisors, and USC representative). The goal of this committee will be to support CMC/corporate relationships, analyze internship data, identify strengths and weaknesses in recruiting networks within each area, and identify regions/industries for future growth of placement rates.	Measurable Placement of Undergraduate Students; Number of Fortune 100 companies recruiting at Rawls	2018-2020	Faculty and staff collaboration; Administrative costs. Allocation of Service workload credit	Senior Director of the Rawls Career Management Center

Goal	Action	Key Performance Indicator (s)	Timeframe	Resources Necessary	Point person/ responsible party(ies)
4.	Establish designated roles and resources for the formation and renewal of service learning courses and classes with business partnerships. Roles and Resources might include: mentoring faculty, coordinating workshops, facilitate corporate and community involvement within and across courses, support faculty administratively in service learning course designations and design	Number of projects, programs, classes and events provided for/in partnership with the community (TTU); Number of Service Learning Courses offered (TTU)	2018-2020	Allocation of workload or new administrative support	Area Coordinators, Associate Dean of Undergraduate Services (Dennis Arnett)
5.	Create and implement incentives for students, faculty, and employers that lead to increased high impact practices. Specifically: increased student scholarships, faculty incentives for advising internships, incentives for building service learning courses or developing business partnerships	Number/% of students studying abroad (TTU); Number of hours faculty and staff were involved in Rawls Outreach and Engaged Scholarship (OES) TTU	2018-2022	Funding for student scholarships or targeting existing scholarships, workload credit, Faculty awards for positive outcomes; faculty small grants or scholarships for course creation	Senior Associate Dean (Jeff Mercer)
6.	Ensure each area identifies, improves upon, and promotes available high impact practices within the college, to students, alumni and potential employers.	Improved placement quality for internships and job placements	2018-2019	Administrative and faculty service time and effort to collect, organize, synthesize and communicate current practices and plan for practices moving forward.	Area Coordinators

7.	Revamp the Learning Community by focusing mentoring, resources, and communication on a small cohort in early coursework. Establish a plan for potential future growth.	4-year graduation of FTIC freshman (TTU); 1-year retention of FTIC freshman (TTU)	2019-2019	Reallocation of workload; Administrative Cost in redesign of existing structures in place	Undergraduate Services Program Director; Instructional Designer (Madison Proctor & Anita Nuñez)

Leverage our expertise and resources to produce more high-quality, impactful research and scholarship. **2018-2022**						
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**	**Source of funds**
1. Establish a benchmark of research productivity relative to peer institutions	**1. Formalize research committee** **2. Identify Peer & Aspirational Institutions** **3. Annually compare peer institutions statistics on publications and citations** **4. Benchmark Rawls using our journal list and UTD's**	**1. Incrementally increase our 5* publications and citations against peer and aspirational institutions**	**1. 5-year plan to meet pubs and citation outcomes** **2. Six months to create benchmark data** **3. Create annual productivity reports based on the benchmark**	**1. Personnel to develop annual reports illustrating the comparison between RCOBA and peer institution**	**Associate Dean of Graduate Programs & Research**	**Research funds supported by the Office of the Dean**
2. Offer competitive incentives for high quality and impactful research	**1. Summer funding at 2/9** **2. Reduce and/or implement flexible teaching loads (e.g. 3,0, creative scheduling, minimize course preps)** **3. Coordinate with workload policy** **4. Create customized reports in digital measures to include and track research productivity**	**1. Incrementally increase our 5* publications and citations against peer and aspirational institutions**	**1. 5-year plan to meet pubs and citation outcomes** **2. Create annual productivity reports based on the benchmark**	**1. Necessary funding to provide competitive incentives** **2. Digital measures back end support**	**Office of the Dean** **AC's**	**Research funds supported by the Office of the Dean**

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
3. Promote high risk/high reward research based on career stage and past performance	1. Alter incentives in merit and workload policies in order to pursue high impact/high risk research 2. Encourage faculty to take advantage of university resources for faculty leave 3. Work with Area Coordinators to meet the specific needs of various researchers and research groups. 4. Provide additional human resources and financial support to one or more promising Rawls' Centers to contribute high impact research 5. Proactively seek opportunities to develop interdisciplinary research teams within and outside the institution 6. Create seed grant program with the expectations to submit to external funding	1. Increase in number of funding proposals submitted 2. Increase in number of funding awards granted 3. Increase in research outputs relative to the benchmarks established in Goal # 1 4. Increase in Interdisciplinary publications	1. Annual high risk/high reward audit report 2. Positive change in the KPI's in 5 year	1. Necessary funding to support high risk/high reward research efforts 2. Personnel to support research and award process	Office of the Dean AC's	Research funds and seed money supported by the Office of the Dean

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
4. Increase participation of high quality research	1. Establish a Junior/Senior Faculty Mentorship Program 2. Support faculty development activities that promote high visibility and high impact outcomes that are appropriate to career stage 3. Consistent application of workload policy 4. Provide equitable funding for faculty to participate in developmental activities 5. Increase Ph.D. participation in high quality research 6. Streamline committees, and avoid overloading individuals with multiple committee membership.	1. Proportional increase of faculty publishing 2. Proportional increase of co-authorships and co-authored publication 3. Proportional increase of faculty who qualify as Scholarly Academic 4. Incremental increase of Ph.D. student publications	1. Annual audit 2. Positive change in the KPI's in 5 year	1. Necessary funding to support high quality research efforts	Associate Dean of Graduate Programs & Research AC's	Research funds supported by the Office of the Dean
5. Work closely with marketing and external relations to promote the value of Rawls research.	1. Develop website to highlight scholarly activity and research. 2. Develop research newsletters and researcher spotlights for target audiences. 3. Establish contacts with the business media to promote Rawls research via appearances and interviews. 4. Promote Rawls research via social media.	1. Audit of site traffic 2. Audit of articles and features 3. Audit of media inquiries and appearances 4. Audit of post and followings 5. Identify International and social outcomes	1. Ongoing	1. Necessary funding to support the marketing of Rawls research to all stakeholders	Marketing and External Relations	Marketing and External Relations

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
1. Increase and improve awareness of, collaboration of, and coordination of all college-wide outreach activities.	1. Create *Marketing and External Relations Council* to 1) coordinate and communicate all outreach activities, 2) assign responsibilities for all activities, 3) refine and improve outreach activities, 4) benchmark and measure efficacy of outreach activities, and 5) ensure consistency in brand "messaging."	1. Responsibilities for major activities/efforts are tracked. 2. Annual giving 3. Number of outside speakers 4. Number of alumni/community events and attendance 5. Number and quality of recruiters at CMC 6. Number of internships 7. Number of faculty externships 8. Coordinated alumni databases 9. Number/quality of marketing pieces and distribution 10. Student, faculty, and staff interactions with local businesses and business organizations (e.g., LEDA, Chamber, Young Professionals of Lubbock, etc.) 11. Depth and breadth of college-wide *Speaker's Bureau* database	Ongoing	Meeting time every two weeks?	Nancy Hood Note: Composition of *Marketing and External Relations Council* could be Williams, Hood, Brown, Todd, AC's (or Area liaison), new *Student Organization Coordinator*, Broughton, G&PP recruiter(s), new *Rawls Raiders Coordinator*, Advisory Council Chair, etc.)	

2. Increase individual Areas' engagement of key alumni, not already on the Dean's Advisory Council, to 1) broaden the alumni base who are active and engaged, 2) create more internship and job opportunities, 3) enhance practical relevance and currency of Areas' curricula, 4) gain practitioners' perspectives of assessment, and 5) develop the pool of future prospective Dean's Advisory Council members.	Create Area-specific *Advisory Committees.* These committees will focus specifically on individual Areas' needs, activities, support, etc., rather than college-wide support like the Dean's Advisory Council.	1. Number of mentoring relationships 2. Number of internships 3. Number of guest speakers from industry 4. Advisory committee scholarship support (maybe) 5. Engagement/sponsorship with student org activities (e.g., travel) 6. Professionalism courses 7. Number of and attendance at meet the industry/firms events 8. Numbers of and attendance at Social events (e.g., tailgates) 9. Involvement in service learning activities 10. Number of and enrollments in professional programs (e.g., Bank School) 11. Faculty attendance at "events"	December 2018	Time	Area Coordinator	
3. Make Rawls student organizations a primary vehicle through which much	Create position for, and hire, a *Student Organization Coordinator* to lead these efforts.	1. Number of activities involving alumni 2. Number of firms involved in student organization activities 3. Number of student members 4. Student attendance at events	By fall 2018	Salary	*Student Organization Coordinator* Some suggested this position should be combined with the new *Rawls Raiders*	

Goal	Action	Key Performance Indicator(s)	Timeframe	Resources necessary	Point person/ responsible party(ies)	Source of funds
interaction takes place between students, alumni and businesses.		5. Number of student competitions 6. Rawls Day participation 7. Funding from SGA			*Coordinator* position.	
4. Increase brand equity and awareness of "*Rawls Raiders*" and establish it as our focal alumni group for the college.	Increase Rawls Raiders engagement and "activities" by hiring a new *Rawls Raiders Coordinator* to be point person for all Rawls Raiders efforts. Plan and attend events, handle communications, recruit, etc.	1. Annual giving 2. Membership count 3. Co-sponsorships of city events 4. Quality of contacts database 5. Usage of Ellucian Advance or other CRM	Fall 2018	Salary	*Rawls Raiders Coordinator* Some suggested this position should be combined with the new *Student Organization Coordinator* position.	

Final Report: Diversity and Inclusion Task Force (May 2, 2018)

Diversity is a broad concept that encompasses all the unique characteristics that students, staff, and faculty bring to the Rawls College. Diversity includes gender, race, ethnicity, sexual orientation/identity, socio-economic condition, education, age, physical abilities, religious beliefs, political beliefs and other ideologies, but also includes diversity of thought, ideas, backgrounds and experiences.

Inclusion means that students, staff, and faculty move beyond merely recognizing individual differences to welcoming and valuing the contributions that individual differences make to the innovative, engaged, and impactful business education experience in the Rawls College.

Note that all recommendations are based on a consensus of the Diversity and Inclusion Task Force. Details need to be worked out after study and analysis to apply appropriate solutions to identified problems. Timeframes are best estimates and may well shift.

Ensure individuals representing diversity of thought, experience, ethnicity, gender, and cultural background are included fully and are actively involved in the Rawls College. **2018-2022**					
Goal	**Action**	**Key Performance Indicator(s)**	**Timeframe**	**Resources necessary**	**Point person/ responsible party(ies)**
1	Create RCOBA Office of Diversity[1]	Appointment of Director of Diversity	Fall 2018	1) Position Approval 2) Search Committee	Dean Williams or her appointed committee chair
2	Create Diversity & Inclusion Standing Committee for RCOBA	Creation of Committee	Fall 2018	1) Staff, Faculty & Students	Director of Diversity
3	Climate Assessment[2] (after analysis of campus-wide climate survey)	1) Completion of RCOB Climate Study: Qualitative and Quantitative 2) Identification of diversity challenges in RCOB	Spring 2019	1) Director of Diversity 2) Letter from Dean 3) Other promotional efforts (E-Boards, emails) 4) Qualtrics survey Gift cards/Prizes $5k 5) Focus Groups (Food $1k)	Director of Diversity

4	Awareness/Education Programs[3]	1) # Programs Offered 2) # People Participating Faculty, Staff, Students 3) TMT Training (e.g., WMDP) 4) Discussions	Beginning Fall 2018 and Ongoing	1) Funds to hire speakers/trainers Varies: $1K-$5 K each 2) Promotional efforts 3) Facilities for training 4) Outside Training $5,000/semester	Director of Diversity
5	Programs	1) Recruiting Plans: staff. faculty, students 2) Retention Plans: staff, faculty, students 3) Mentoring programs w/in RCOB 4) Full engagement by all Areas of RCOB at PhD Project 5) Formal executive speaker series 6) Diversity & inclusion improvement plan with metrics	1) Fall 2019 2) Spring 2020 3) Spring 2019 4) Fall 2018 5) Spring 2019 6) Spring 2020	1) Travel funds ($30k/year??); Recruiting funds ($HELP) 2) Database; semi-annual reports; interviews with students who withdraw 3) Faculty & Staff willing to mentor; Funds for events ($5k/year) 4) Commitment by every area to attend; Coordinated effort by RCOBA; Travel funds ($20k/year) 5) Speaker fees ($3k per event); promotional efforts (Nancy Hood's team) 6) Director of Diversity and D&I Committee after the climate study has been completed	1) Director of Diversity 2) Director of Diversity with Adrian Carnes & Dennis Arnett 3) Director of Diversity 4) Area Coordinators 5) Director of Diversity in coordination with Area Coordinators 6) Director of Diversity

1 Four members of the task force believe that it is premature to create this position without clear justification.

2 The details of a climate assessment need to be thoughtfully planned, using the University study as a baseline.

3 Specific training programs will be developed after we identify our needs, and driven by quantitative and qualitative data, as well as needs identified by the business community. Post-training efficacy metrics need to be applied.

Rawls College of Business Diversity Officer

ROLE:

The Rawls College of Business Diversity Officer will be a strategic, collaborative, and energetic leader, reporting directly to the RCOB Dean, underscoring the importance of this role at this point in the College's journey to further advance and invigorate its climate of diversity and inclusion. The officer is expected to help shape the vision and direction of diversity and inclusion programs at the College and works collaboratively across the institution to advance the university's commitment to diversity, equity, and inclusion.

RESPONSIBILITIES:

1	Provide leadership of the recently formed Diversity and Inclusion Committee.
2	Emphasize the importance of improving faculty diversity and keeping it in the forefront of faculty recruitment and retention efforts by serving as visible champion to bring issues raised by faculty to the attention of the appropriate officials and providing leadership to encourage both formal and informal organizational change initiatives.
3	Monitor campus climate and national trends relevant to diversity and provide responsive leadership.
4	Implement best practices to promote diversity through the development and review of College and University policies.
5	Engage the broader University community in diversity efforts. Work collaboratively with units across campus to implement best practices related to diversity and inclusion, including those pertaining to recruitment and retention of personnel and students.
6	Develop a Strategic Diversity Plan. Provide leadership for the implementation, assessment, and revision as needed of the College's Strategic Diversity Plan. Seek and pursue opportunities to expand the College's resources for initiatives consistent with that plan.
7	Participate actively in the system-wide network of Diversity Officers on campus.
8	Investigate and, as appropriate, respond to reports of bias-related incidents in collaboration with appropriate University officials.
9	Prepare reports and narrative materials relevant to the campus' diversity, equity and inclusion activities.
10	Lead recruiting efforts for students from underrepresented populations.
11	Work closely with Undergraduate Office on retention efforts for students from underrepresented populations and first generation families.

Rawls College of Business Diversity Committee

PURPOSE:

The Rawls College of Business Diversity Committee strives to build awareness of the importance of equity, inclusion and diversity across the School. The Diversity Committee exists to lead, operationalize, and support the diversity and inclusion missions of the university and college. The committee serves all stakeholders, including the faculty, staff, students, alumni, and the surrounding community. The committee works under the direction of the RCOB Diversity Officer and will consist of faculty, staff, and student representation. Participation on this committee is an official form of service and is recognized by the college for evaluation purposes.

Today's business leaders must be prepared to operate within various national, ethnic, and cultural settings. The Rawls College of Business recognizes a competitive advantage for institutions focusing on diversity, supported by the AACSB accrediting body's emphasis on diversity in their recurring evaluation of the college.

RESPONSIBILITIES:

1	Developing a definition and a diversity mission statement concerning diversity and inclusion within the college and on finding ways to ensure issues of diversity are a part of the School's curriculum.
2	Assessing climate on an ongoing basis among students, faculty and staff in a scientifically defensible manner.
3	Promoting the interactions between students, faculty, and staff representing diverse populations.
4	Developing a protocol for recruiting and selecting a diverse faculty and staff and requiring training for all recruiting committee participants.
5	Measure and evaluate faculty and staff participation in activities that contribute to diversity and inclusion initiatives.
6	Develop questions for student evaluations of teaching and peer review of teaching that assess classroom climate, positive learning environment and/or cultural sensitivity.
7	Develop strategic plan and execute plan on outreach to alumni and corporate partners on diversity and inclusion initiatives.
8	Strengthening relationships with partners on campus and external programs already supporting diversity and inclusion initiatives.
9	Hosting events and providing opportunities for our constituents to learn about diverse cultures and populations.
10	Serve as a resource to the college leadership in developing thoughtful management and accreditation goals related to diversity, and related measurement systems.
11	Advising the college leadership on actions and programs that can assist in our diversification and climate.
12	Form ad-hoc committees as needed to tackle specific topics or initiatives requiring additional expertise.