



## 6.1

### Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

The institution provided explanations for the College of Public Service, which did not meet the stated institutional threshold of at least 60% of student credit hours being taught by full-time faculty and plans to fill existing faculty vacancies in other areas. However, there is no explanation for the reliance on faculty overloads to meet the mission and goals of the institution. The committee was unable to determine that the institution employs an adequate number of fulltime faculty to support the mission and goals of the institution.

### University Response

The University of Houston-Downtown (UHD) has adequate full-time faculty to support its institutional mission and goals and to ensure the quality and integrity of all its academic programs. In the narrative below, UHD demonstrates that it has adequate faculty via its processes and as required in the primary areas of teaching, service, and scholarly/creative activity. The teaching sections specifically demonstrate that overloads are limited to those instances where assigning additional SCHs or classes would benefit students, which is central to UHD's mission.

UHD's new mission, approved in Spring 2022, states that we are "*a community of diverse faculty, staff, students, and regional partners dedicated to nurturing talent, generating knowledge, and driving socioeconomic mobility for a just and sustainable future.*" The University's determination of the adequacy of full-time faculty correlates with this mission through the lenses of teaching ("nurturing talent"), service ("community" and "driving socioeconomic mobility"), and scholarly/creative activity ("generating knowledge").

#### Processes for Ensuring Sufficiency of Faculty

As outlined in UHD's initial response to this standard, UHD's faculty guide the distribution of faculty in colleges and academic programs through the shared governance system. UHD's shared governance policy **PS 01.A.03** charges the faculty with responsibility for "establishing departmental committees as necessary to provide for optimal faculty participation in the formulation and revision of policies and procedures relating to departmental matters" such as identifying "budget priorities...(and) hiring of new faculty." (§2.2).

The **faculty handbook** describes the Planning and Budget Development process to include department-level determination of the need for faculty coverage that is conveyed to the Dean for consideration in the college budget requests and then shared with the Senior VPAA and Provost. A university-wide committee that includes faculty representation reviews budget requests from all Vice Presidents, making final recommendations on prioritized items to the President. Final budgets are submitted to the University of Houston System level for approval by the UHS Board of Regents.

Any requests for faculty positions consider data such as the number of majors, number of sections taught, coverage needed for new disciplinary content, percent of coverage by existing full-time faculty, and availability of qualified part-time faculty. For example, to increase the full-time coverage of faculty in the BS-Criminal Justice and the BAAS-Criminal Justice programs, UHD has taken the salary of a retired professor and use that funding to hire two full-time lecturers.

Via these standard processes, the university ensures that faculty workload and overall staffing is adequate to support the institution's mission.

#### Adequacy of Full-time Faculty: Teaching

To demonstrate that UHD has adequate full-time faculty to meet its mission, this section begins by defining full-time faculty load and responsibilities, followed by five metrics related to faculty that demonstrate that UHD has adequate full-time faculty. These metrics include:

- Faculty head count disaggregated by the percentage of all instructional staff who are tenured or on the tenure track, including comparison data from Texas institutions
- The student-to-faculty ratio, including comparison data from other Texas institutions
- Average class size
- The percentage of student credit hours (SCH) taught by full-time faculty overall and by college
- Faculty loads and overloads in the context of UHD's mission

#### Defining Full-time Faculty Load and Responsibilities

As described in our original report, UHD defines full-time faculty as those employees whose primary responsibility is instruction. Depending on the faculty category, or rank, these faculty have other responsibilities in service to the institution, community, and academy; scholarly/creative activities; curriculum development and assessment; faculty evaluation and hiring; and grant development. UHD has institutional policies that define the ranks, responsibilities, and workload, identify evaluation practices, establish shared governance processes to maintain and update policies, and establish curricular review processes that are faculty driven.

The standard workload for tenured/tenure-track faculty is 21 undergraduate credit hours over fall and spring semesters as defined in **PS 10 A 04-Faculty**

The standard workload for tenure-track faculty is 21 undergraduate credit hours over fall and spring semesters as defined in [PS 10.A.04 Faculty Teaching Workload](#). The standard workload for full-time instructional faculty (lecturers) is 30 undergraduate credit hours over the fall and spring semesters. Clinical and Visiting faculty who are full-time instructional faculty usually carry 24-30 hour loads, depending on the discipline and other expected responsibilities. Part-time faculty are typically assigned no more than six credit hours per semester. In all cases, the load may vary if faculty are assigned other responsibilities in lieu of teaching or the institution needs additional instruction in a particular semester, in which case part-time or full-time faculty may have teaching loads higher than the standard for a given term.

[PS 10.A.04 \(§ 3.3.3\)](#) also stipulates that graduate semester hours “count as 1.5 undergraduate semester hour in determining teaching load.” This calculation is important to note when interpreting overload data. Many of UHD’s faculty teach a combination of graduate and undergraduate classes. While these faculty may teach fewer or the same number of sections as faculty teaching 21 SCHs of undergraduate classes, the combination of levels may result in small overloads. More information on this will be provided below.

[Table 6.1.1](#) provides details of the eight faculty classifications and related policies. The following four policies provide additional information and are referenced in the table as well:

- [PS 2.A.06 Voluntary Modification of Employment](#)
- [PS 10.A.04 Faculty Teaching Workload](#)
- [PS 10.A.19 Tenured & Tenure Track Appointments](#)
- [PS 10.A.20 Non-Tenured and Non-Tenure-Track Appointments](#)

#### Faculty Headcount Disaggregated by Rank and Full-time/Part-time Status

[Table 6.1.2](#) provides an overview of the percentage of full-time and part-time faculty for Fall 2019-Fall 2022. Also included in this table is the percentage of faculty by tenured, tenure-track, and non-tenure track. The number of full-time faculty has increased by 4% between Fall 2019 and F2022, even though UHD’s student body has not grown during the same period. The percentage of full-time faculty has remained consistent over the last three years at 48%. With nearly half of our faculty in full-time appointments, UHD has adequate faculty to carry out the range of responsibilities identified in policy and shared governance structures related to hiring, evaluation, and curriculum.

#### Table 6.1.2 Faculty Headcount by Tenure Status

[Table 6.1.3](#) provides a breakdown by college of full-time and part-time faculty for Fall 2022. In UHD’s original response, UHD noted that University College had traditionally overseen lower-division academic services, the BAAS Applied Administration, and the BS-Interdisciplinary Studies. UHD dissolved University College and moved services such as the Academic Support Center into the new Student Success and Student Life (3SL) Division, which seeks to create a comprehensive and seamless experience for students from pre-college programs through graduation, and into their futures. The BS Interdisciplinary Studies program was moved into the College of Humanities and Social Sciences and the BAAS-Applied Administration was moved to the College of Public Service, effective Fall 2022. The report thus now includes our remaining four colleges.

[Table 6.1.3](#) shows that in Fall 2022, the percentage of full-time faculty at the college level is at or above the institutional level of 48% for all colleges except for the College of Public Service (CPS). UHD’s Urban Education Department is housed in CPS and includes over 700 majors, or 31% of the students assigned to the college. Most degrees in Urban Education require extensive practicum experiences in multiple school districts as students complete their student teaching requirements. The faculty who oversee students during these practicums are adjuncts who have K-12 teaching credentials per Texas Education Agency requirements. Due to the need to oversee a large number of students during the student teaching phase of their degree as well as the professional knowledge required for those specific practicum instructors, the College of Public Services has a higher percentage of part-time faculty than the other colleges.

#### Table 6.1.3 Number of Full-time Instructional Faculty by College - Fall 2022

UHD also compares favorably to other Texas institutions in terms of the percentage of full-time faculty. The Texas Higher Education Coordinating Board (THECB) utilizes an [accountability system](#) to profile Texas’s higher education institutions. As part of this system, the THECB tracks data on full-time faculty headcount.

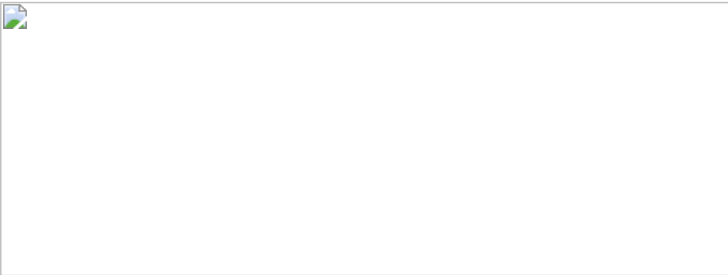
In Fall 2019, the most recent data available, UHD is comparable to other public four-year institutions in its number of tenured/tenure-track faculty with 36% vs. the state-wide average of 37% and is well above the rate of 28% for the University of Houston System. Given the leadership role of the tenured/tenure-track faculty in developing, maintaining, and assessing curriculum, conducting research, and participating in shared governance processes, this metric is appropriate for determining the adequacy of faculty to meet UHD's mission as well as to ensure that students have faculty contact at levels comparable to other institutions. See [Chart 6.1.1](#) for additional information on the percentage of tenured/tenure track faculty at UHD compared to other Texas institutions.

### Student-to-Faculty Ratio

Another important metric in determining the adequacy of full-time faculty is UHD's student-to-faculty ratio. As noted in the previous section, a key component of UHD's determination of "adequacy" is our ability to provide an educational experience comparable to our peers and other institutions within the state.

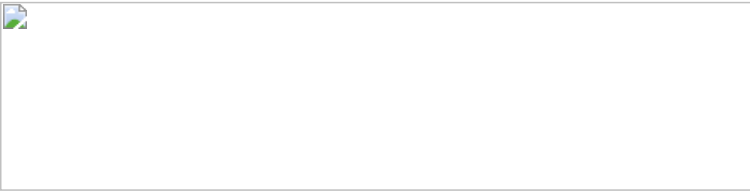
The Texas Higher Education Coordinating Board (THECB) Accountability System provides student-to-faculty ratio comparison data. UHD uses the THECB definition of student-to-faculty ratios, which is the number of full-time student equivalents (12 SCH for graduate students and 15 SCH for undergraduate students) divided by the number of full-time faculty equivalents. In 2019 (most recent comparison data available), UHD's student-to-faculty ratio was 20:1 and was comparable to the other master's granting institutions in Texas and the other master's granting institutions in the University of Houston System which range from 17:1 (UHCL) to 27:1 (UH). Table 6.1.4 provides additional data on this metric.

**Table 6.1.4 Student-to-Faculty Ratios at Texas Peer Institutions (Fall 2019)**



As UHD has increased funding for full-time faculty, the student-to-faculty ratio at the University has continued to improve. In Fall 2019, UHD's student-to-faculty ratio was 20 to 1. The ratio improved to 19 to 1 in Fall 2021 and then to 18 to 1 in Fall 2022.

**Table 6.1.5 UHD Student-to-Faculty Ratios**



Source: *UHD Fact Book*, pg. 22

The information in Table 6.1.4 and Table 6.1.5 show that UHD's student-to-faculty ratio is comparable to the institution's peers, indicating that UHD's ability to offer faculty support and thus an educational experience comparable to other institutions. As importantly, this metric continues to improve, documenting ongoing adequacy of full-time faculty and the emphasis the institution continues to place on the teaching aspect of its mission.

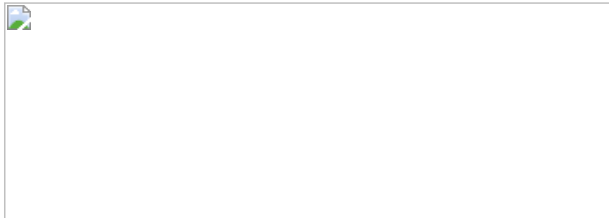
### Average Class Size

One of UHD's strengths is its ability to offer small classes which afford students opportunities for one-on-one interaction with faculty. For example, UHD caps the number of students in pivotal first-year classes such as English Composition I and English Composition II at 23 to ensure faculty have adequate opportunities to help students improve their writing skills through one-on-one feedback on multiple writing assignments.

Average class size demonstrates that UHD has adequate faculty when presented in context with Table 6.1.2, which shows that UHD has increased the number of full-time faculty by 4% over the last four years. Tables 6.1.4, and 6.1.5 show that UHD's student-to-faculty ratio is both comparable to its peers and has continued to improve.

UHD's class size has decreased from an average of 27.3 in Fall 2020 to 24.9 in Fall 2022 indicating that the institution has adequate full-time faculty and has continued to invest in its mission of providing each student a high-quality education. Trend information on UHD's average class size can be found in Table 6.1.6.

**Table 6.1.6 UHD Average Class Size**

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Source: *UHD Fact Book* pg. 22

### **Percent of Student Credit Hours (SCH) Taught by Full-time Overall and By College**

In 2006, UHD established a goal of 60% full-time coverage of semester credit hours at the institution level. As demonstrated by Table 6.1.7, the percentage of SCHs covered by full-time faculty at the institution and college levels continues to meet those targets. In Fall, 2022, 64% of all SCHs were taught by full-time faculty.

**Table 6.1.7 Percentage of SCHs Taught by Full-time Faculty**

Source: *UHD Office of Data Analytics & Institutional Research*

### **Faculty Loads and Overloads in the Context of UHD's Mission**

Historically, most faculty teach at or below the assigned number of SCHs as outlined in policy and practice for their rank, indicating that the institution has adequate faculty to achieve its mission.

In the original response to this standard, UHD provided a brief narrative followed by a table identifying the percent of overloads taught by faculty across two academic years, demonstrating that the majority of UHD faculty teach at or below the full-time load. In response to SACSCOC feedback, UHD is expanding on and refining analysis of that initial information to show that:

1. The majority of full-time faculty teach at or below load, thus allowing time to manage curriculum, effectively engage with students, conduct research, and participate in service and shared governance activities;
2. Most overloads are less than 3 SCHs per year, which are the result of faculty teaching:
  - Laboratory and extended contact hour courses designed to provide students opportunities to practice skills under the supervision of faculty or extended instruction time to master difficult content. It is also UHD's practice to count lab/studio contact hours toward faculty load (rather than the SCH); therefore, a faculty member who teaches a lab class worth on SCH would get 3 hours credited toward workload because the lab meets for three hours per week.
  - Combinations of graduate and undergraduate classes which result in an overload because graduate SCHs count 1.5 undergraduate SCHs; and
3. All overloads are assigned in support of UHD's mission of serving students and ensuring that they can efficiently complete their degrees.

### **Percent of Faculty Teaching at or Below Load**

**Table 6.1.8** provides a longitudinal overview of faculty teaching at or below the full-time load and includes notes on faculty load as assigned in policy and practice and a summary of faculty responsibilities. Note that the data in **Table 6.1.8** represents those faculty whose primary responsibility is instruction and excludes tenured/tenure track faculty who serve in administrative positions such as deans and chairs.

Faculty whose primary responsibility is instruction are offered teaching load reductions for purposes related to the University's goals and needs, and students directly benefit from them. For example, a faculty member in the BSW Social Work program currently has a course release to develop the program's reaffirmation documentation for the Council on Social Work Education accreditation (CSWE). Course releases of this type benefit students because program accreditation enhances the quality of programs through rigorous review and, in the case of the Social Work program, graduation from a CSWE-accredited program qualifies UHD's students to sit for the Texas Social Work licensure exam.

Depending on the college, other faculty receive course reductions to oversee special aspects of the curriculum. For example, the English Department provides course releases for the faculty who serves as the director of Composition I and Composition II. This faculty member is responsible for ensuring the coordination of curriculum between Composition I and II, reviewing data to determine if students are developing the foundational writing and research skills they will need in advanced classes, identifying and implementing strategies to improve the curriculum and instruction, and providing oversight and professional development for UHD's first-year writing faculty.

The Mathematics and Statistics Department has established a reduced load for a senior faculty to serve as an Assistant Chair. In addition to other administrative duties, the Math and Statistics Department Assistant Chair oversees UHD's First-year General Education Mathematics and Statistics courses. He is responsible for ensuring the quality of these courses and supporting the faculty who teach in this area. This faculty member also works closely with the General Education Committee to assess students' quantitative reasoning skills in these classes.

UHD provides special oversight to these courses because they provide the foundational writing, research, and quantitative reasoning skills that will be needed in advanced courses. Thus, students benefit from the course reductions that support first-year course oversight because they are assured that the first-year writing and math classes are high quality and prepare them for advanced classes in their disciplines.

As demonstrated in [Table 6.1.8](#), UHD has continued to reduce overloads to ensure that faculty, particularly those with the highest levels of responsibility for curriculum oversight, service, and research, have adequate time to develop, maintain, and assess curriculum, conduct research, and participate in service and shared governance. In AY 2023, just 17% of UHD's full-time faculty were teaching overloads and those overloads fall within a limited scope of reasons as noted below in the discussion below.

### ***Overload Principles and Variables***

[Table 6.1.8](#) alone does not provide a complete picture of overloads at UHD. Not all overloads represent the same amount of added work for the faculty. For example, the workload for a faculty member whose overload consists of 1 SCH because they are assigned a four-credit calculus class is only slightly more than full-time compared to the work associated with teaching an overload of 9 SCHs or the equivalent of three additional classes.

When UHD does assign an overload, the majority of these are 3 or fewer SCHs over the year and are the result of faculty teaching laboratory courses, courses that require extended instructional time to allow students to master difficult content, and faculty who are teaching a combination of graduate and undergraduate classes which results in an overload because graduate SCHs count 1.5 undergraduate SCHs.

In higher education, no more than 6 SCHs of overloads (or the equivalent of one overload class per long semester) is the common threshold. [Table 6.1.9](#) disaggregates the level of overloads that UHD faculty taught during AY 2023, by number of SCHs, showing that only very rarely do faculty have overloads that exceed the industry standard of 6 SCHs.

In AY 2023, for example, 98% of UHD faculty either had no overloads or overloads that were at or below 6 SCHs. Only 2% of full-time faculty had overloads more than the industry standard of 6 SCHs per year and each of these were in response to an emergency need.

***Table 6.1.9 AY 2023 Full-time (FT) Faculty Overloads Disaggregated by Number of SCHs***

*Source: UHD Office of Data Analytics & Institutional Research*

### ***Overload Approval and Justification***

Overloads must be justified and approved at the chair, dean, and provost level indicating that UHD carefully monitors the level of assigned overloads. Furthermore, the justification for an overload must support UHD's mission of nurturing students and contributing to the economic growth of the region by ensuring that students can complete their degrees efficiently.

Appropriate justifications for overloads at UHD include the following reasons, all of which are driven by UHD's mission of meeting student needs or providing them the courses they need to complete their degrees efficiently. UHD assigns overloads to

- Accommodate 4- and 5-credit-hour courses and lab courses, which allow students extended time to learn difficult material or practice skills under faculty supervision. Examples of these include lab/lecture courses in Engineering and the Natural Sciences, and 4- and 5- credit Math courses such as UHD's calculus sequence or the Precalculus course.
- Accommodate teaching loads that are a combination of graduate and undergraduate-level courses. Thinking about full-time teaching loads in the context of number of sections taught vs. SCHs, tenured/tenure track faculty typically teach 7 3-credit hour sections between the fall and spring semesters. Since graduate courses count 1.5 SCHs of an undergraduate SCHs, this combination of levels often results in overloads of .5 to 3.5 SCHs even though the overall number of sections the faculty teaches remains at 7.
- Cover courses that require special faculty credentials or expertise or where qualified part-time faculty may be difficult to find. Graduate

courses in Data Analytics and Artificial Intelligence and specialized areas within the undergraduate and graduate business disciplines fall into this category.

- Cover courses in which a full-time faculty member is required by curricular focus, as in the case of UHD 13xx-First-year Seminar and UHD 23xx-Transfer Seminar;
- Cover scheduled classes when the original faculty is unavailable due to administrative duties, or research leave, illness, or death; these instances tend to be temporary, and the need for an overload is usually resolved in one long semester.
- Temporarily cover the teaching load of a retired faculty during the period when a new faculty is being hired;
- Accommodate a late surge in enrollment requiring additional sections; or
- Offer courses off the regular schedule rotation to accommodate a teach-out plan for a closing program or to accommodate the scheduling or graduation needs of many students during a semester. An example of this occurred in AY 2023 as UHD closes out a technology concentration within its Master of Teaching (MAT) program.

An additional circumstance that affects assignment of overloads is UHD's practice of allowing faculty to "bank" courses. [Section 3.3.4 of PS 10.A.04](#), recognizes that overloads may occur by allowing faculty to "bank" the extra workload hours and get a course release once they have accrued 3 SCHs or be compensated. This practice ensures faculty who may need to direct extra effort toward teaching in one semester can rebalance their overall responsibilities in a subsequent semester with fewer teaching responsibilities.

Below are tables and analysis that offer specific justifications for each faculty member whose load was over the normal load based on their rank and responsibilities, grouped by those whose overloads fall within the common higher education threshold and those whose loads exceed that 6 SCH level.

#### *Overloads between .5 and 6 hours*

In AY 2023, 90% (60 of 67) of the full-time faculty assigned overloads taught between .5 and 6 hours of overload. Of those, 37% (22) had overloads of 2 SCHs or fewer. [Table 6.1.10](#) provides detailed justifications for overloads in this range of .5 to 6 SCH overloads. In each instance, the rationale for the overload can be attributed to one of four reasons, all of which support UHD's mission of nurturing students and supporting socioeconomic growth:

- The faculty member's load consisted of graduate courses or a combination of graduate and undergraduate courses. Thirty-three faculty had overloads due to teaching all graduate courses or a combination of graduate and undergraduate courses.
- The faculty member's load included lab courses or 4- and 5-credit hour courses. Twenty-one faculty had overloads due to courses that required extended time.
- The faculty member's load included First-Year or Transfer Seminars. In 2014, UHD established the UHD 13xx - First-Year Seminar and UHD 23xx-Transfer Seminar to help new students successfully transition into UHD. Per the recommendations from the General Education Committee which oversees these courses, seminars should be taught by full-time faculty. In some instances, the enrollment patterns of entering first-year students or transfer students have required that some full-time faculty teach overloads. In three cases, the need to teach seminars contributed to faculty overload.
- The faculty teaches in a discipline that requires special expertise for which an adjunct is not easily found and the course is needed for student progression. This applies to one faculty.

#### *Overloads over 6 SCHs*

During AY 2023, only 2% of full-time faculty had loads that exceeded the customary practice of 6-SCHs. [Table 6.1.11](#) provides a summary of each case by identifying the faculty member and rank, their expected load, their actual load, and an explanation of the situation. These were temporary, one-semester situations, and, with the exception on a clerical error, faculty were assigned the overloads to ensure students had the courses needed to progress toward their degrees. For example, in one case, UHD needed to teach-out a concentration in a graduate program; a faculty member agreed to teach the remaining graduate courses needed for existing students to complete the concentration. In another instance, there was a failed search when UHD attempted to hire two new faculty. That situation has been resolved through subsequent successful searches.

#### **Summary**

Institutionally, 64% of course sections are taught by full-time faculty. Forty-eight percent of UHD's faculty are full-time. At 36%, the percentage of tenured/tenure-track faculty that UHD employs is on par with Texas Peers and well above the 28% for the University of Houston System. UHD's student-to-faculty ratio is also on par with Texas peers and has continued to improve over the last three years and is currently at 18 to 1. Due to continued investment in full-time faculty, UHD has an average class size of 24.9.

Finally, UHD has faculty resources to ensure that full-time faculty are assigned minimal overloads thus allowing adequate time for other responsibilities including the development and oversight of the curricula, service, and research. When UHD does assign overloads, the reasons are all aligned with the institution's mission of nurturing students and supporting the economic growth of the region by ensuring that students have the classes they need to efficiently complete their degrees. In AY 2023, only 2% of full-time faculty had loads that exceeded the typical threshold of 6 SCHs of overloads per year. Each of these cases were due to an emergency need and have since been resolved.

The narrative and data above show that UHD has adequate full-time faculty to achieve its instructional mission.

While the instructional mission of the university is primary, the research mission plays an essential role in the recruitment, mentoring, retention, and evaluation of faculty. Four metrics related to faculty indicate that the number of full-time faculty at UHD is adequate to support the institution's research mission:

- scholarship and creative works disaggregated by college
- internal and external research grants
- a summary of research conducted by research-focused centers
- an overview of the research currently being conducted by UHD's Fulbright scholars.

### Scholarly/Creative Activity as Required for Advancement and Annual Evaluations

As outlined in [PS 10.A.05-Tenured/Tenure-Track Faculty Performance Evaluations](#), each tenured/tenure track faculty is evaluated annually. The faculty member's performance is based on an assessment of activities in three areas: teaching and instruction, scholarly and creative activities, and service and professional activities. Scholarly and creative activities comprise 25% (or a weight factor of .25) of the evaluation score.

In addition to promoting excellence in teaching and service, the purpose of UHD's rank and tenure system, as stated in [PS 10.A.01-Rank and Tenure System](#), is to encourage scholarly and creative activity and to promote continued professional growth. All applications for tenure and promotion include a portfolio that must demonstrate the faculty member's scholarly or creative activity.

UHD faculty publish on a range of topics, including animal welfare, social justice, African American history, curriculum and pedagogy, RNA sequencing as a strategy for fighting cancer, the impact of COVID-19, and human-computer interactions. Examples of recent scholarship can be found in [Table 6.1.12](#). Names in bold represent UHD faculty.

### Internal and External Research Grants

#### *Internal Grants*

Two types of internal research awards are available to UHD faculty: Faculty Leave Awards and Organized Research and Creative Activities (ORCA) Grants. During the last funding distribution (AY 2022), 38 faculty received over \$400,000 to engage in research. Each award is briefly described below, followed by [Table 6.1.13](#), which provides an overview of the types of research these awards supported in AY 2022.

#### *Faculty Leave Awards*

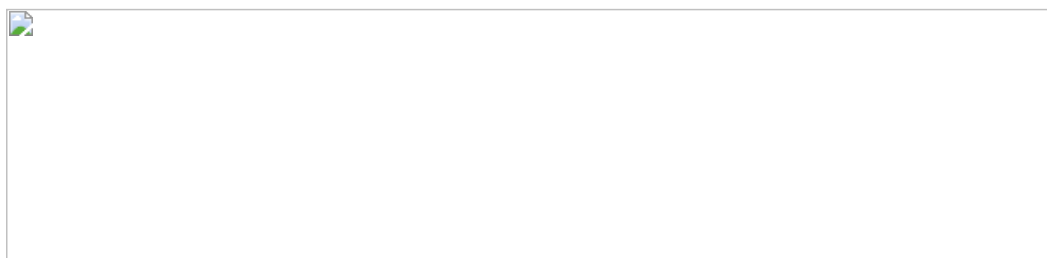
[Policy 10.A.08 University Funded Faculty Leave Program](#) outlines the eligibility and processes for awarding Faculty Leave Awards. Faculty Leave Awards provided tenured and tenure-track faculty members one long semester of paid leave to engage in research, writing, field observation, internships, and other suitable professional or academic activities to improve their professional effectiveness. In AY 2022, UHD granted six Faculty Leave Awards totaling \$245,781.

#### *Organized Research and Creative Activities (ORCA) Grants*

Outlined in [PS 06.A.08](#), the ORCA program provides small project grants to support the execution of research, scholarship, and creative activities by tenured and tenure-track faculty.

The Associate Vice President for Faculty Affairs and Faculty Development (AVP FAFD) coordinates with the Office of Research and Sponsored Programs to manage the funding for these Faculty Awards and ORCA grants. External funding sources for research in the humanities and social sciences tends to be limited compared to those available for STEM fields. Thus, faculty in the College of Humanities and Social Science (CHSS) tend to seek more research funding through UHD's internal research grant opportunities. Twenty-one CHSS faculty had funded projects during the 2022 academic year with fewer in each of the other colleges.

**Table 6.1.13: Overview of Internally Funded Faculty Research Grants**





*Source: UHD Office of Data Analytics & Institutional Research*

Faculty research interests cover a broad array of topics and disciplines. In AY 2022, internal funding supported research into learning communities in online courses, strategies for achieving global supply chain resilience, application of blockchain technology, the effects of gender, ethnicity and course type of students' perceptions of faculty, the Indian slave trade in the Colonial southwest, the moral response to plagiarism, occupational stress and suicide risk among food service workers, Holocaust memory in Germany and the US, effective de-escalation training in law enforcement, and investigating protein and micro-RNA expressions in cancer cells as a treatment strategy. Additional information about the type of research that has been funded under these internal research awards can be found in [Table 6.1.14](#).

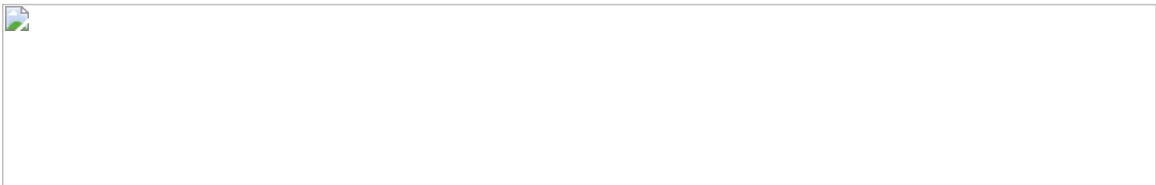
### **External Grants**

In AY 2022, UHD's faculty received \$1,462,347 in external grants. The federal government provides the most robust grant funding in the STEM fields and, as a result, faculty in the College of Sciences and Technology had the highest number of proposals funded (18).

The College of Business did not have externally funded proposals, although seven faculty received support for research through UHD's internal programs.

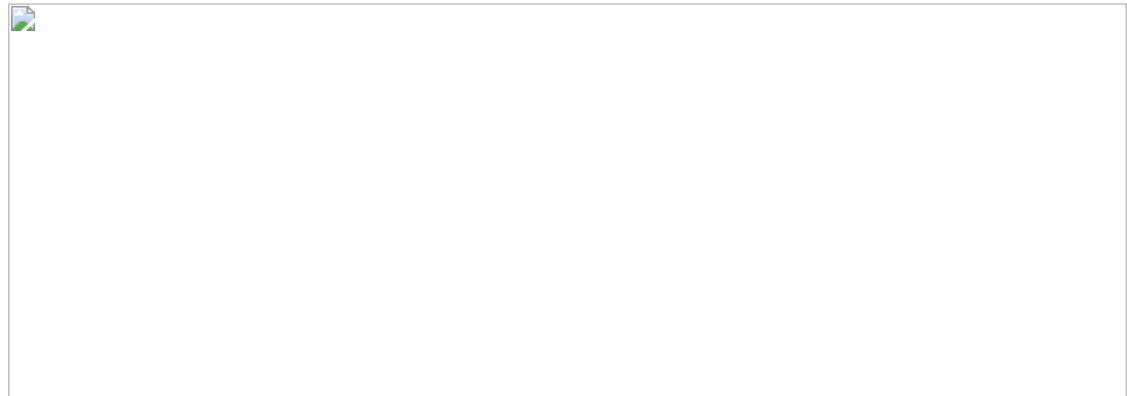
Table 6.1.15 shows the number and dollar amount of funded proposals, disaggregated by college.

**Table 6.1.15 AY 2022 External Funding**

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Examples of funded research include grants for suicide prevention, strategies for enhancing public deliberation, data science, the genetic architecture of exploration in *Drosophila*, and presence of justice, equity, diversity, and inclusive curriculum in technical communication courses. Table 6.1.16 provides additional information on these externally funded projects including project name, the funding agencies or organization that provided the award, and award amount.

**Table 6.1.16 Examples of Funded Research**

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### **Research-focused Centers**

The narrative below describes three of UHD's faculty-director research centers. Two centers are in the College of Humanities and Social Sciences and one is in the College of Sciences and Technology.

Each center has a unique focus. For example, the Institute for Plain English Research and Study (IPERS) focuses on the use of clear language in regulation and compliance, and on government documents.

The Center for Public Deliberation focuses on helping students and members of the community develop effective deliberative processes about issues that affect American lives. Faculty affiliated with the Center have published three articles in peer-reviewed publications and have received multiple grants to research and develop pedagogy and curriculum to support the teaching of public deliberation.

A theme that runs through all the research sponsored by UHD's centers is a desire to advance the understanding of one another and improve the lives of students and the broader community.

The Center for Urban Agriculture and Sustainability (CUAS) provides dedicated support for faculty-directed undergraduate research. Through the SUSTAIN Scholars program, the CUAS funds 8-12 student scholars to work collaboratively to create and test a product or model that will solve a current problem in sustainability or urban agriculture. This program provides students with opportunities for experiential learning by solving real-world problems. CUAS faculty oversee student research and provide mentoring. SUSTAIN student research projects included the design of sustainable dorms which earned audience gold at the most recent Gulf Coast Green Conference, the development and testing of a solar-powered water filtration system and a solar-powered phone and tablet charging station to be used in locations where centralized power is not available.

Additional information on the missions and scholarship supported by UHD's centers can be found in [Table 6.1.17](#).

### Fulbright Scholars

Four UHD faculty received Fulbright scholarships in 2023. Fulbright Awards are highly competitive and the organization only funds 900 U.S. Scholars per year. UHD's current Fulbright recipients include:

1. Dr. Edwin Cueva, Professor of Humanities, College of Humanities & Social Sciences
  - Host Institution: University of Murcia, Spain
  - Research Focus: Greek and Roman Classics in the country of Ecuador when liberated from Spain as a colony in 1822
2. Dr. Natacha Poggio, Assistant Professor of Graphic Design, College of Humanities & Social Sciences
  - Host Institution: Universidad de las Artes, Ecuador
  - Research Focus 1: Engaging communities in sustainable fishing through environmental communication
  - Research Focus 2: Research and development of a student-designed digital publication which provides compelling environmental messages for coastal Ecuadorian communities
3. Dr. Shahnaz Savani, Lecturer, Social Work, College of Public Service
  - Host Institution: University of Central Asia, Tajikistan
  - Research Focus: Attitudes and barriers to seeking help for mental health in Badakhshan
4. Dr. Rahul Verma, Assistant Professor of Finance, College of Business
  - Host Institution: Ajman University, United Arab Emirates (UAE)
  - Research Focus: Pre- and Post-COVID-19 analysis of behavioral finance and Environmental, Social, and Governance (ESG) Investing

[A complete summary of each faculty member's research can be found here.](#)

Dr. Candace TenBrink, Associate Professor in the College of Business, a 2019 Fulbright scholar, serves as the University's Fulbright Liaison. In this capacity, she promotes the program, guides prospective UHD faculty through the Fulbright application process, and reviews applications. In 2022-2023, UHD had the greatest number of Fulbright scholars among Master's Institutions and was named a "Fulbright U.S. Scholar Program Top Producing Institution" for the 2022-2023 academic year.

### Summary

The examples above demonstrate that UHD's faculty are actively engaged in research on a range of topics including suicide prevention, investigation of geological formations within the region, artificial intelligence, animal welfare, social justice, African American history, curriculum and pedagogy, RNA sequencing as a strategy for fighting cancer, the impact of COVID-19, and human-computer interactions.

UHD actively supports faculty research and in AY 2022 provided \$400,224 to fund 38 separate research projects. UHD faculty are also successful in winning external grants to support their research. In AY2022, 26 research projects were awarded external grants totaling \$1,462,347. In 2023, four UHD faculty received highly competitive Fulbright Awards and will be engaging in research in Spain, Ecuador, Tajikistan, and the United Arab Emirates.

UHD's centers provide additional support for research in over a range of disciplines including applications of plain language, sustainability and urban agriculture.

The examples described in this section provide evidence of the research that UHD full-time faculty are currently engaged in and demonstrate that UHD had

adequate full-time faculty to achieve its stated mission of “generating knowledge.”

### **Adequacy of Full-time Faculty: Service**

While the instructional mission of the university is primary, the service mission of the university also plays an essential role in the recruitment, mentoring, retention, and evaluation of faculty. Four metrics related to faculty indicate that the number of full-time faculty at UHD is adequate to support the institution’s service mission and commitment to “driving socioeconomic mobility”:

- service on university-level committees
- service on college- and departmental-level committees
- service components of UHD’s research-focused Centers
- funded service projects.

As noted above, [PS 10.A.05-tenured/Tenure-Track Faculty Performance Evaluations](#), requires each tenured/tenure track faculty to be evaluated annually. In addition to teaching and scholarly activities, service comprises 25% (or a weight factor of .25) of the evaluation score.

Service is also a consideration when UHD awards tenure and faculty promotions. [PS 10.A.01-Rank and Tenure System](#) states that one purpose of UHD’s rank and tenure system is to encourage faculty service. All applications for tenure and promotion include a portfolio that must demonstrate the faculty member’s service, either internally to the University, or externally in partnership with members of the community or through professional organizations.

### **Service on University-, College-, and Department-level Committees**

#### ***University Standing Committees***

There are 47 university-level standing committees, including Faculty Senate, where UHD faculty comprise either all or a portion of the committee membership. Faculty on these committees provide oversight and input into all aspects of the University’s management including policy development and revision, curriculum, technology, faculty professional development, awards, leave and grievances, study abroad, the library, student success, student discipline, scholarships, budget and planning, grant oversight, institutional review of research proposals and oversight of human subject research, the content of UHD’s website, and campus safety.

As documented by the attached membership lists below, each committee is well staffed with full-time faculty.

#### ***Shared Governance Committees***

The University’s Shared Governance Policy ([PS 01.A.03](#)) outlines university-, college- and department-level committees and faculty responsibilities for shared governance.

At the University level, there are four shared governance committees. The links below show each committee’s charge, membership profile, and the AY 2023 list of full-time faculty serving on each.

- [Academic Affairs Council](#)
- [Academic Policy Committee](#)
- [Faculty Affairs Committee](#)
- [University Curriculum Committee](#)

#### ***Academic Matters Committees***

There are 15 University committees that oversee various academic matters. These committees are mandated under different University of Houston System or UHD policies and the links below show each committee’s related policy (where applicable), committee charge, membership profile, and the AY 2023 list of full-time faculty serving on each.

- [Academic Adjustment Evaluation Committee](#)
- [Academic Assessment Committee](#)
- [Academic Technology Committee](#)
- [Community Engagement and Service Learning Committee](#)
- [Center for Teaching & Learning Excellence Online Subcommittee](#)
- [Center for Teaching & Learning Excellence Advisory Board](#)
- [Distinguished Faculty Awards Committee](#)
- [Faculty Grievance Committee](#)

- [Faculty Grievance Committee](#)
- [Funded Faculty Leave Committee](#)
- [General Education Committee](#)
- [Graduate Council](#) (Note: All UHD graduate program directors are full-time faculty)
- [Impact Learning Advisory Committee](#)
- [International & Study Abroad Committee](#)
- [Library Committee](#)
- [University Rank & Tenure Committee](#)

### ***Student Affairs Committees***

Student Affairs committees require oversee aspects of University operations and policy that require input from both faculty and Student Affairs professional staff. Thus, membership on these committees is a combination of faculty, staff, and, in some cases, students. The links below show each committee's charge, relevant policy if applicable, membership profile, and the AY 2023 list of faculty and staff serving on each. Faculty are designated.

- [Behavior Intervention Team](#)
- [Commencement Speaker](#)
- [General Scholarship Committee](#)
- [Scholarship Committee, Scholarship and Service \(Red Rose\)](#)
- [Student Discipline Committee](#)
- [Student Publications Advisory Committee](#)

### ***Financial Affairs Committees***

UHD's faculty provide input into the financial affairs of the institution. The primary committee is the Planning and Budget Development Committee which is charged with overseeing the development of a draft budget plan in which provides recommendations on spending priorities including recommendations for new faculty lines. Once completed, the draft budget is submitted to the University's president for review and finalization. Faculty also provide input into parking, transportation, and parking violations.

The links below show each committee's charge, relevant policy if applicable, membership profile, and the AY 2023 list of faculty and staff serving on each. Faculty are designated.

- [Planning and Budget Development Committee \(PBDC\)](#)
- [Parking and Transportation Committee](#)
- [Parking Violations and Appeals Committee](#)

### ***Grant Administration Committees***

UHD's faculty provide oversight to UHD's research, and grant application and administration processes including Institutional Review Board (IRB) processes. Note that at UHD, the Standards for Research Involving Human Subjects Committee oversees IRB processes. UHD faculty do not conduct research involving animals.

The links below show each committee's charge, relevant policy if applicable, membership profile, and the AY 2023 list of faculty and staff serving on each. Faculty are designated.

- [Financial Conflict Of Interest Committee](#)
- [University Faculty Development Award Committee](#)
- [Ethics Inquiry Team](#)
- [Organized Research and Creative Activities Committee](#)
- [Standards for Research Involving Human Subjects Committee](#)

### ***Institutional Affairs Committee***

UHD's full-time faculty also play an active role in institutional affairs such as campus safety, auxiliary services (on-campus food and vending services), campus environmental and sustainability efforts, the UHD website, and the wellness of UHD's students, faculty, and staff. The memberships of Institutional Affairs Committees are a combination of full-time faculty, staff from various divisions, including UHD police officers.

The links below show each committee's charge, relevant policy if applicable, membership profile, and the AY 2023 list of faculty and staff serving on each. Faculty are designated.

Faculty are assigned to:

- [Auxiliary Services Committee](#)
- [Campus Carry Safety Committee](#)
- [Institutional Compliance Committee](#) (Note: The Faculty Senate president serves on this committee and is a tenured faculty member).
- [Sustainability Committee](#)
- [Web Oversight Committee](#)
- [Wellness Committee](#)

## Faculty Senate

Under the [Faculty Senate's constitution](#), UHD's faculty Senate is comprised of a president, president-elect, past president, secretary, and elected representatives from all academic departments. All university employees holding academic rank as full-time faculty (lecturers, clinical, and tenured/tenure-track), are eligible to serve on the Faculty Senate, and constitute the Faculty Assembly.

Each academic department has at least one representative. Departments with 15 or more tenured/tenure-track faculty members may elect one additional faculty representative for every additional 10 tenured/tenure-track faculty members within the department. Additionally, each college is eligible to elect one lecturer and/or clinical faculty to serve as a representative for their college. UHD's Faculty Senate is currently composed of 29 full-time faculty members. Additional information on [Faculty Senators can be found here](#).

UHD's Faculty Senate is actively engaged in the governance of the University and meets on a bi-monthly basis. Information on the [Senate's minutes can be found here](#).

## Ad-Hoc Committees

UHD's full-time faculty also serve on ad-hoc committees, providing input into key University processes. For example, in AY 2022, UHD began the process of revising its mission, vision, and strategic plan. The [AY22 Strategic Planning Committee](#) was composed of faculty, staff, and one student, and was charged with seeking input and revising UHD's Mission and Vision Statements and designing and planning UHD's strategic plan. Thus, faculty have been actively involved in charting the University's future over the next five years.

## Service on Department Committees

Two primary faculty committees in each of UHD's academic departments are those that oversee rank and tenure and curriculum.

## Department Rank and Tenure Committees

Under [PS 10.A.01 Rank and Tenure System](#), (§ 3.1.4) each academic department must have a Rank and Tenure Committee which is composed of all the tenured faculty in the department. Members of the Rank and Tenure committees make recommendations on applications for tenure and promotion to the department chair and appropriate deans. The University of Houston System (UHS) Chancellor grants tenure and promotions are approved by the UHS Chancellor and Board of Regents for all faculty within the system.

[Table 6.1.18](#) provides an overview of the membership of each committee and includes their rank and discipline affiliation. All rank and tenure committees are overseen by tenured and tenure-track faculty.

## Department Curriculum Committees

[PS 03.A.12-Changes to Curricula, Courses, Programs, and Credentials](#) requires that all changes to the university curricula be reviewed by the department curriculum committee in which the change originates. Thus, each department has a curriculum committee composed of faculty with expertise in the programs within the department.

[Table 6.1.19](#) provides a summary of the curriculum committee members, their ranks and disciplines, and the programs overseen by each committee. All members of these committees are full-time faculty with expertise in the program curricula they oversee. The BAAS-Applied Administration is overseen by a curriculum support committee as outlined in [PS.03.A.34](#) (Note that this policy is currently under review since the dissolution of University College.) The MS Data Analytics degree consists of Computer Science and Statistics courses. Changes to this degree must be reviewed by both the Computer Science & Engineering Technology and the Mathematics and Statistics curriculum committees. Programs with other interdisciplinary foci may also go through reviews of multiple departments (e.g., BA Humanities).

## Community Outreach and Service Activities of Centers

In addition to research, many of UHD's centers also support UHD's service and community outreach goals. For example, the Center for Critical Race Studies (CCRS) publishes a [bi-monthly newsletter](#) as an outreach and educational resource for students, faculty, and staff. The CCRS also hosts prize-winning

CCRS) publishes a **bi-monthly newsletter** as an outreach and educational resource for students, faculty, and staff. The CCRS also hosts prizewinning authors and academics. For example, in Fall 2022, Dr. Stacey Floyd, the Thomas E. Rhodes and Leona B. Carpenter Chair and Associate Professor of Ethics and Society at Vanderbilt University, served as the keynote speaker for the CCRS 2022 Fall Symposium on Race, Politics, and Culture. The Center regularly hosts CCRS Scholars in Residence who lead workshops that are open to students, faculty, staff, and the broader Houston Community.

The Center for Public Deliberation (CPD) encourages citizens to actively participate in the deliberative democratic process through public discussions. CPD recently promoted the **Unify America 2023 Unify Challenge Bowl**. Through the Bowl, UHD students had the opportunity to have a guided conversation with a total stranger with different political leaning or background. Through these interactions student pairs found more agreement than expected as they walked through 17 different goals for America ranging from free speech to criminal justice and immigration.

CPD also hosts candidate forums during federal, state, and local election cycles to provide students and members of the community opportunities to have extended discussions with candidates about topics of concern.

CCRS and CPD actively promote participation in electoral processes and partner with UHD Student Activities to help students and members of the community register to vote and to cast their ballots. In Fall 2022, **UHD became an official polling site**, providing easy voting access to students, faculty, staff, and the downtown community.

The Center for Latino Studies hosts a range of activities designed to promote Latino culture and empower UHD's Latino students including art contest, musical events, panel discussions on critical issues within the Latino community and information on entrepreneurship and careers for Latino students.

**Table 6.1.20** provides examples of other outreach activities and services that UHD's Centers have sponsored.

## **Funded Service Projects**

### ***Service Learning Courses***

A diverse group of full-time faculty are active in leveraging community engagement in their pedagogy. The Center for Community Engagement and Service Learning (CCESL) encourages faculty to integrate discipline-related service activities into their courses as a strategy to engage students and offer opportunities for students to apply what they are learning in real-world settings as they give back to their communities. The CCESL provides pedagogical assistance and some financial support for supplies and student transportation. The Center also services as a broker, connecting organizations within the community who are seeking assistance to faculty who wish to develop a service learning activity.

Twenty-three faculty taught service learning courses in Spring 2022. Through these courses, faculty and students engaged in projects that enhance the social welfare of the community, monitor and report on water quality in local bayous, and provided tutoring and opportunities for career exploration at local under-served public schools.

### ***Community Engagement Grants***

The CCESL encourages UHD students and faculty to engage in service to the local community through Community Engagement Grants for students. These student-directed grants are overseen by faculty sponsors and must provide some service to the community. As with the Service Learning Courses, these activities often reflect the sponsoring faculty's own service and community outreach interests.

In AY 2022, CCESL sponsored **23 projects** that included providing toiletries to those in local homeless shelters, school supplies to children who might not otherwise have access to those resources, and raised money to address food insecurity. UHD students actively shared their knowledge and expertise by providing financial literacy to women in the Santa Maria Hostel, science education and college-going advice in local high schools, and nutrition education to low-income residents. Computer Science majors helped senior citizens to set up and use the features of electronic devices such as cell phones and tablets to stay connected with their families and friends.

These projects provide evidence that UHD faculty are both engaged in service to the community and are engaging their students in learning about and identifying strategies to meet community needs--often among the most forgotten and needy. Faculty provide close supervision for these projects.

## **Summary**

The information provided above demonstrates that UHD has adequate faculty to meet the service aspect of its mission. UHD has adequate full-time faculty to fully staff all shared governance, curriculum, and rank and tenure committees thus demonstrating that full-time faculty are able to provide input and oversight of all key aspects of the University's governance including policy development and revision, curriculum, technology, faculty professional development, the library, student success, student discipline, scholarships, budget and planning, grant oversight, institutional review of research proposals and oversight of human subject research, and the rank and tenure processes.

UHD's faculty-directed research centers also provide a wide variety of outreach services to UHD students, faculty, and staff as well as the broader community.

The examples in this section demonstrate that not only are faculty engaged in service, but they are also engaging their students in service by teaching them how to identify the needs and use their education and talents to serve the neediest within the Houston area.

### Conclusion

Based on the faculty metrics described above, UHD has adequate full-time faculty to meet the teaching, service, and research components of its mission. The percentage of full-time faculty at UHD is comparable to other peer institutions in Texas and in AY 2023, 64% of all course sections were taught by full-time faculty. The student to faculty ratio is also on par with institutional peers and has continued to improve to 18:1 in Fall 2022.

A point of pride for the University is its average class size of 24.9 ensuring that students have many opportunities to engage with faculty and receive one-on-one feedback on their work.

At the institution level, the number of faculty teaching over their full-time load as outlined in policy is limited, demonstrating that UHD has adequate full-time faculty. When faculty are assigned to teach over their full-time load, it is in direct support of UHD's mission which includes serving students, supporting academic success, and nurturing socioeconomic mobility by ensuring students can efficiently complete their degrees.

The examples above also show that UHD's full-time faculty are actively engaged in research and scholarly activities appropriate for a university and specifically for the UHD mission. Examples of faculty research included strategies for addressing social issues such as suicide prevention, animal welfare, and strategies to de-escalate confrontations between citizens and the police. Examples were provided of UHD's full-time faculty's research in the hard sciences including theoretical mathematics, artificial intelligence, geology, and genetics. Finally full-time faculty's research in the humanities, and curriculum and pedagogy were included in the examples noted above.

UHD faculty are generating knowledge through the research grants they receive, which totaled almost \$1.5 million in AY 2022 alone and through the academic papers and presentations expected as part of their annual review processes.

UHD actively supports the research activities of its faculty. In AY 2022, the University provided over \$400,000 to support 38 separate research projects. UHD's research-focused Centers support both faculty and under-graduate research and multiple examples of the research were provided. The University's Fulbright Liaison mentors tenured and tenure-track faculty who wish to apply for these prestigious and highly competitive awards. In 2023, four UHD faculty received highly competitive Fulbright Awards and will be engaging in research in Spain, Ecuador, Tajikistan, and the United Arab Emirates.

The information above shows that UHD has adequate faculty to meet the service aspect of its mission. UHD has adequate full-time faculty to fully staff all shared governance, curriculum, and rank and tenure committees thus demonstrating that it has adequate full-time to engage in all aspects in all shared governance responsibilities and to provide oversight to the programs and curriculum. UHD's faculty-directed research centers also provide a wide variety of outreach services to UHD students, faculty, staff, and the broader community. Not only are faculty engaged in service, but they are also actively engaging their students in service by teaching them how to identify needs and to use their education and talents to serve the neediest within the Houston area.

The totality of evidence presented in UHD's response to Standard 6.1 demonstrates that UHD has adequate full-time faculty to "nurture talent, generat(e) knowledge and driv(e) economic mobility for a just and sustainable future."

### Sources

-  2019 UHD Faculty Handbook (v8)
-  23 projects
-  Academic Adjustment Evaluation Committee FY23 \_ University of Houston-Downtown
-  Academic Affairs Council FY23 \_ University of Houston-Downtown
-  Academic Assessment Committee FY23 \_ University of Houston-Downtown
-  Academic Policy Committee FY23 \_ University of Houston-Downtown

-  Academic Technology Committee FY23 \_ University of Houston-Downtown
-  Auxiliary Service Committee FY23 \_ University of Houston-Downtown
-  Behavior Intervention Team FY23 \_ University of Houston-Downtown
-  CTLE Advisory Board FY23 \_ University of Houston-Downtown
-  CTLE Online Subcommittee FY23 \_ University of Houston-Downtown
-  Campus Carry Safety Committee FY23 \_ University of Houston-Downtown
-  Chart 6.1.1
-  Commencement Speaker Committee FY23 \_ University of Houston-Downtown
-  Community Engagement & Service Learning Committee FY23 \_ University of Houston-Downtown
-  Distinguished Faculty Awards Committee FY23 \_ University of Houston-Downtown
-  Ethics Inquiry Team FY23 \_ University of Houston-Downtown
-  Fact\_Book\_2022-2023
-  Faculty Affairs Committee FY23 \_ University of Houston-Downtown
-  Faculty Grievance Committee FY23 \_ University of Houston-Downtown
-  Faculty Senators can be found here
-  Financial Conflict of Interest Committee FY23 \_ University of Houston-Downtown
-  Fulbright U.S. Scholar Program Top Producing Institution
-  General Education Committee FY23 \_ University of Houston-Downtown
-  General Scholarship Committee FY23 \_ University of Houston-Downtown
-  Graduate Council FY23 \_ University of Houston-Downtown
-  Impact Learning Advisory Committee FY23 \_ University of Houston-Downtown
-  Institutional Compliance Committee FY23 \_ University of Houston-Downtown
-  International & Study Abroad Committee FY23 \_ University of Houston-Downtown
-  Library Committee FY23 \_ University of Houston-Downtown
-  Organized Research and Creative Activities Committee FY23 \_ University of Houston-Downtown
-  PS01A03
-  PS02A06
-  PS03A12
-  PS03A34
-  PS06A08
-  PS10A01
-  PS10A04
-  PS10A05
-  PS10A08
-  PS10A19
-  PS10A20
-  Parking Violations and Appeals Committee FY23 \_ University of Houston-Downtown
-  Parking and Transportation Committee FY23 \_ University of Houston-Downtown



-  [Planning & Budget Development Committee FY22 \\_ University of Houston-Downtown](#)
-  [Scholarship Committee - Scholarship and Service \(Red Rose\) FY23 \\_ University of Houston-Downtown](#)
-  [Senate Constitution Revisions v2.3 042922](#)
-  [Senates minutes can be found here](#)
-  [Standards for Research Involving Human Subjects Committee FY23 \\_ University of Houston-Downtown](#)
-  [Strategic Planning Committee \\_ University of Houston-Downtown](#)
-  [Student Discipline Committee FY23 \\_ University of Houston-Downtown](#)
-  [Student Publications Advisory Committee FY23 \\_ University of Houston-Downtown](#)
-  [Student Service Fee Committee FY23 \\_ University of Houston-Downtown](#)
-  [Summary of each faculty members research can be found here](#)
-  [Sustainability Committee FY23 \\_ University of Houston-Downtown](#)
-  [THECB\\_Accountability\\_System](#)
-  [Table 6.1.1](#)
-  [Table 6.1.1](#)
-  [Table 6.1.10](#)
-  [Table 6.1.11](#)
-  [Table 6.1.12](#)
-  [Table 6.1.14](#)
-  [Table 6.1.17](#)
-  [Table 6.1.18](#)
-  [Table 6.1.19](#)
-  [Table 6.1.20](#)
-  [Table 6.1.5](#)
-  [Table 6.1.8](#)
-  [Table\\_6\\_1\\_18](#)
-  [The Connect Newsletter \\_ University of Houston-Downtown](#)
-  [UHD Serves as a Polling Site for the First Time Ever!](#)
-  [UHDMagazine-Sp\\_Su2022\\_The Fab Four\\_ UHD Wins Big With Fulbrighters](#)
-  [Unify America 2023 College Bowl - Overview](#)
-  [University Curriculum Committee FY23 \\_ University of Houston-Downtown](#)
-  [University Faculty Development Award Committee FY23 \\_ University of Houston-Downtown](#)
-  [University Funded Faculty Leave Committee FY23 \\_ University of Houston-Downtown](#)
-  [University Rank & Tenure Committee FY23 \\_ University of Houston-Downtown](#)
-  [Website Oversight Committee FY23 \\_ University of Houston-Downtown](#)
-  [Wellness Committee FY23 \\_ University of Houston-Downtown](#)
-  [bi-monthly newsletter](#)

## 6.2.b

### Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

The institution has established a threshold of 50% of courses in its educational programs to be taught by full-time faculty. In numerous undergraduate programs, a few graduate programs, and several programs offered via distance education, full-time faculty fell short of the threshold. For example, in the BBA in Management and the BBA in Supply Chain Management, 47% and 49%, respectively, of the instruction is taught by full-time faculty; in the Master of Security Management, instruction by full-time faculty for the past three fall semesters was 6%, 12%, and 2% respectively; the average instruction by full-time faculty for the undergraduate Criminal Justice program for the past three semesters is 46%; and the undergraduate Nursing program's instruction by full-time faculty averaged over the last three fall semesters is 24% (the program has two full-time faculty members). For distance education programs in the College of Business, for the past three fall semesters, between 2% and 12% of instruction was by full-time faculty and in several of the Downtown Campus and programs offered via distance education, instruction by full-time faculty was below 50%. The committee could not identify a justification for the programs that did not meet the institutional threshold. The Committee was unable to determine that the institution employs a sufficient number of fulltime faculty to ensure curriculum and program quality, integrity, and review.

### University Response

For each of its educational programs, the University of Houston - Downtown (UHD) employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review and to support its mission of educating students, research, and service.

To demonstrate compliance with this standard, UHD provides definitions of key terms, descriptions of the organizational structure of faculty and programs, explanation of faculty responsibilities for oversight of curriculum and programs, evidence of sufficiency of faculty to ensure program quality, integrity, and review, and explanations for all cases in which the 50% threshold for coverage was not met as observed in the SACSCOC comments.

In keeping with its primary mission of "nurturing (the) talent" of its students and driving socioeconomic mobility, UHD serves the needs of the Houston metro area with strong applied programs in business, criminal justice, education, engineering, and the natural sciences. As of September 2022, UHD offers 46 bachelor's degrees, 11 master's degrees, and 22 graduate certificate programs. A list of degrees and certificates is provided in UHD's [Fact Book 2022-2023](#).

### Definitions

**Educational Program:** UHD has adopted the SACSCOC definition of an educational program as "a coherent set of courses leading to a credential (degree, diploma, or certificate) ..." Therefore, information and data provided in response to Standard 6.2.b explain the degree to which UHD has a sufficient number of full-time faculty to ensure the curriculum and program quality, integrity, and review for the degrees and graduate certificates offered by the institution.

#### *Full- and Part-Time Faculty Categories:*

**Full-time faculty** are those whose employment is 1.0 full-time equivalent (FTE) and whose primary responsibility is academic instruction. Faculty holding the rank of Professor, Associate Professor, Assistant Professor, and Instructors are full-time and teach 21 semester credit hours (SCHs) between the two long semesters in the academic year.

**Lecturers and Senior Lecturers** are also full-time but teach 30 SCHs since they have no research or service responsibilities unless specified in their letters of appointment as reallocated time.

**Clinical Faculty, Visiting Faculty, Faculty in Residence and Research Associates** have loads that vary depending on appointment. Currently, UHD has seven full-time Visiting Faculty who teach 24 semester credit hours (SCHs) between the fall and spring semesters.

**Adjuncts and faculty on Modified Retirement** are considered part-time. The standard load for adjunct faculty is 6 SCHs per long semester, while faculty on Modified Retirement teach no more than 49% FTE in a long semester.

Table 6.2.b.1 provides a breakdown of UHD's faculty, by rank. In Fall 2022, UHD employed 762 faculty, 372 or 49% were full-time. Full-time faculty designations are in bold.

## Table 6.2.b.1 Fall 2022 Faculty, Disaggregated by Rank

Source: UHD Office of Data Analytics and Institutional Research

### Organizational Structure of Faculty and Academic Programs

All faculty are part of an academic structure that is built on groupings of related disciplinary areas into Departments; the Departments are then grouped into colleges. UHD has 13 academic departments across 4 academic colleges. The Deans of the four colleges report to the Provost and Senior Vice President for Academic Affairs. An overview of the organization of UHD's academic departments can be found in [Figure 6.2.b.1](#).

Academic programs within a discipline are overseen by and housed in the department with primary faculty expertise in that area. For example, the BS in Psychology is housed in the Department of Social Sciences as that is where the faculty with credentials in Psychology are assigned.

For interdisciplinary degrees such as the BA in Humanities, the faculty identify a "lead" department that houses the faculty member(s) who can oversee the administration of the program due to expertise in one or more of the interdisciplinary areas; however, the guidance of the program in terms of curriculum and assessment is carried out in conversation with the group of faculty who collectively have expertise across the disciplines and, where needed, multiple departments will discuss and approve curricular changes for the shared program. For example, the BA in Humanities has a concentration in Latino Studies that is made up of courses from English, History, Philosophy, and other areas. Faculty from those disciplines were part of the program development and continue to engage in development of new courses and changes to the program, even though the coordinator and program are formally housed in the History, Humanities, and Languages (HHL) department.

### Responsibilities of Full-time Faculty for Oversight of Program Quality, Integrity, and Review

In UHD's original response, the institution explained that in addition to teaching, UHD's full-time faculty bear primary responsibility for the quality and oversight of the degrees and certificates. [PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#) states that "full-time faculty, including tenure, tenure-track, instructors, lecturers, visiting, and clinical faculty within a teaching discipline are members of the academy and have the right to participate in the discussion and development of curricula" (§2.1).

[PS. 03.A.31: Assessment of Educational Programs](#) defines program faculty as the full-time faculty who are either engaged in teaching courses specifically in an academic degree program and provide oversight to discipline-specific degree programs or who form oversight committees (§2.4). This policy charges full-time faculty with "responsibility for the overall quality, cohesiveness, and ongoing improvement of educational programs to include:

1. Identifying the course and program learning outcomes for each educational program.
2. Developing, implementing, and modifying a plan for assessing how well students are achieving program learning outcomes; and
3. Making modifications to the program's courses, curriculum, and processes to improve student learning and program effectiveness." (§3.2)

Thus, UHD clearly places responsibility for curricular oversight and quality with the full-time faculty in each program. [Table 6.1.1](#) provides detailed information on faculty rank, full-time and part-time status, and responsibilities for each rank. In addition, UHD's full-time faculty teach online and at off-campus locations thus ensuring continuity and quality of curriculum across modalities and locations.

### Adequacy of Faculty to Ensure Curricular and Program Quality, Integrity, and Review

UHD is a teaching institution and a primary goal, as reflected in its [mission](#), is to "nurture" students and advance the "socioeconomic development" of the region by helping students to achieve their college degrees.

It is fairly common for a single degree program to draw from multiple academic disciplines which might not all be in the same department or college. For example, students in the [BS Biology](#) program are required to take calculus and statistics as well as organic chemistry. Students in the [BBA Accounting](#) will take courses across the business disciplines, in addition to Accounting courses. Therefore, when considering the sufficiency of the numbers of full-time faculty one should remain aware of these overlapping discipline areas.

UHD's original response to Standard 6.2.c: Program Coordination coupled with additional information in Section 6.2.c of the Referral Report demonstrate that all UHD degrees and certificates have an assigned and appropriately credentialed full-time faculty member who is responsible for program coordination and oversight. The information below expands on UHD's original response and documents that each degree has multiple full-time faculty affiliated with each program, thus demonstrating that there is sufficient faculty to support the curriculum and program integrity and quality and provide students with strong academic and career preparation.

In the following sections, UHD will expand on the information originally presented to include three additional methods of demonstrating that the institution has sufficient full-time faculty to ensure the quality, integrity, and review of program curriculum:

- Program Accreditation
- Full-time Coverage by Program SCHs
- Program Curriculum Review and Oversight

#### **Adequacy of Full-time Faculty: Program Accreditation**

The establishment or renewal of national program accreditation provides evidence that the university maintains an adequate number of full-time faculty members to ensure the quality and integrity of the accredited programs. The institution has met these standards to attain and maintain accreditation in each of these disciplines. Table 6.2.b.2 provides an overview of accredited programs and related accrediting agencies.

#### **Table 6.2.b.2 Accredited Programs**

#### **Adequacy of Full-time Faculty: Full-time Coverage by Program SCHs**

This method is based on the percentage of SCHs taught by full-time faculty in each program. In UHD's original response to Standard 6.2.b, information was presented at the institution- and college-level as well as by program. Course and program association was determined by the predominant course prefixes for each degree and certificate listed in the undergraduate and graduate catalogs. By demonstrating that an appropriate percentage of undergraduate and graduate SCHs are taught by full-time faculty at the institution, college, and discipline levels, UHD has shown that it is achieving its goal of ensuring that students have access to a permanent cohort of scholars and researchers as they move through their degree and ensuring the quality, integrity, and review of its curriculum and programs.

#### ***FT Coverage of SCHs at the Institution Level***

At the institution level, UHD established a goal that at least 60% of SCHs will be covered by full-time faculty. As noted in Section 6.1 of the Referral Report, in Fall 2022, 64% of all SCHs were taught by full-time faculty.

#### **Table 6.2.b.3 Overall Full-time Coverage of SCHs**

*Source: UHD Office of Data Analytics and Institutional Research*

Table 6.2.b.4 shows that at both the graduate- and undergraduate level, the University has consistently met or exceeded its goal of 60% coverage at both the undergraduate and graduate levels. On average, over the past four years, 68% of graduate SCHs and 64% of undergraduate hours were taught by full-time faculty, thus ensuring that both advanced students as well as undergraduates have significant contact with scholars and experts throughout their academic experience.

#### **Table 6.2.b.4 Full-time Coverage of Graduate and Undergraduate SCHs**

*Source: UHD Office of Data Analytics and Institutional Research*

#### ***FT Coverage of SCHs at the College Level***

Table 6.2.b.5 demonstrates that at the college-level, UHD continues to meet its goal of 50% full-time coverage of SCHs in all colleges..

#### **Table 6.2.b.5 Fall 2022 Percentage of SCHs Taught by Full-time Faculty**

*Source: UHD Office of Data Analytics and Institutional Research*

Table 6.2.b.6 further disaggregates full-time and part-time coverage in colleges, by level. In evaluating the adequacy of faculty, it is important to

remember that students are required to take courses across multiple disciplines. For example, all MBA majors take graduate courses in Accounting, Business Law, Economics, Finance, Management, and Strategy in addition to advanced courses within their majors. To achieve the goal of providing students with mentoring by a permanent community of scholars across all disciplines required for their degrees, UHD strives for at least 50% of all SCHs at the relevant level (graduate or undergraduate) to be taught by full-time faculty. As demonstrated in Table 6.2.b.6, all colleges met the 50% goal for both graduate and undergraduate programs.

#### Table 6.2.b.6 Full-time and Part-time Coverage of SCHs, Disaggregated by College

Source: UHD Office of Data Analytics and Institutional Research

\*University College was dissolved in Summer 2022. The two academic degrees in the college, the BAAS Applied Administration and the BS Interdisciplinary Studies were moved to the College of Public Services and the College of Humanities & Social Sciences, respectively.

#### FT Coverage of SCHs at the Program Level

Overall, UHD strives for at least 50% of all SCHs at the discipline level to be taught by full-time faculty as an overall coverage goal as well as at the Downtown Campus and via Distance Education. However, as noted in our original report, there are some cases in which UHD did not achieve that 50% target. These exceptions fall within three categories: 1) programs in special partnership structures, 2) programs with significant applied content, accreditation or course requirements, and 3) programs experiencing fluctuations in staffing. Below are expanded explanations of all such cases identified in the SACSCOC reviewer comments.

#### Programs in Special Partnership Structures

In response to the committee's concern regarding lower-than-expected full-time coverage of courses in the Nursing program and only having two full-time faculty members associated, UHD provides the following clarification.

UHD's RN to BSN Nursing program is an example of a program where the partnership in which the program is situated shapes staffing needs and creates an exception to the 50% coverage target. Below are two components of the program that affirm UHD's staffing rationale: the strong pathways from our partner at Houston Community College (HCC) and our CCNE accreditation good standing.

UHD's RN to BSN program was developed in partnership with the Associate Degree in Nursing (ADN) at HCC with the requirement that all courses be taught at HCC's Coleman Center for Health Sciences (CC). The program is designed to provide students a seamless nursing education through the ADN into the BSN and prepare them for leadership and administrative careers in healthcare. As outlined in the [Memorandum of Understanding](#) for the UHD/HCC Nursing Partnership, "the primary objectives of this joint nursing program...are:

1. To deliver a seamless nursing education program for students entering the HCC CC nursing program through the completion of a Bachelor of Nursing (BSN) from UHD at HCC-CC.
2. ...establish a collaborative advising and recruiting HCC-CC (partnership) supporting students in the associate's program at HCC-CC as they progress towards entering the UHD RN to BSN program."

Under this agreement, HCC offers the ADN, which includes lower-division nursing courses designed to prepare students for the Texas nursing licensure exam, NCLEX-RN. UHD offers the upper-division nursing courses required for the BSN. Students begin their nursing education at HCC, and once they complete the ADN and pass the NCLEX-RN, students with a 2.0 GPA and a C or better in all Nursing courses are eligible to apply to UHD's BSN program.

In fulfilling this partnership, the BSN courses serve two groups of students: declared BSN majors and FastTrack students. In Fall 2022, there were 22 BSN majors. The BSN majors are supervised by a full-time faculty member and the Nursing Director. The Nursing Director, Dr. Linda Dune, moved to Voluntary Modified Employment (VMOE) in Fall 2022 and although on VMOE, Dr. Dune oversees the program as part of her duties. A new full-time Nursing Director has been hired and will join UHD in June 2023. Thus, in Fall 2022 there was a 14.7 to 1 student-to-FTE faculty ratio for BSN majors and the percentage of full-time coverage dropped from 25% in Fall 2021 to 14% in Fall 2022. This ratio will be reduced to an 11 to 1 student/FTE faculty ratio once the new director joins in June and the percentage of full-time coverage will increase, as well.

FastTrack students are those who have almost completed the HCC ADN program but do not yet qualify to be admitted to the BSN program because they have not passed the NCLEX-RN. FastTrack students are jointly enrolled in HCC and UHD and, on a limited basis, are allowed to take courses in the BSN program during this transition period before formally entering the BSN. Because these students are joint-enrolled, and because of the collaborative partnership between the ADN and BSN, HCC full-time nursing faculty teach some BSN courses.

In Fall 2022, there were 42 Fast Track students affiliated with the BSN and four HCC full-time nursing faculty serving as adjuncts. All HCC full-time faculty teaching in the BSN program must meet all UHD credentialing requirements, and UHD does a full review of faculty credentials before an HCC ADN faculty is assigned a BSN course.

In our reported data, the full-time faculty coverage is low compared to the part-time faculty coverage. The largest contributing factor is the number of HCC full-time nursing faculty that UHD hires to teach in the program, including Distance Education. Having HCC full-time nursing faculty as adjunct faculty in the BSN program is appropriate under this partnership's objectives and benefits both BSN and FastTrack students in two ways. First, HCC faculty teaching in the BSN courses means that students are being taught by faculty that they are already familiar with as ADN students at HCC. Second, teaching in the BSN program allows HCC faculty to become more familiar with UHD's curriculum and ensure better curricular alignment between the ADN and BSN.

UHD's BSN program is accredited by the Council on Collegiate Nursing Education (CCNE). CCNE considers the structure and purpose of the nursing program and the qualifications and quantity of full-time and part-time faculty when determining that a program has adequate faculty. CCNE found that UHD had adequate faculty to meet the mission of the BSN program during the program's initial accreditation in 2019 and in annual follow-up reports, which are required to maintain accreditation between full accreditor reviews.

In summary, the BSN program is a collaborative partnership between UHD and HCC. UHD has dedicated full-time nursing faculty who oversee the quality and cohesiveness of the BSN curriculum, provide regular reviews of that curriculum through the University's student learning assessment process and regular CCNE reviews, and provide oversight to adjuncts in the program. Furthermore, UHD's full-time nursing faculty collaborate closely with HCC's ADN faculty to ensure a quality cohesive curriculum between the two programs and to provide guidance to students as they move between the two institutions.

This partnership between HCC faculty and UHD ensures that regardless of how students are matriculating through their nursing education, they receive a quality, cohesive education in nursing. Based on these factors, the structure and needs of the program, and CCNE's evaluation of UHD's staffing model for its nursing program as appropriate, UHD has adequate full-time faculty to ensure curriculum and program quality, integrity, and review.

#### *Programs with Significant Applied Content or Accreditation or Course Requirements*

Four of UHD's programs are in fields that are rapidly evolving, have external accreditation requirements, or have specific curricular requirements which either benefit from or require more involvement by adjuncts with specific skill sets in the field.

The Master of Security Management and the BAAS Safety Management were highlighted in the committee's response for their lower-than-expected full-time coverage. The applied nature of these programs influences the institution's approach to adequacy of full-time coverage and thus SCHs taught by full-time faculty may fall below the 50% threshold as the result of ensuring students have access to highly qualified practitioners who are currently working in the field and who are thus part-time.

The BA Education has special accreditation requirements which impact faculty staffing while the BA/BS Social Sciences has a special capstone structure that results in full-time coverage being under 50% even though 9 full-time faculty are affiliated with the program.

The **Master of Security Management (MSM)** program is an innovative program designed to provide students with the knowledge and skills necessary to address the continuously changing security environment. The real-world content is essential for students to be successful; therefore, while UHD supports the program with full-time faculty leadership, the disciplinary scope also supports use of a higher proportion of engaged, active adjuncts.

There are two full-time faculty currently teaching in the program with a third joining in Fall 2023. As noted in the institution's original response to Standard 6.2.b, UHD was hiring a dedicated full-time faculty member to oversee the program. That hire has been completed and Jude Ejiobi, PhD in Cyber Security and MS in Computer Science joined the program in Fall 2022. Dr. Ejiobi serves as the program's director. Dr. Mohamad Nayeboor, Visiting Professor in Management, has taught SM 6361 *Managing Corporate Investigations*.

Full-time coverage of SCHs in Fall 2022 increased from 2% in Fall 2021 to 34% with the addition of Dr. Ejiobi as Director and faculty in the program.

Also, the Management Department has recently hired four new tenure-track Management faculty and two clinical faculty who will begin in Fall 2023. One of these faculty has expertise in Human Resource Management and will teach in the program, creating continuity of higher levels of coverage by full-time faculty. However, part-time faculty will remain a staple of this program given the need for strong connections to the field for this applied program. Security Management courses deal with the rapidly evolving, dynamic fields of enterprise cybersecurity, computer forensics, cybercrime, and data and network security. Due to the specialized nature of the curriculum, UHD has hired a small group of faculty/practitioners who specialize in securities management and are credentialed under a rigorous review of both their educational and professional qualifications.

Adjuncts include:

1. Roxanne Cox, PhD in Business with a concentration in Human Resource Management and the Vice-President of Human Resources for The Hanover Company in Houston, Texas has been the instructor of record for MGT 6302 *Human Resources Management for Security Executives*. Similarly for the last five semesters the course was taught.
2. Paul Berryman, MS in Computer Science and Security Compliance Manager at Hunton Andrews Kurth, LLP, has been the instructor of record for SM 6368 *Information Security Focused on Data Security*.
3. Eddie Ferguson, Masters in Security Management from the American Military University, is the Director of Cyber Intelligence at Ocean Infinity which creates underwater robotic technology. Mr. Ferguson teaches SM6364 *Legal Environment of the Security Executive*, SM 6376 *Enterprise Security Solutions*, and SM 6367 *Global Perspectives in Security Management*.

Students benefit from the wealth of knowledge and real-world experience these faculty bring to the classroom and their understanding of current technology, regulations, and trends within the field.

Dr. Ejiobi meets regularly with the adjunct and full-time faculty teaching in the program to discuss trends in the security field and review the curriculum. These discussions have resulted in the group developing strategies for updating the curriculum and identifying other areas needing improvement.

The information above demonstrates that UHD has assigned full-time faculty to provide direct oversight of the program and the percentage of coverage is markedly increased from the original response. However, Dr. Ejiobi and other full-time faculty will continue to work closely with a group of long-term, highly respected adjuncts to ensure the curriculum remains current and adequately prepares students in the safety field. Thus, UHD has adequate faculty to ensure curriculum and program quality, integrity, and review of the MSM program.

The **BAAS Safety Management (BAAS-SM)** is another example of an applied program that benefits from practitioners and thus impacts the understanding of adequate faculty coverage. The BAAS-SM curriculum is designed to produce graduates able to apply the most modern technologies to assure the safe operation of a wide range of organizations including those in oil, gas, and chemical manufacturing. As such, the institution recognizes that adjuncts who are in the field can bring current knowledge to the students in the classroom and should be routinely hired to teach a significant number of courses, as well as contribute to the curriculum.

Assistant Professor Dr. Mahmud Hassan, credentialed in safety, is dedicated to the program and oversees curriculum quality and assessment of student learning. In addition, as described in the Referral Report for 6.2.c, two other full-time engineering technology faculty with backgrounds in safety provide support to the program.

UHD also has a core group of long-term adjunct faculty who have been teaching in the program for three or more years. These adjuncts are well-respected practitioners in their fields, are all employed in senior safety management roles, and are credentialed under a rigorous review of both their educational and professional qualifications. Examples include:

- Kristian Magar, as Director of Health, Safety, and Environmental (HSE) Operations, oversees all HSE operations at Cactus Wellhead, a multi-national manufacturer and servicer of well drill heads. He holds a PhD in Industrial Engineering and is responsible for teaching ENGR 4385 *Scheme Management in Industrial Safety*.
- Guss Eghneim is Senior VP for Compliance & Sustainability at ProEnergy, which produces and services heavy industrial turbines and control systems. He holds a Ph.D. in Mechanical Engineering and teaches ENGR 4370 *Human Factors in Fire Safety* and ENGR 4330 *Systems Safety Management*.
- Orlando (Thomas) Munoz, who teaches ENGR 4381 *Safety and Violence*, has over ten years career experience as the Assistant Chief of Homeland Security, Planning and Public Affairs for the City of Houston Fire Department. In 2021, he became the City of Houston's Emergency Management Coordinator, overseeing all city responses to emergencies and natural disasters. He holds a Master's in Emergency Management and a Master's in Homeland Security from the American Military University.
- Rajeev Limaye, Director of Advanced Operation Services at Linde, a global chemical manufacturing company, is a licensed Professional Engineer (Texas), a Certified Functional Safety Expert, and is ISA84 SFS-SIS certified in industrial process safety and risk management. He holds a Masters in Chemical Engineering and an MBA in Management. He brings a wealth of experience to ENGR 4338 *Safety Instrumented Systems*.

Also teaching as an adjunct is Ed Sheinberg, a former NASA engineer and Associate Professor in the program. Professor Sheinberg moved to Voluntary Modification of Employment (VMOE) prior to Fall 2021 and though technically part-time with a lower teaching load, he remains active in the program, teaching, mentoring the BAAS-SM students and participating in assessment of student learning.

In the past few years, UHD has built this stable pool of adjuncts and beyond just teaching the classes, the BAAS SM adjuncts have also been instrumental in ensuring the program's quality and currency. As noted above, Professor Sheinberg participates in assessment and curriculum

review. Professor Sheinberg, Dr. Magar and Mr. Eghnem serve on the BAAS Safety Management Industrial Advisory Board which regularly reviews student learning data, makes recommendations on industry trends and strategies to improve the program and has guided the program toward integrating curriculum within the Safety Management courses that prepare students to sit for a variety of industry-recognized certifications.

Students benefit from working with faculty who have direct experience applying the safety processes, regulations, and technologies they are learning. This degree is highly applied and safety requirements are constantly changing; having faculty employed in the field is crucial. Certifications such as Hazardous Waste and Operations and Emergency Response (HAZWOPER) and 10-Hour Occupational Safety and Health Administration (OSHA) are entry level requirements to move into the safety field.

Students have benefited from the integration of curriculum that prepares them for these certification exams by allowing them to learn the material in their courses rather than pay for expensive training courses. Finally, the Safety Management adjuncts are connecting students to internships and jobs within the safety field and students have benefited from this increased access to employment.

The department has recognized the strengths and extra engagement that adjuncts bring to this applied program and has decided to leverage those advantages when making staffing decisions to benefit the students. In Fall 2021 and Fall 2022, part-time faculty taught 80% and 87% of the SCHs in the degree.

The information above demonstrates that UHD has assigned full-time faculty to provide direct oversight of the program while ensuring that part-time faculty are integrated into the key curricular processes. Dr. Hassan and other full-time faculty in the department work closely with a group of long-term, highly respected adjuncts to ensure the curriculum remains current and adequately prepares students in the safety field. Thus, UHD has adequate faculty to ensure curriculum and program quality, integrity, and review.

The **BA in Education** is subject to Texas Education Agency (TEA) requirements which result in full-time coverage dipping below 50% in some cases. Department of Urban Education students must undertake the practicums required for teacher certification and instructors hired as Field-based Experience Instructors, per TEA must be certified K-12 teachers and have principal certification; they must also carry out multiple classroom observations for each student. To meet these TEA requirements and manage the oversight across multiple Independent School District (ISD) campuses, the department hires many retired K-12 leaders as part-time faculty to oversee small groups of practicum students.

Except in Fall 2020 during the COVID-19 pandemic, the overall full-time coverage for the program is above 50%. However face-to-face full-time coverage is below 50% in Fall 2021 and Fall 2022 because of the substantial number of practicum sections that were covered by adjuncts who met TEA qualifications.

For example, in Fall 2021, 29 sections were assigned to full-time faculty at the Downtown campus and 28 sections were covered by part-time faculty overseeing practicums. Thus, full-time faculty taught 54% of the overall sections offered but the number of SCHs covered by full-time faculty was slightly below 50%. Practicum sections are always face-to-face so the practicum assignments do not impact the percentage of full-time coverage in the online portion of the program.

Therefore, in this specific context, the higher number of adjuncts directly supports the institution's programmatic goals to have a teacher credentialing program that meets state requirements. As such, we anticipate that the number of part-time faculty in these positions will continue to be larger than in other areas.

The **BA/BS Social Sciences (BA/BS SOS)** programs are a final example in which other factors impact staffing decisions. As with the BA in Education, we also see that evaluating the sufficiency of full-time faculty based only on percentage of SCH's taught by full-time faculty may give a distorted perception of faculty engagement and oversight.

The BA/BS SOS programs are interdisciplinary, and students take required courses beyond the General Education Core in Sociology, Psychology, Health and Behavioral Sciences, and Political Science which are all housed in the same department. As noted in [Table 6.2.b.7](#) full-time coverage in these disciplines is strong.

There is also a cohort of 9 full-time faculty (2 Professors, 4 Associate Professors, 2 Assistant Professors, and 1 Lecturer), including the BA/BS SOS director, Dr. Joanna Kaftan, that teach in the program every semester providing a student-to-faculty ratio of 10 to 1.

BA/BS SOC majors must take either SOS 4308 Field Experience in the Social Sciences or SOS 4301 Special Projects in the Social Sciences to satisfy capstone requirements. These courses require full-time faculty oversight, and the class caps were lowered after Fall 2019 to ensure that faculty have time to provide one-on-one guidance as students design and develop research projects or apply for and undertake internships and fieldwork.



Due to the lower class caps required in the capstone courses, the percentage of SCHs generated by the sections taught by full time faculty is lower than that taught by adjuncts, even though full-time faculty cover more sections. For example, in Fall 2022, 8 online sections were offered, of these, 5 (63%) were taught by full-time faculty including 1 section of SOS 4308 and 3 sections of SOS 4301. While the overall full-time coverage of sections was higher, the lower course caps required in capstone courses resulted in an inaccurate implications that there were insufficient full-time faculty. In this case, UHD considered some program-specific factors including overall number of full-time faculty in the program, faculty to student ratio and course requirements and determined that the general 50% target was not necessary to ensuring quality of the program and student support by full-time faculty.

#### *Programs Experiencing Fluctuation in Staffing*

The SACSCOC committee response identified several other programs that were below the 50% FT coverage goal based on overall coverage, distance education coverage and/or downtown campus coverage. In each of those cases, the semesters in which the program were below target were due to temporary staffing adjustment periods, such as a faculty retirement, COVID-based variation in on-campus presence, etc.

Below is an explanation for each program that was below target in one or more semesters in the original UHD response along with the data points, updated with Fall 2022 information. The data for each program are provided in a table format, followed by explanation. Please see [Table 6.2.b.7](#) for the full-time coverage for all UHD programs.

#### **Table 6.2.b.8 Full-time Faculty Coverage for MANPM: Downtown, Distance, and Overall by SCH**

As Non-profit Management (MANPM) has seen regular growth, the University has been able to add additional full-time faculty. Thus, while the average full-time coverage for this discipline shown in Table 6.2.b.8 was below 50% in Fall 2019 and Fall 2020, full-time coverage reached 67% in Fall 2021 and increased to 75% full-time coverage in Fall 2022, indicating that the program has adequate faculty to oversee the curriculum and ensure the program's quality and integrity.

#### **Table 6.2.b.9 Full-time Faculty Coverage for BBA MGT: Downtown, Distance, and Overall by SCH**

In Fall 2019, as shown in Table 6.2.b.9 the overall coverage for BBA Management was 55%, however full-time coverage dropped slightly below 50% for the Downtown campus when SCHs were disaggregated by modality. Full-time faculty tend to teach the most advanced courses in the program which tend to have lower enrollments resulting in a fewer percentage of SCHs taught by full-time faculty even though the number of sections covered by full-time and part-time faculty is the same. Full-time enrollment returned to 82% at the Downtown campus in Fall 2020.

Several faculty retired, reducing the overall coverage in Fall 2021 to under the target of 50%. The program had begun searches to replace faculty but just prior to the Fall 2022 semester, the Management program lost five additional full-time faculty (2 retirements, 1 death and 2 resignations) which resulted in the total SCHs taught by FT faculty in Fall 2022 to drop below 50%. During Fall 2022 and early Spring 2023, the program held searches and four new tenure-track faculty were hired. Three full-time Clinical faculty were also appointed with full-time instruction (24 SCHs) as their primary responsibility. All seven of these new faculty will join the university in Fall 2023.

A search for a fifth tenure-track faculty is currently underway. Once the seven new faculty join the University in Fall 2023 and the final full-time faculty search is completed, UHD anticipates that full-time coverage in the Management program will be significantly above the target of 50%.

The BBA programs are currently accredited by AACSB. AACSB defines rigorous standards for faculty staffing, faculty credentials, and program quality further indicating that UHD has adequate faculty to provide oversight and ensure the quality and integrity of the program.

#### **Table 6.2.b.10 Full-time Faculty Coverage in BBA MIS Downtown, Distance, and Overall by SCH**

In Fall 2019, as shown in 6.2.b.10, the overall coverage for BBA Management Information Systems program was at 61%. However full-time coverage dropped slightly below 50% for the Downtown campus when SCHs were disaggregated by modality. Full-time faculty tend to teach the most advanced courses in the program which tend to have lower enrollments resulting in a fewer percentage of SCHs taught by full-time faculty even though the number of sections covered by full-time and part-time faculty is the same. Full-time coverage of SCHs returned to 65% at the Downtown campus in Fall 2021 and 100% in Fall 2022.

As noted above, the BBA programs are currently accredited by AACSB. AACSB defines rigorous standards for faculty staffing, faculty credentials, and program quality further indicating that UHD has adequate faculty to provide oversight and ensure the quality and integrity of the BBA Management.

**Table 6.2.b.11 Full-time Faculty Coverage in BBA MKT: Downtown, Distance, and Overall by SCH**

The Marketing program had one full-time faculty member on leave in Fall 2022. During that semester, this individual's courses were taught for one semester by an adjunct, thus reducing the overall coverage of SCHs to below the target of 50% both overall and online. The faculty member has returned and in Spring 2023, full-time SCH coverage in Marketing increased to 65% overall with 66% of online sections and 73% of SCHs at the Downtown campus covered by full-time faculty.

As noted above, the BBA programs are currently accredited by AACSB. AACSB defines rigorous standards for faculty staffing, faculty credentials, and program quality further indicating that UHD has adequate faculty to provide oversight and ensure the quality and integrity of the BBA Marketing.

**Table 6.2.b.12 Full-time Faculty Coverage in BBA SCM: Downtown, Distance, and Overall by SCH**

In Fall 2021, UHD was slowly returning to regular operation after the majority of classes moved to online beginning March 2020. Staffing fluctuations were caused when some faculty, who were still concerned about COVID 19, elected to teach online rather than returning to in-person teaching. As the University has moved past the pandemic, the department has been able to rebalance coverage between online and coverage at the Downtown campus. Full-time coverage returned to 62% overall and 57% and 65% respectively at the Downtown campus and online by Fall 2022.

As noted above, the BBA programs are currently accredited by AACSB. AACSB defines rigorous standards for faculty staffing, faculty credentials, and program quality further indicating that UHD has adequate faculty to provide oversight and ensure the quality and integrity of the BBA Supply Chain Management.

**Table 6.2.b.13 Full-time Faculty Coverage in BAFA: Downtown, Distance, and Overall by SCH**

In Fall 2019, a BA Fine Arts full-time faculty was out on Family and Medical Leave Act (FMLA) leave and his courses were temporarily assigned to an adjunct. The full-time faculty returned from FMLA, and full-time coverage returned to 70% in Fall 2020 as seen in Table 6.2.b.13.

While over the 50% threshold, in F2022 a BA Fine Arts faculty received a Fulbright Award. While she was out of the country, an adjunct assumed her load. Once she returns, in Fall 2023, full-time coverage will return to the levels noted in Fall 2020 and Fall 2021.

**Table 6.2.b.14 Full-time Faculty Coverage in BS HBS: Downtown, Distance, and Overall by SCH**

With few exceptions, all UHD's classes were taught online in Fall 2020 due to the pandemic. One adjunct faculty decided to teach their HBS course face-to-face that semester, resulting in 100% of sections at the Downtown campus being taught by part-time faculty. This was a highly unusual situation and as the campus reopened post-COVID 19, full-time coverage in Fall 2021 and Fall 2022, at both the Downtown campus and online, returned to levels above 50% as shown in Table 6.2.b.14.

**Table 6.2.b.15 Full-time Faculty Coverage in BA PHIL: Downtown, Distance, and Overall by SCH**

With few exceptions, all UHD's classes were taught online in Fall 2020 due to the pandemic. During this semester, 5 face-to-face PHIL sections

With few exceptions, all UHD's classes were taught online in Fall 2020 due to the pandemic. During this semester, 6 POLS face-to-face sections were taught by adjunct faculty resulting in 100% of sections at the Downtown campus being taught by part-time faculty. This was a highly unusual situation and as the campus reopened post-COVID 19, full-time coverage in Fall 2021, at both the Downtown campus and online, returned to levels well above 50% as shown in Table 6.2.b.15.

#### **Table 6.2.b.16 Full-time Faculty Coverage in BS POLS Downtown, Distance, and Overall by SCH**

In Fall 2019, UHD offered 6 online sections in POLS, 3 taught by full-time faculty and 3 taught by adjuncts. Full-time faculty tend to teach upper-division courses which have fewer enrollments. Although 50% of the online sections were taught by full-time faculty, lower enrollment in the sections taught by full-time faculty resulted in only 39% of SCHs being covered by full-time faculty.

A similar situation occurred in Fall 2020. The program offered 13 sections online with 7 or 54% but due to lower enrollments in sections taught by full-time faculty, the full-time coverage was below 50% in online sections.

For the last two fall semesters, full-time coverage of SCHs both Downtown and online have been above 50% as shown in Table 6.2.b.16, indicating that the coverage issues were temporary.

#### **Table 6.2.b.17 Full-time Faculty Coverage in BS PSY: Downtown, Distance, and Overall by SCH**

With few exceptions, all UHD's classes were taught online in Fall, 2020 due to the pandemic. During this semester, 6 PSY face-to-face sections were offered, 1 taught by a full-time faculty and 6 taught by adjuncts, resulting in 90% of SCHs at the Downtown campus being taught by adjuncts. This was a highly unusual situation and as the campus reopened post-COVID 19, full-time coverage in Fall 2021 and Fall 2022, at both the Downtown campus and online, returned to levels above 50% as seen in Table 6.2.b.17.

#### **Table 6.2.b.18 Full-time Faculty Coverage in BS SOC: Downtown, Distance, and Overall by SCH**

With few exceptions, all UHD's classes were taught online in Fall 2020 due to the pandemic. While the overall coverage for the BS SOC program was well above 50%, 1 face-to-face section was offered by an adjunct, resulting in 100% of SCHs at the Downtown campus being taught by adjuncts. This was a highly unusual situation and as the campus reopened post-COVID 19, full-time coverage in Fall 2021, at both the Downtown campus and online, began to return to more normal levels.

In Fall 2021, overall full-time coverage of Sociology courses was at 54% as seen in Table 6.2.b.18. However, UHD offered 4 face-to-face sections with 2 sections (50%) being taught by full-time faculty. Full-time faculty tend to teach upper-division courses which have fewer enrollments. Although 50% of the sections at the Downtown campus sections were taught by full-time faculty, lower enrollments in the sections taught by full-time faculty resulted in only 42% of SCHs being covered by full-time faculty.

UHD's has now fully reopened and in Fall 2022, full-time faculty coverage has returned to normal with both Downtown and online coverage being above 50%.

#### **Table 6.2.b.19 Full-time Faculty Coverage in BA SPAN: Downtown, Distance, and Overall by SCH**

The BA in Spanish program has four tenured faculty members and one lecturer. The department is responsible for two lower-level courses that serve their majors, as well as students from other majors who use Spanish to fulfill their humanities requirement for the core. While the full-time faculty are responsible for the majority of the courses and cover the majority of the SCHs (68% to 81% in any given semester as shown in Table 6.2.b.19), they hire a small number of part-time faculty who entirely teach the two lower-level courses. The program has a growing number of distance education (online asynchronous) courses that are taught almost exclusively by full-time faculty. Dr. Paul Mandell, Associate Professor of Spanish and the program director is leading the effort in improving online Spanish courses in response to the increasing request from students to take more online courses. Dr. Mandell is working closely with the other full-time faculty in the program on this initiative, and we anticipate that the coverage by full-time faculty will meet the 50% target in coming semesters.

#### **Table 6.2.b.20 Full-time Faculty Coverage in BS TCOM: Downtown, Distance, and Overall by SCH**

Full-time coverage of SCHs in the BS Technical Communication has consistently been above 50% as shown in Table 6.2.b.20. However, in Fall, 2023, Dr. Catherine Howard, a long-time lecturer in the program was appointed Interim Director of the Honors program, resulting in full-time coverage of online Technical Communication courses to drop slightly below 50%. Dr. Howard's appointment will expire in August. She will return to full-time teaching in Fall 2023, at which time full-time coverage of SCHs should return to the typical above-50% coverage rate.

#### **Table 6.2.b.21 Full-time Faculty Coverage in BAAS-AA: Downtown, Distance, and Overall by SCH**

Except for a brief period in 2019, the BAAS-Applied Administration program has been fully online. In Fall 2019, overall coverage of BAAS-Applied Administrative courses was at 57% as shown in Table 6.2.b.21. UHD tried to establish a face-to-face option in the BAAS-Applied Administration program, with most sections taught by adjunct faculty during this trial period. This option was phased out due to low enrollment and by Fall 2020, had returned to a fully online format with more than 50% of SCHs taught online.

A long-time faculty member in the BAAS-Applied Administration program retired in AY2022. In Spring 2022, an additional full-time faculty member was hired, and the program has received an additional full-time faculty line. The program director is currently interviewing candidates, and a new full-time faculty member will join the program in Fall 2023. Full-time coverage of courses in this program should increase to the minimum of 50% by Fall 2023.

#### **Table 6.2.b.22 Full-time Faculty Coverage for CJ: Downtown, Distance, and Overall by SCH**

The BS and BAAS in Criminal Justice has experienced a significant amount of turnover among full-time faculty which has negatively impact coverage as shown in Table 6.2.b.22. In AY 2019, 2020 and 2021 there have been three retirements - Richard Hill (Lecturer) retired in Spring 2019, Dr. Barbara Belbot (Professor) retired Spring 2021, and Dr. Larry Karson (Associate Professor) retired in Spring 2021.

Several faculty members also relocated to other institutions. Dr. Rebecca Pfeffer (Associate Professor) left in Spring 2020, Dr. Lori Lovins (Assistant Professor) left in Spring 2020, Dr. Whitney Threadcraft-Walker (Assistant Professor) left in Spring 2022, and Dr. Jace Valcore (Associate Professor) left in Spring 2022. Several faculty members moved into administrative positions which would impact their teaching load. These include Dr. Kevin Buckler who became interim Department Chair in Spring 2022 and was appointed Department Chair in Fall 2022. Dr. Krista Gehring was appointed as the Faculty Senate President for the 2022-2023 academic year. She had a reduced load for this year but will return to her full load after her term is over in Fall 2023. To address this full-time turnover, they have made numerous new hires. Dr. Fei Yang began as an Assistant Professor in Fall 2020. Two new assistant professors: Dr. Linsey Belisle and Dr. Ethan Marshall began as Assistant Professors in Fall 2021. Dr. Mark Magidson began as an Assistant Professor in Fall 2022. In addition, they have hired two new tenure-track professors and two new lecturers who will begin in Fall 2023. Given this, UHD fully expects to surpass the 50% full-time coverage rate in Fall 2023.

#### **Table 6.2.b.23 Full-time Faculty Coverage in BSW: Downtown, Distance, and Overall by SCH**

Normally, the 7 full-time faculty (2 professors, 2 assistant professors and 3 full-time lecturers) in the BSW Social Work program provide a high level of full-time coverage for SCHs taught in the program. In Fall 2022, 2 full-time faculty were on a one-semester faculty leave resulting in the number of SCHs taught by FT faculty dropping below 50% overall and online as a result, as shown in Table 6.2.b.24. The faculty returned in Spring 2023 and the percentage of SCHs taught by full-time faculty increased to 53%.

The BSW program is accredited by Council on Social Work Education (CSWE) that defines rigorous standards for faculty staffing, faculty credentials, and program quality. Continued accreditation by CSWE further indicates that UHD has adequate faculty to provide oversight and ensure the quality and integrity of the program.

As outlined in UHD's original response to Standards 6.2.b, the institution has systems and processes in place that ensure full-time faculty oversight of curriculum and regular program review of its academic programs. This system includes the curriculum change and program coordination processes, process, annual program assessment of student learning, and graduate program review.

### ***Curriculum Review and Oversight***

All curricular processes are governed by [PS 3.A.12 Changes to Curricula, Courses, Programs, and Credentials](#) and tracked and maintained in UHD's curriculum management system, Curriculog. [Figure 6.2.b.2](#) provides a general overview of how curricular decisions are initiated, reviewed, and finalized. As described in PS 3.A.12 and [Figure 6.2.b.2](#), full-time faculty must initiate all changes to the curriculum. Once a change is decided upon, faculty within the discipline collectively review the change. Department curriculum committees, staffed by full-time faculty, provide the next level of review before the approved changes are forwarded to the chair and the dean for further review.

Curricular changes that are approved by the chair and dean are next reviewed by the University Curriculum Committee which is composed of full-time faculty from all four colleges. Once approved by the University Curriculum Committee, the change is reviewed and approved by the Provost.

Changes to courses within UHD's General Education Core must also be reviewed and approved by the General Education Committee, which is composed of full-time faculty from all four colleges.

The implementation of new degrees must also be approved by the University of Houston System Board of Regents and the Texas Higher Education Coordinating Board. New degrees in which 25% or more of the curriculum is new must also be reviewed and approved by SACSCOC. While the closure of a degree is not reviewed by the Board of Regents, UHD has processes in place to ensure that the Texas Higher Education Coordinating Board and SACSCOC are properly notified.

Examples of how UHD implements the curriculum review and approval process can be found below. In each case, faculty are involved in the process from initiation to university-level approval.

1. New Course: [CS - 6308 - AI in Biomedicine](#)
2. New Program: [BAAS-Criminal Justice](#) (This program did not require SACSCOC approval since it is composed of existing curriculum.)
3. New Program: [MA-Strategic Communication](#)
  1. [Related Substantive Change for the Master of Educational Leadership](#)
    - University of Houston System Board Approval: Pg. 59
    - Texas Higher Education Coordinating Board Approval Pg. 63
  2. [Final SACSCOC Approval](#)
4. Course Revision: [MATH 1310 Course Revision](#)

UHD has sufficient full-time faculty to oversee the curriculum review process as outlined above. The links below demonstrate that each department has adequate full-time faculty to provide oversight to the department's program. Links to the General Education Committee and the University Curriculum further demonstrate that UHD had adequate faculty to oversee the curriculum at all levels of the process.

- [Department Curriculum Committees](#)
- [General Education Committee](#)
- [University Curriculum Committee](#)

In UHD's original response to Standard 6.2.c and in section 6.2.c of this Referral Report, UHD has also demonstrated that each program has an appropriately credentialed full-time faculty serving as program coordinator. In the case of interdisciplinary programs such as the BBA International Business, a cohort of appropriately-credential faculty provides program coordination. In all cases, program coordinators and program curriculum committees are charged with reviewing the program's curriculum regularly for currency, reviewing and recommending program changes, evaluating assessment data, and working with other groups of full-time faculty to identify and implement strategies to improve learning and overall degree quality.

### ***Assessment of Student Learning***

Processes used to assess educational programs can be found in [PS 03.A.31-Assessment of Educational Programs](#). Section 3.2 charges full-time faculty within each program with:

- Identifying course and program learning outcomes;
- Developing, and implementing an assessment plan; and
- Making modifications to the program's courses, curriculum, and processes to improve student learning and program effectiveness.

As part of this process, each year program faculty must gather and collect data to determine if students are meeting faculty expectations. When students do not meet those exceptions, faculty must identify strategies to improve student learning and program effectiveness.

Assessment policies and processes are overseen by the [Academic Assessment Committee](#) which is composed of full-time faculty and the staff who manage assessment processes within the universities.

As with the curriculum management and oversight processes described above, UHD has adequate faculty to engage in program assessment and to provide oversight of assessment of student learning. Each year, full-time faculty systematically review the effectiveness of the academic programs and, when necessary, identify and make changes to enhance student learning and curriculum effectiveness. UHD has adequate faculty to engage in this process and thus ensure the ongoing review and improvement of its educational programs.

### ***Graduate Program Review***

As described in UHD's original response to Standard 6.2.b, in addition to the assessment of student learning, the Texas Higher Education Coordinating Board (THECB) requires that all graduate programs undergo a comprehensive program review every 10 years.

#### **Table 6.2.b.24 THECB Graduate Program Review Schedule**

[Texas Administrative Code - Rule 5.52](#) explains the criteria and procedures for the review of existing graduate programs. Graduate programs are reviewed for both effectiveness and quality. In developing the Graduate Program Self-study, program faculty must report on metrics such as student retention, graduation rates and post-graduation outcomes (including post-graduation employment and pursuit of additional education). To document program quality, the self-study must include information on number of full-time faculty, faculty qualifications and publications, teaching load, faculty/student ratio, and enrollment. Faculty must also provide a comparison of program curriculum to other similar programs and identify how the programs are similar and provide a justification for any difference.

The process requires that the self-study be reviewed by an external expert who is a full-time faculty member in a program nationally recognized for excellence in the discipline. In the external review, the expert is asked to identify the program's strengths and weaknesses and make recommendations on how to improve the program.

The process further requires that the program faculty develop a response to the external reviewer's report and describe actions that the program will take based upon the reviewer's assessment.

The program faculty must submit the self-study, the external evaluator's report, and the program's response to the evaluator's report to THECB for further review. The MS Criminal Justice, the Master Security Management, the Masters in Teaching, the Masters in Technical Communication, the MBA, the Masters in Nonprofit Management, the Masters in Rhetoric & Composition and the Masters in Data Analytics have all been reviewed within the last 10 years. In all cases, the THECB accepted the program review with no requests for additional information or revisions.

This faculty-directed process of graduate program review is another indication that UHD has adequate faculty to oversee and ensure program quality and integrity.

### **Conclusion: Sufficient Faculty Coverage**

The evidence provided above demonstrates that UHD has sufficient full-time faculty at the institution-level, the college level, the graduate, and

undergraduate levels and at the program level to provide oversight and ensure the integrity and quality of the curriculum and has addressed the specific concerns cited in the SACSCOC comments.

At the institution level, full-time coverage of SCHs at both graduate- and undergraduate-levels is at least 60% per UHD's goals, demonstrating that the institution-level goal of fulltime coverage has been met.

To achieve the goal of providing students with mentoring by an established community of scholars across all disciplines required for their degrees, UHD strives for at least 50% of all SCHs at the college level to be taught by full-time faculty. For the last four years, full-time coverage of SCHs at both the graduate and undergraduate level has been at least 50 percent in UHD's four colleges.

UHD has 10 programs (including the BA Education, which includes four concentrations) overseen by a program accretor. The establishment or renewal of national program accreditation provides evidence that the university maintains enough full-time faculty members to ensure the quality and integrity of the accredited programs. The institution has met these standards to attain and maintain accreditation in each of these disciplines.

At the program level, UHD also strives for full-time coverage of SCHs to be at least 50% in all graduate and undergraduate program disciplines. However, in cases where programs are situated in special program structures, are applied programs, or have special course requirements, other factors are considered beyond just the percentage of SCHs covered by full-time faculty to determine sufficiency.

For example, due to the nature of the partnership between Houston Community College (HCC) and UHD, having HCC nursing faculty teach as adjuncts in UHD courses that transition HCC Associate Degree Nursing students into the RN to BSN Nursing program supports student success and allows for the development of a more cohesive curriculum between the ADN and the BSN.

The Master's of Security Management and the BAAS Applied Administration are examples of applied programs with stable cohorts of adjunct faculty that are involved in the oversight and review of the curriculum. The curriculum, and by extension, students, benefit from the real-world knowledge and currency in the field that adjuncts bring.

The BA Education is a program in which accreditation requirements and course structure requirements must be considered when determining sufficiency of faculty. The BA Education students must complete practicum and by Texas Education Agency (TEA) regulations, the practicums must be overseen by licensed K-12 teachers. UHD tends to hire retired teachers to cover these courses resulting in SCHs taught by full-time faculty being slightly lower than those taught by adjuncts because of the number and small size of sections required to oversee practicums. In this specific context, the higher number of adjuncts directly supports the institution's programmatic goals to have a teacher credentialing program that meets state requirements.

Only in limited instances over the past four years did the full-time coverage of faculty drop below the target of 50% within programs. In the majority of cases discussed in the this response (the BBA Management, BBA Marketing, the BBA Supply Chain Main Management, the BA Fine Arts, BS Technical Communication, the BA/BAAS Criminal Justice, BAAS- Applied Administration, and the BSW Social Work), full-time coverage dropped below 50% due the need to have an adjunct cover a full-time faculty member's courses while the faculty member was out on leave or the unexcepted retirement, death or illness of a full-time faculty member. These instances were short-term and full-time coverage returned to meet or exceed the institutional 50% target once the faculty on leave returned or new faculty were hired.

## Sources

 [Academic Assessment Committee FY23 \\_ University of Houston-Downtown](#)

 [BAAS - BAAS-CJ \\_ Curriculog](#)

 [BBA Accounting 4 Year Map 2022\\_Final](#)

 [BS Biology 4 Year Map 2022\\_Final](#)

 [CS - 6308 - AI in Biomedicine \\_ Curriculog](#)

 [Fact\\_Book\\_2022-2023](#)

 [Fibure 6.2.b.2 Curriculum Development & Revision Flowchart](#)

 [Figure 6.2.b.1 Organizational Structure](#)

 [General Education Committee FY23 \\_ University of Houston-Downtown](#)

 [MA - Master of Arts in Strategic Communication \\_ Curriculog](#)

 [MATH - 1310 - Contemporary Mathematics \\_ Curriculog](#)

 MATH 1010 Contemporary Mathematics \_ Gateway

 Mission\_and\_Vision\_\_\_University\_of\_Houston\_Downtown

 PS03A12

 PS03A31

 SACSCOC MA-Strategic Comm Approval 7 8 2022

 Table 6.1.1

 Table 6.1.19

 Table 6.2.b.7 All Programs

 Texas Administrative Code Graduate Program Review

 UHD HCC MOU Nursing agreement

 UHD MASC Sub Change Prospectus 12 22 2021

 University Curriculum Committee FY23 \_ University of Houston-Downtown



**Program Coordination**

For each major in a degree program, the institution assigns responsibility for program coordination.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**SACSCOC Comments**

The Committee could not identify documentation that demonstrates appropriate responsibility for program coordination in the following programs: the BBA in Finance, the BBA in General Business, the BBA in International Business, the BBA in Management, the MBA, the BBA in Marketing, the BAAS in Criminal Justice, and the BAAS in Safety Management.

**University Response**

The University of Houston-Downtown (UHD) has competent, qualified faculty coordinating all programs, including the BBA in Finance, the BBA General Business, the BBA International Business, the BBA in Management, the MBA, the BBA Marketing, the BAAS in Criminal Justice, and the BAAS in Safety Management.

At UHD, program coordinators rotate annually or bi-annually for some programs. Therefore, some faculty listed as providing coordination in UHD's original Fifth-year Interim Report have been replaced by new faculty or groups of faculty. The narrative and tables below explain the faculty currently designated to provide oversight to each program. Information on each program coordinator's responsibilities and the curriculum committee's charge is also included and demonstrated that they are qualified.

The respective department chairs appoint program coordinators and the members of curriculum committees in consultation with the college dean. Program coordinators and curriculum committees are responsible for all aspects of their assigned program's curriculum, regardless of location or mode of delivery.

**Marilyn Davies College of Business (MDCOB)*****Program Coordination for Programs with Dedicated Discipline Faculty***

In the College of Business, programs staffed by a dedicated faculty group within the program's discipline have program coordinators. Program Coordinators are responsible for the following:

- Providing leadership for the program and the faculty in the program;
- Coordinating the review and revision of degree requirements and courses with the faculty within the discipline, the Department Chair, and other department faculty when applicable;
- Coordinating discipline changes for the UHD Catalog with the Assistant Chair;
- Developing expectations for maintenance of MDCOB standards in online and hybrid courses;
- Coordinating the collection and distribution of student learning data to the faculty within the department, coordinating identification of improvements to the curriculum or other relevant processes based on assessment data, and coordinating the development of assessment reports;
- Serving on the Department Curriculum Committee; and
- In most cases, serving on the college's Curriculum Learning Committee (CLC), the college-wide committee charged with coordinating curriculum among the business disciplines, ensuring the overall currency of the business programs, and reviewing and acting on student learning assessment data.

Programs with dedicated discipline faculty include the BBA Finance, the BBA Management, and the BBA Marketing.

The **BBA Finance** is overseen by Dr. Daniel Perez Liston, who holds a Ph.D. in Finance and an MBA with a concentration in Management. His research has been published in various peer-reviewed journals, including *Managerial Finance*, *Global Business and Finance Review*, *Banking and Finance Review*, and the *North American Journal of Finance and Banking Research*. Dr. Perez also serves on the COB Curriculum Learning Committee (CLC), ensuring that the Finance curriculum is coordinated with other disciplines that are prerequisites for Finance courses or require Finance courses to meet degree requirements.

The **BBA in Management** is coordinated by Dr. Whitney Botsford Morgan serves as the Program Coordinator. Dr. Morgan holds a Ph.D. in Psychology with an area of emphasis in Industrial and Organizational Psychology. Per the **American Psychological Association**, Industrial and Organizational Psychology is characterized by the scientific study of human behavior in organizations and the workplace. This specialty focuses on deriving principles of individual, group, and organizational behavior and applying this knowledge to solve problems at work. **Applications** of the discipline include:

- Identifying training and development needs;
- Optimizing the quality of work life;
- Formulating and implementing training programs and evaluating their effectiveness;
- Coaching employees and organization leaders;
- Developing criteria to evaluate the performance of individuals and organizations; and
- Assessing consumer preferences, customer satisfaction, and market strategies.

Degrees in Industrial and Organizational Psychology provide a deep knowledge of issues critical to business success. Dr. Morgan teaches Leadership, Performance Management, Organizational Behavior, Diversity in Organizations, and Principles of Management classes. With her background in Industrial and Organizational Psychology, Dr. Morgan is professionally qualified to serve as the program coordinator for the BBA Management. Dr. Morgan also serves on the COB CLC, ensuring that the Management curriculum is coordinated with disciplines that serve as prerequisites for Management courses or require Management courses to meet degree requirements.

The **BBA in Marketing** is overseen by Assistant Professor Dinah Cohen. Dr. Cohen has a Ph.D. in Business Administration with an emphasis in

The **BBA in Marketing** is overseen by Assistant Professor Brian Cohen. Dr. Cohen has a Ph.D. in Business Administration with an emphasis in Marketing. Before coming to UHD, Dr. Cohen worked in the software industry, managing product development and direct corporate sales. Her recent publications have appeared in peer-reviewed marketing journals, including the *International Journal of Research in Marketing*, *the Journal of Retailing*, and *Marketing Science*. Dr. Cohen also serves on the COB CLC, ensuring that the Marketing curriculum is coordinated with disciplines that serve as prerequisites for Marketing courses or require Marketing courses to meet degree requirements.

UHD has demonstrated that appropriate faculty are assigned to oversee the BBA Finance, the BBA Management, and the BBA in Marketing based on the summary of duties assigned to the program coordinators in the College of Business and the academic and professional preparation that Dr. Perez, Dr. Morgan, and Dr. Cohen possess.

### **Program Coordination for Interdisciplinary Programs**

Interdisciplinary programs such as the BBA General Business, BBA International Business, and the MBA are overseen by multi-disciplinary business faculty committees. All members of the curriculum committees are full-time faculty.

The **BBA General Business** degree comprises a curriculum from across the business disciplines, including Management, Marketing, Finance, Business and Commercial Law, Management Information Systems, and Supply Chain Management. Therefore, oversight of this program is provided by the Curriculum Learning Committee, a multi-disciplinary group of business faculty that provides coordination among the business disciplines that make up the degree, ensures the overall currency of the BBA General Business curriculum, and reviews and makes decisions based on student learning data. Dr. Steve Zhou, Professor, Supply Chain Management, serves as program coordinator to ensure that the program and courses are reviewed and works closely with the Curriculum Learning Committee Chair, Dr. Rob McKee, Associate Professor of Management, to engage the CLC in that review. Dr. Lee Usnick, a professor and attorney, oversees the student learning assessment data collection for the program and, as a member of the Curriculum Learning Committee, coordinates the implementation of curriculum improvements that impact the BBA General Business.

Like the BBA General Business, the **BBA International Business** utilizes curriculum from several disciplines, including Accounting, Economics, Finance, International Law, Management, Management Information Systems, Marketing, and Supply Chain Management. Dr. RauniarRupak, Associate Professor of Supply Chain Management and author of several international journal articles, chairs the International Business Curriculum Committee, which is composed of faculty with international business backgrounds and terminal degrees in eight business disciplines. This committee reviews the International Business curriculum regularly, recommends additions or changes to degree requirements, and determines appropriate modifications to the International Business program based on student learning assessment data. Dr. Rupak also serves on the Curriculum Learning Committee (CLC), ensuring coordination between the BBA International Business and other disciplines used as degree requirements or electives within the program.

UHD's **MBA** requires graduate courses in various business disciplines, including Strategic Management, Accounting, Finance, Supply Chain Management, Management Information Systems, Marketing, Economics, and Organizational Behavior. Dr. Isaac Elking, Assistant Professor of Supply Chain Management, serves as the faculty Director of the MBA. In his role, he leads review of the curriculum and policies, engages discipline-relevant faculty in discussions about specific courses and concentrations, and works with the college's Curriculum Learning Committee (CLC), chaired by Dr. Rob McKee, as needed to enact changes at the program level. Dr. Elking also serves as the lead in ensuring faculty-based review and development of improvement strategies based upon assessment of the MBA program learning outcomes.

The Business degrees listed above are offered face-to-face at the UHD downtown location and online. In addition, a limited number of courses are offered for some degrees at the UHD Northwest campus. The program coordinators and curriculum committees are charged with all aspects of program oversight, including the online degree offerings and courses offered at UHD Northwest.

**Table 6.2.c.1** provides an overview of the committee members that oversee each of the college's interdisciplinary degrees. The information in Table 6.2.c.1 and the description of each committee's responsibilities demonstrate that UHD has assigned program coordination for the BBA General Business, the BBA International Business, and the MBA to an appropriate cohort of faculty.

### **College of Public Service**

Dr. Nina Barbieri and Dr. Clete Snell share responsibility for the **BAAS-Criminal Justice** (CJ) and are qualified to oversee this program based on their disciplinary expertise. The BAAS Criminal Justice and the BS Criminal Justice share a significant number of course requirements and electives.

Dr. Barbieri oversees both programs to ensure that changes within the curriculum of the two degrees are coordinated. She is responsible for the following:

- Collaborating with other Criminal Justice faculty on curriculum revisions and updates.
- Coordinating the review and approval of new Criminal Justice courses in collaboration with the other full-time faculty.

Dr. Snell oversees assessment within the Criminal Justice programs, including the BAAS-CJ. In collaboration with Dr. Barbieri, Dr. Snell ensures the regular and thorough evaluation of student learning and the implementation of improvements identified through the assessment process.

Dr. Nina Barbieri is an Associate Professor with a Ph.D. in Criminology and research interests in at-risk youth. She has published in peer-reviewed journals, including *Deviant Behavior* and *The Journal of Crime and Justice*.

Dr. Snell holds the rank of Professor with a Ph.D. in Criminal Justice. He has interests in criminal justice policy and has focused specifically on specialty courts, including Drug, Mental Health, and Veterans Courts. He is the author of two books: *The Foundations of Criminology* and *Peddling Poison: The Tobacco Industry and Kids*. He has also published in the *Journal of Criminal Justice* and the *Journal of Criminal Justice Education*.

The BAAS-CJ is offered face-to-face at the UHD downtown location as well as some courses in person at UHD's Northwest campus and via online courses. Drs. Barbieri and Dr. Snell oversee all aspects of the program, including the online degree. Additional information on Dr. Barbieri and Dr. Snell's backgrounds can be found in **Table 6.2.c.2**.

Drs. Barbieri and Snell are professionally qualified to oversee the BAAS-Criminal Justice, thus documenting that UHD has assigned program oversight to appropriate faculty.

### **College of Sciences and Technology**

The **BAAS-Safety Management (SM)** is overseen by Dr. Henry Foust who serves as the program coordinator. Dr. Foust is the Assistant Chair in the Computer Science and Engineering Technology Department, which includes the BAAS-Safety Management. In the role of program coordinator for the BAAS-SM, Dr. Foust is charged with ensuring:

- Regular meetings of the BAAS-Safety Management Advisory Board to review the program's curriculum and recommend areas where the program should be expanded or updated;
- The regular and thorough assessment of student learning in the BAAS-SM program; and

The regular and thorough assessment of student learning in the BAAS-SM program, and

- Implementation of improvements identified by the advisory board or during the learning assessment process.

Dr. Foust also:

- Collaborates with other faculty in the department on BAAS-SM curriculum updates;
- Chairs the Engineering Technology Curriculum Committee and guides curriculum changes through the University's curriculum approval process;
- Audits course syllabi for departmental and university requirements; and
- Develops the course schedule for the program.

Dr. Foust also manages the BAAS-SM Industry Advisory Board and works with a core group of long-term adjunct faculty who teach in the program. The BAAS-SM adjunct faculty work closely with the full-time faculty on curriculum updates and several serve on the Advisory Board which has been instrumental in aligning the program with industry trends, identifying strategies to improve the program, and integrating curriculum within the Safety Management courses that prepare students to sit for a variety of industry-recognized certifications.

While Dr. Foust takes the lead in organizing processes to ensure regular curriculum review, curriculum management in the BAAS-SM program is collaborative. When responding to advisory board recommendations (with members of the advisory board also serving as adjuncts), assessment data, or recommendations for new or revised courses, Dr. Foust works closely with other full-time faculty: Dr. Mahmud Hasan, Assistant Professor-Safety Management, and Dr. Vassilios Tzouanas, Professor and the Department Chair.

All three faculty have been practicing engineers in various industries and have extensive safety experience. In addition to engineering responsibilities, practicing engineers are responsible for public and workers' safety and must ensure that all safety, hazardous materials waste, and environmental procedures and regulations are followed. Thus, engineers across all industrial sectors receive regular and ongoing safety management and hazardous materials training.

Dr. Foust is a licensed Professional Engineer (Louisiana and Texas), with a Ph.D. in Civil and Environmental Engineering. He has over eight years of industrial engineering experience with the Texas Water Development Board, Foster Wheeler Environmental Corporation, and the Colorado Department of Public Health and Environment. He is experienced with industrial safety systems, safety training, environmental and hazardous materials operations, and EPA regulations. His research interests include the laminar burning rates associated with dust explosions, which are significant industrial safety hazards in mining, grain processing, and sawmills.

Dr. Mahmud Hasan is a licensed Professional Engineer (Louisiana and Texas) with a Ph.D. in Engineering Science and two master's degrees in mechanical engineering. He is also a licensed **Certified Safety Professional (CSP)**. He has over ten years of industrial engineering experience. As a senior engineer at McDermott International, Inc. and Genesis Oil and Gas, he has experience with all aspects of industrial safety, particularly in oil and gas drilling.

Dr. Tzouanas holds a Ph.D. in Chemical Engineering/Process Control and has over 19 years of experience in the chemical industry. In his role as a staff engineer at Amoco and Consulting Engineer and Regional Manager of Control System Engineering at Lyondell Chemical, the focus of Dr. Tzouanas' teams was the safety of chemical processes. He has experience with all aspects of industrial safety, including job safety observations, job safety analysis, lockout/tag out procedures, hazardous waste operations and emergency response (HAZWOPER), and Process Hazard Analysis (PHA) processes as they relate to the chemical industry.

Note that the BAAS-SM is offered face-to-face at the UHD downtown location with some online courses. Drs. Foust, Hasan, and Tzouanas oversee all aspects of the BAAS-SM program, including online courses.

These three faculty bring an understanding of safety and industrial process in the context of the oil and natural gas drilling and chemical production industries where BAAS-SM graduates find employment and are professionally qualified to ensure the quality and currency of the BAAS-SM program, thus demonstrating that UHD has assigned appropriate faculty to oversee and manage the program's curriculum. **Table 6.2.c.3** provides additional information on these faculty's academic and professional preparation.

## Conclusion

UHD assigns appropriate responsibility for program coordination and specifically the narrative and charts included in this section demonstrate that UHD assigns competent, qualified faculty to coordinate and oversee the BBA Finance, the BBA General Business, the BBA International Business, the BBA Management, the MBA, the BBA Marketing, the BAAS Criminal Justice, and the BAAS Safety Management degrees. In the case of interdisciplinary programs such as General Business, International Business, and the MBA, a curriculum committee comprised of faculty with academic and professional experience relevant to the degree has been appointed to provide oversight. Faculty who serve as either coordinators or members of curriculum committees are full-time faculty with terminal degrees in fields closely related to the programs they oversee, have extensive work-related experience, or hold other industry-recognized credentials such as Certified Public Accountant, Professional Engineer, or Certified Safety professional.

## Sources

 American Psychological Association

 Applications

 BBA General Business

 BBA International Business

 Certified Safety Professional® (CSP®) \_ BCSP

 MBA

 Table 6.2.c.1

 Table 6.2.c.1

 Table 6.2.c.2

 Table 6.2.c.3

### Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

The institution maintains two cooperative academic agreements with the University of Houston's Air Force ROTC and the Army ROTC programs. Courses for both programs are transcribed by University of Houston Downtown (UHD) but are taught at University of Houston (UH). The associated courses are approved through UHD's regular curricular review process. The qualifications for the faculty who teach the courses at the UH are verified by UH; therefore, the Committee was unable to determine if UHD ensures the quality and integrity of the work recorded on transcripts. Further, while formal agreements were developed in 1997 and 2006 between the institution and the cooperative partner institution, the agreements do not specify a timeframe or duration for the agreement to be active or a regular review schedule. Although the last review took place in 2021 and the agreements signed in 2022, the Committee was unable to determine if the institution maintains a schedule for regularly reviewing academic cooperative agreements.

### University Response

The University of Houston-Downtown (UHD) ensures the quality and integrity of the work recorded when the University transcripts or credits courses as its own when offered through a cooperative academic agreement and maintains formal agreements with the parties involved with a process to ensure regular evaluations of the agreements.

UHD has two cooperative agreements with the University of Houston (UH), specifically the Army ROTC (AROTC) program within the Military Science Department and the Air Force ROTC (AFROTC) program.

UHD's response below briefly summarizes the scope of these agreements, and then addresses the specific comments from SACSCOC regarding how faculty credentials are determined, the duration of the agreements, and the schedule and scope of review of these two cooperative academic agreements.

### Scope of Agreements

UHD established a cooperative arrangement with the Army ROTC at the University of Houston (UH) Military Sciences Department through a Cross-Enrollment Agreement in 1997 that was updated in 2022 along with a curriculum management understanding. UHD established a similar agreement with the UH Air Force ROTC in 2007 with a 2022 curriculum management understanding"

The following key components are part of the agreed upon scope in each agreement by UHD, UH, and the Army ROTC/Air Force ROTC :

- Qualified UHD students would be allowed to participate in the relevant program ROTC courses on the UH Campus, taught by UH faculty.
- UH Military Science courses would be listed in the UHD catalog as Military Science courses (prefix MSC1); UH Air Force courses would be listed as Air Force courses (prefix AFSC);
- UHD students enroll in the courses through UHD's regular course registration process;
- UHD would transcript UH Military Science ROTC courses and Air Force ROTC courses as residential courses;
- UHD would grant the same amount of academic credit for the Military Science and Air Force courses as was applied to UH students;
- UHD would assist with recruitment; and
- UHD would maintain records from the ROTC program as required by the Department of the Army or Air Force.
- UHD students would have equal opportunities to compete for Army or Air Force ROTC scholarships.

The Department of Social Sciences offers a minor in Military Leadership which allows qualified UHD students to earn appointments as commissioned officers in the United States Army, the Army Reserves, and the National Guard. The minor requires 18 semester hours in Military Science, which are reflected under the MSC1 prefix in the UHD undergraduate catalog. Students may also fulfill some of the required credits through HIST courses taught by the UHD History faculty.

All MSC1 and AFSC courses were initially vetted through UHD's normal curricular review processes outlined in PS03.A.12 to ensure quality and curricular appropriateness at the time the agreement was signed.

In addition to the formal contracts, UHD has established more specific Curriculum Management Agreements with the Military Science Department and Air Force program.

These agreements specify that the UH programs will "work with UHD faculty as needed to maintain and update content of the catalog course descriptions" and establish contacts to ensure "timely communication on any curricular, scheduling, or student issues," ensuring that any changes to curriculum will be known to UHD and can be reviewed per UHD curriculum review processes noted above.

### Determining Faculty Credentials for Cooperative Academic Arrangements

UHD reviews faculty credentials for all of the MSC1 and ASFC courses offered within the scope of the agreement. UHD's access to this information is established in two related agreements:

1. Curriculum Management Agreements with the Military Science Department and Air Force program.

As noted above, these agreements provide more specificity regarding curriculum and faculty oversight in compliance with accreditation and state requirements.

Specifically, each agreement enables UHD to review the credentials of faculty who are teaching the UH Military Science Department (MSD) courses and AROTC courses that UHD transcripts. Per that agreement, "UH AF (or UH MSD) will provide faculty credentials to UHD upon request for purposes of accreditation and other reporting requirements."

## 2. UH and UHD Cooperative Agreement Reviews

We have a copy of the UH "[Review of Cooperative Agreements](#)" which confirms that UH will also regularly evaluate agreement elements, including faculty qualifications.

UHD has established its own protocol for [Establishment and Review of Cooperative Academic Arrangements](#) which requires that "if courses are scheduled at UHD, the overseeing department will monitor for new faculty and request credential review prior to the first semester in which that faculty member will teach."

Based on these agreements, UHD implemented a process of reviewing faculty credentials for faculty teaching in the Military Science program for AROTC and AFROTC. The University of Houston submits the faculty credentials for review prior to the start of the semester to the Associate Vice President of Faculty Affairs and Faculty Development at UHD.

### Duration of Cooperative Academic Arrangements

The contracts themselves do not specify the timeline for the agreements. However, both UH and UHD have established procedures for reviewing cooperative agreements.

In the [UH procedure for review of cooperative agreements](#), future reviews will ensure that agreements specify "beginning and end dates of the contract (not to exceed 5 years)."

[UHD's procedure](#) also specifies that the next review will ensure that the agreement has "specified beginning and end dates not to exceed approved contract timelines per the Office of General Counsel."

Thus, both parties to the agreements, UH and UHD, have established processes and guidelines by which the agreements will be time-bound.

### Schedule and Scope of Review of Cooperative Academic Agreements

UHD has established its own protocol for [Establishment and Review of Cooperative Academic Arrangements](#) which requires UHD to regularly review the agreements for a number of components.

The timeline specified for review is four years, though the protocol requires that faculty credentials and curriculum will be reviewed more frequently if there are changes or updates.

The components to be reviewed within the four-year timeline include the following:

- Date of the agreement and need for renewal processes
- Course curricula accuracy and relevance (or more often if changed)\*
- Faculty qualifications (or more often if changed)\*
- Ongoing relevance to the UHD mission
- Confirmation that both parties are adhering to their respective responsibilities
- Currency of contact information (UHD and third-party institution)

In addition to UHD's oversight process, UH has also established in their review process that UH will "regularly evaluate the agreement to validate comparability and approve program and course curricula, faculty qualifications, and the level of student learning."

Via these documented processes, UHD ensures that a regular schedule of review will be maintained.

## Conclusion

The information provided in response to this standard documents that UHD maintains cooperative academic arrangements with both the UH AROTC and the UH AFROTC programs, captured in formal agreements between the parties involved. UHD ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement by reviewing the shared curriculum and faculty credentials via documented institutional process. UHD also has established a timeline to regularly evaluate such agreements for compliance with accreditation, alignment with UHD's mission, and compliance with UHD's own curriculum and faculty credentialing requirements.

## Sources

-  Air Force Cross Single PDF
-  Air Force Curriculum Management Agreement with UHD\_Feb 22 --signed with appendix
-  Army 1997 contract and 2022 update
-  Crosstown\_Agreement\_between\_UH\_UHD\_and\_AFROTC (1)
-  Curriculum Management Agreements Combined
-  Mil Science Air Force Single PDF
-  Military Sciences 2022 Contract and Curriculum Agreement (Army ROTC)
-  Military Sciences Army Curriculum Management Agreement-Final signed
-  PS03A12
-  Program\_ Military Leadership Minor - University of Houston Downtown - Acalog ACMS™
-  UH Review of Cooperative Agreements Approved
-  UHD Cooperative Agreements Protocol -signed