

Third Annual Maintenance Report The University of Texas of the Permian Basin for 2007-2008

This is the third annual maintenance report under the provisions of the accreditation maintenance program of the AACSB - International. This report is based on the Peer Review Team (PRT) report from the October 2005 accreditation PRT visit. Critical items are excerpted from that report to form the framework of this report.

Reorganization of the School and Faculty Resources

The School of Business (SoB) received its initial accreditation on January 12, 2006. Subsequently Dean Franklin resigned effective July 2006 and the assistant dean (Corbett Gaulden) became the interim dean and served in that capacity through July 2007. A search committee ultimately selected the permanent dean (Jack D. Ladd) who began serving on July 7, 2007. When Dr. Gaulden became interim Dean, an interim assistant dean was appointed who served until December 2007. In December of 2007 a third interim assistant dean (Bill Price) was appointed.

The new Dean guided the faculty school of business reorganization effort during fall 2007 and spring 2008. This plan was ultimately accepted and approved by the Provost and President of the University. Pursuant to the plan the leadership in the school of business will consist of a dean, associate dean rather than assistant dean, and three chairs (undergraduate chair, graduate chair, and Industrial Technology chair). Under the plan, five area coordinators were retained for accounting, economics, finance, management, and marketing.

There were several faculty and personnel changes during the school year. One marketing professor resigned and another retired. Faculty searches were successful and two new marketing faculty will begin in fall 2008. In addition, we lost one faculty member in accounting, finance, and management as they announced their resignations. Searches are underway for each of those positions.

Mission Statement Improvement

The mission statement in effect during 2005 when our initial accreditation was granted emphasize the relative importance of teaching, intellectual contributions, and service. As part of a regular review cycle, the school of business undertook a review of this mission during the 2007 - 2008 school year. Faculty, students, and community leaders were asked for reevaluation and input concerning the mission statement. All agreed that the mission was not as clear as it should be and should be amended to further clarify and emphasize the importance of teaching for our school of business. The mission statement continues to be aligned with the mission statement of the University as well as the University of Texas System. Below is the new mission statement with changes highlighted.

The mission of the School of Business at The University of Texas of the Permian Basin is to offer both undergraduate and graduate educational programs that are high quality and evolve with our ever changing economy and foster the success of our students in their professional careers. In support of our mission, the school promotes excellence in teaching, intellectual contributions, service, and advancement of economic development within our region.

Progress on Action Items

1. Academically Qualified (AQ)/Professionally Qualified (PQ) faculty definition (Standard 10: Faculty Qualifications).

The school of business, in an effort to broaden its recognition of intellectual contributions, has broadened the definition of academically qualified. At the time of initial accreditation, the definition of AQ was simply a doctoral degree and two refereed journal articles in a five year period. As a part of continuous improvement, the Faculty Staff Committee broadened the definition of AQ to recognize other important forms of intellectual contributions. Accordingly, the committee prepared for faculty consideration a new definition which was discussed and voted upon by the faculty in Spring 2008. The faculty approved the following expanded definition of AQ which reads in part:

Academically Qualified has a terminal degree in the field and has published 2 quality journals in the past 5 years, or has published 1 quality journal article and 1 validating experience, or 1 journal article and 2 other publications and 2 proceedings.

Likewise, the Faculty Staff Committee considered and brought forth to the faculty for review an improved definition of Professionally Qualified that also recognizes validating experiences for this qualification. The faculty approved the following expanded definition of PQ which reads in part:

Professionally Qualified is basically a Master's degree in the field and working full time with 5 years of significant related job experience. There is much expansion on this definition to cover a variety of contingencies.

To maintain PQ status, faculty must publish one quality journal in the field or complete 2 validating professional experiences over the past 5 years.

Along with the above definitions, the faculty approved the following definition for Participating faculty:

A participating faculty member is one that the SoB anticipates a long-term or continuing relationship, whether or not contractually stated, and whether the faculty member is full-time, part-time, or adjunct. A participating faculty member is actively involved in departmental and college activities beyond his or

her teaching responsibilities as demonstrated by the primary activities and/or supplemental activities [full list of activities is not included here].

The faculty continued to publish and create intellectual contributions during this academic year at the same pace and all faculty have published at least at the minimum level of two publications each rolling five year period. If any member of the faculty is in danger of falling behind, incentives are being considered to encourage the faculty to produce a publication.

An improved definition for quality journal articles was adopted by the faculty that essentially includes both peer and editorial review, a documented formal review process, and readily available for public scrutiny. In the past, we have used an Intellectual Contributions Index with a mathematical formula to define a quality publication. The Intellectual Index does not appear to be a viable method to evaluate publications due to its complexity; This tool will be re-evaluated for suitability this year.

2. Continued refinement of an Assurance of Learning (AOL) plan (Standards 16, 18, 19, 21: Learning Goals and Measuring Achievement of Learning Goals).

The School of Business made a concerted effort to further ramp up for AOL activity by using rubrics and in some cases embedded test questions to measure specific desired knowledge and skills. Assessment of learning objectives have been made during the last academic year where weaknesses are discovered and the faculty is evaluating curriculum and reviewing cases in an attempt to better achieve learning objective goals.

In an effort to further improve our effort to close the loop, the implementation of a “STEPS” tracking program provided by California State University Chico allows rich data that tracks knowledge and skills acquired by course, major, and degree progression. This helps to more accurately identify weaknesses in curriculum in our effort in closing the loop for assessment. One faculty and one staff person were sent for training in this program.

This has been the fifth year of implementation of the ETS Major Field Test (MFT) as a basic AOL device to measure achievement of student learning objectives. Richer data is needed and we have ordered reports to make an evaluation of scores and student learning. Therefore, the MFT data is being evaluated by the faculty and where the school is meeting objectives and where improvements can be made. Where we do not meet objectives, the faculty are asked to consider teaching changes to strengthen student learning outcomes.

The university and School of Business moved ahead in earnest, its preparation for the impending SACS review. The plan also provides a framework for assurance of learning as each major evaluates its ability to impart knowledge to students.

3. Changes in programs and/or new program development (Standard 4: Continuous improvement).

The school is currently visiting with organizations in the petroleum industry serving the region as it actively explores possible new MBA options in Land Management and/or an energy track. This type of program is part of our mission for economic diversity as it serves the region.

4. There is an immediate and critical need for:

a. No fewer than 1 additional full-time staff support person for the School of Business (Standard 8: Staff sufficiency - student support) The SoB has employed a full time staff person to primarily assist faculty. This has proven to be helpful in routine faculty support and research. Unfortunately, she retired at the end of the year and the school is actively seeking a replacement. Additional work study students assist the two Administrative Assistants in certain administrative tasks. Two very capable graduate assistants augmented the staff in support of the advising office and the accreditation process.

b. Appropriate separate work space allocated for a copy/fax/mail room that does not interfere with School of Business ongoing operations. A separate work room is in place and the faculty has commented favorably on the usefulness of this provision. It has also provided work space for graduate students.

5. Despite having an extremely diverse faculty, increasing the percentage of Hispanic faculty will help the School of Business advance its ability to serve its students (Standard 7: Student retention, Standard 9: Faculty sufficiency and Standard 4: Continuous improvement objectives).

The school had one Hispanic faculty member during the year and extended an offer to another Hispanic faculty that will start in the fall. Additionally, four other faculty members are foreign born which helps provide diversity in ethnic backgrounds. The school continues to aggressively search for a diverse faculty.

6. Given a diverse, bi-lingual, student population, the School of Business should pursue more international business exchanges, study abroad programs, course trips, Fulbright awards, etc (Standard 4: Continuous improvement objectives and Standard 15: Management of curricula).

The SoB continues with courses involving student immersion in Mexican business culture as part of the Entrepreneurship Program. This included visiting several manufacturing facilities and instruction at the Universidad Autonoma de Chihuahua. The School is entering into an agreement with the University of Petroleum and Energy Studies in Dehradua, India whereby we may engage in a collaborative research project. Finally, one faculty was a nominee for a Fulbright award this year.

7. The University must expand career services and increase awareness of career services to both BBA and MBA/MPA students. Special attention to the needs of graduate students is essential (Standard 8: Staff sufficiency - student support and Standard 4: Continuous improvement objectives).

Career Services is actively involved in assisting in the employment process with special programs such as Career Fairs, Dress for Success, and campus recruiting by national firms. Weekly bulletins are distributed to students showing employers desiring to hire new graduates. Internships are readily available; in fact, the local newspaper (Odessa American) hired an intern fulltime and an insurance company (Allied American) hired another intern. The recent surge in petroleum production in the region has provided excellent job opportunities for all undergraduate and graduate students.

8. The School should enhance linkages between UTPB business alumni with students for job placement, compensated co-ops and internships (Standard 8: Staff sufficiency - student support and Standard 4: Continuous improvement objectives).

The student Internship Program was redesigned and booklets were made available that describe the process. The program is much more formal and standardized than in the past. There were two management interns and three accounting interns during the recent academic year. [there were also IT interns but I won't list them to separate the program]

During the last Advisory Board, the Student Advisory Board was also in attendance and, interestingly, several students were offered job interviews by the business men and women.

The school employs a professional advisor that also assists in Freshman Orientation Days, visits to high schools, and various job fairs in the region. The Entrepreneurship Program also promoted and conducted a small business seminar to induce students to consider a business minor.

Final Comments

During the past year, the School of Business engaged an experienced consultant in the AACSB process to review the current state and review our progress in preparation for an accreditation visit. The Dean is active in developing outside funding for important programs for the school. The Dean and Assistant Dean and faculty were involved in several AACSB seminars to learn innovative methods to improve the business program at UTPB.

Major initiatives planned for the next several years involve expansion of some programs offered, further implementation of the STEPS assessment program, and refinement of the Assurance of Learning process. Other priorities from the Strategic Planning Group for the School of Business are better marketing and to increase the endowment.

The School should continue to experience growth in students, courses offered, and faculty employed. While there have been many leadership changes since the initial accreditation, we are confident that we are on the right track for a team visit during the 2010-2011 academic year.