

The University of Texas at Dallas
SCHOOL OF MANAGEMENT

Self-Evaluation Report

Volume I

For Review by AACSB International – The Association
to Advance Collegiate Schools of Business

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CHAPTER 1 PRECONDITIONS

The University of Texas System

The University of Texas at Dallas (UTD) is one component of the University of Texas System (UT System). A nine-member Board of Regents appointed by the governor of Texas with the advice and consent of the state senate governs the system.

The Texas Higher Education Coordinating Board, an agency of the executive branch of the state government, approves the UT System's new degree programs, course inventories, all construction over an amount specified by the legislature, and all off-campus instruction. The Coordinating Board also develops funding formulas used as the basis for legislative appropriations.

The University of Texas at Dallas

UTD traces its origin to the privately endowed Southwest Center for Advanced Studies (SCAS) which was established in the early 1960s. In September 1969 an act of the 61st Texas Legislature transformed the faculty, staff and facilities of SCAS into the University of Texas at Dallas.

Graduate programs from SCAS continued at the new university, which initially emphasized the four major disciplines carried over from SCAS: atmospheric and space sciences, molecular biology, geosciences, and relativity. In 1975, UTD enrolled its first undergraduate students at the upper division level and in Fall 1990 it began admitting freshmen.

UTD now is comprised of seven Schools: Arts and Humanities, Engineering and Computer Science, General Studies, Human Development, Management, Natural Sciences and Mathematics, and Social Sciences.

UTD's President reports directly to the UT System's Executive Vice Chancellor for Academic Affairs. Reporting to the President is the Executive Vice President for Academic Affairs and Provost (Provost), who is the chief academic officer. All the academic deans report to the Provost. The deans are the principal academic and fiscal officers for the academic programs they lead.

The Dean of Graduate Studies and the Dean of Undergraduate Studies also report to the Provost. The Dean of Graduate Studies supervises graduate admissions, degree certifications, and the administration of graduate support. The Dean of Undergraduate Studies supervises certification of the undergraduate degree, heads the Council of Masters and is charged with the design and conduct of interdisciplinary studies.

The Directors of Libraries, Sponsored Projects, Continuing Education, Career Services, Publications and Cooperative Education also report to the Provost. Exhibits P1-P5 abstracted from the Faculty Handbook provides an overview of the administrative

structure of UTD and the School of Management. Exhibit P6 lists the School of Management committees that are in place currently to support School initiatives.

The primary legislative bodies at UTD are the Academic Senate and its steering committee, the Academic Council. The Senate is composed of 23 members selected each spring by the voting members of the General Faculty. Vol. II, Appendix P1, abstracted from the Faculty Handbook, describes the function of the Senate. Each fall, the President, on the recommendation of the Council, appoints committees to handle routine functions of the faculty and provide information to the Senate. A list of these committees and their charges can be found in Vol. II, Appendix P2 abstracted from the Faculty Handbook.

The School Of Management

Formally established in 1975, the School of Management (SOM) has, since its inception, offered a range of degree options and program formats designed to serve the diverse needs of our students. The School's student population, composed primarily of working adults, also includes full-time graduate students and, more recently, residential undergraduate students. The SOM's major milestones are as follows:

- 1973 M.S. in Management and Administrative Sciences (MAS) and M.A. in International Management degrees authorized.
- 1975 School of Management established as the academic unit responsible for the above degrees.
- 1975 Ph.D. degrees in Management Science and International Management Studies authorized.
- 1975 Upper division program leading to B.S. in Business Administration authorized.
- 1982 MBA degree authorized.
- 1990 Lower Division instruction added: SOM now provides a full 4-year undergraduate program.
- 1992 Executive MBA introduced.
- 1996 Full time MBA program (Cohort MBA) added;
- 1997 Undergraduate concentrations in Finance and MIS approved.
- 1998 M.S. in Medical Management authorized.
- 1999 M.S. concentrations in Electronic Commerce, Telecommunication Management and IT Consulting and Management approved by SOM; Global Online MBA program initiated.

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With 25 years of operating history and rapid developments in the Telecom Corridor area surrounding the UTD campus, the SOM has become a major provider of management education to corporations with worldwide operations and global name recognition. Hundreds of employees working for Texas Instruments, Nortel, Raytheon, EDS, Ericsson, Alcatel, Fujitsu, J.C. Penney's, ARCO, Frito-Lay, Rockwell International, Cyrix, and Convex Computers/Hewlett-Packard, Lennox, and other global corporations have received management degrees from UTD.

A summary of the enrollments, both headcount and credit hours generated in the various programs from Fall 1995 to Fall 2000 can be found in Exhibit P7.

P.1 Eligibility

P.1.a:

A School seeking accreditation by AACSB International – The Association to Advance Collegiate Schools of Business should have appropriate governmental authorization to grant degrees.

UTD is one of nine general academic components under the jurisdiction of the UT System Board of Regents and is authorized to offer degrees at all levels, bachelors to doctorate. The SOM degree authorizations include a B.S. in Accounting, B.S. in Business Administration, M.B.A., M.S. in Accounting, M.S. in Medical Management, M.S. in Management and Administrative Sciences with concentration options, M.A. in International Management, Ph.D. in Management Science, and a Ph.D. in International Management Studies.

P.1.b:

The School normally should be a part of an institution accredited by an institutional accrediting body or authorized by the appropriate governmental jurisdiction.

UTD is accredited by the Southern Association of Colleges and Schools (SACS). Re-accreditation was achieved in 1998.

P.1.c:

Degree programs in business should be offered through an administrative unit supported by a continuing budget and to which full-time faculty appointments are made.

All business degree programs are offered through the SOM, a budgetary unit of UTD led by a dean. The Dean reports to the Provost. Full-time faculty appointments to the SOM are made based on faculty recommendations. Full-time faculty are first reviewed for promotion and tenure within the SOM.

The SOM and UTD are funded primarily through State of Texas appropriations. Funds are appropriated to UTD on a formula determined by the Texas Legislature each biennium. The UT System has allowed various campuses to charge fees, another major source of revenues. In particular, enrichment fees and infrastructure fees are returned to the units of the University to be spent in a manner consistent with the fee but chosen by the School. The SOM has several fees that it has been allowed to levy to cover the costs of the advising and placement services that it provides to its students. Finally, the SOM's various executive programs provide revenues that benefit faculty and the SOM as a whole. A history of the funding of the School can be found in Vol. II, Appendix P3.

P.1.d:

The institution should demonstrate continuous efforts to achieve demographic diversity among students, faculty and staff.

UTD is an Equal Educational Opportunity University and has historically had an internationally diverse faculty and student body. It also has a very diverse group of students primarily from the adjacent areas as well as from the state of Texas and the rest of the country. All entering students must meet UTD's rigorous admission standards. Characteristics of the students in SOM are discussed in S.1.b.

Because of a federal court ruling known as the Hopwood Decision [Hopwood, et al. v. Texas, et al. 78 F.3d 932 (5th Cir. 1996)], Texas institutions are no longer allowed to take gender, race, or ethnicity into account in the admissions process (<http://www.law.utexas.edu/hopwood/>). Nevertheless, UTD adheres to a strong commitment to student diversity and continues to expand participation by historically under represented groups. Applicable University policies, abstracted from the Faculty Handbook can be found in Vol. II, Appendix P4.

UTD also has supported faculty and staff diversity, making special funds available to hire historically under-represented minorities. With the strong leadership provided by President Franklyn Jenifer, the only African-American President in the UT System, UTD is committed to enhancing diversity in all areas of University life. Discussion of the SOM's hiring efforts can be found in FD.2.c.

P.1.e:

The educational environment should be free of external interference or diversion of effort that would prevent achieving the objectives of these standards.

The SOM operates as an independent unit under the Policies and Procedures of UTD and subject to the Rules and Regulations of the Board of Regents (<http://www.utsystem.edu/BOR/RegentsRules>).

Within the UT System structure, the SOM has autonomy in making academic and personnel decisions, subject, to UTD policy and procedures. The SOM makes decisions

regarding curriculum and programs, hiring, promotion, tenure and termination with UTD maintaining oversight authority.

P.2 Programs Within the Scope of Review for AACSB Accreditation

P.2.a:

All degree programs in business at the Undergraduate, Master's, or Doctoral level will be reviewed simultaneously.

The SOM offers the following regular degree programs falling within the scope of review for AACSB accreditation.

(<http://cyclops.utdallas.edu/som/programs.htm>)

◆ Baccalaureate:

B.S. Business Administration

- Business Administration concentration
- Finance Concentration
- Management Information Systems (MIS) Concentration
- Business Administration and Biology (Double Major)

B.S. Accounting

◆ Masters

M.A. International Management Studies

M.B.A.

- Cohort MBA (full-time MBA)
- Part-Time MBA
- Global MBA Online

M.S. Accounting

- Track 1 – General
- Track 2 - Financial Accounting/Auditing
- Track 3 - Management Control Systems

- Track 4 – Taxation

M.S. Management and Administrative Sciences (MAS)

- Electronic Commerce Concentration
- Telecommunications Management Concentration
- Information Technology Consulting and Management Concentration
- Organizations and Strategy Concentration

◆ Doctoral

Ph.D. International Management Studies

Ph.D. Management Science

◆ Executive Education

Executive MBA (regular and customized)

Global Leadership Executive MBA Online

M.S. Medical Management

M.A. International Management Studies Online (MIMS)

Certificate Programs (can lead to a M.S. in Management and Administrative Science if students complete additional requirements)

- Organizational Development and Change Management (ODCM)
- Project Management

Combining a standard set of courses and delivery formats in a variety of ways allows the SOM to offer multiple concentrations and multiple degrees. For instance, the M.S. programs have an abbreviated core and more extensive electives, but the electives offered are the same as those offered for the MBA; in general, the main thing that is different is the mix of courses, not the courses themselves. In addition, program options are offered at different times using different formats (for example Global MBA online done online and Part time MBA done in classroom), but all use the same curriculum. The course inventory for the SOM can be found at:

<http://www.utdallas.edu/student/catalog/undergrad98/AcctgCrseDesc.html>

<http://www.utdallas.edu/student/catalog/undergrad98/BusAdminCrseDesc.html>

<http://www.utdallas.edu/student/catalog/grad98/som.htm#mbarequire>

P.2.b:

All programs in business administration or management offered by an institution shall be reviewed to determine whether they should be considered in the accreditation process.

All business degree programs at UTD fall under the SOM and all are part of this review. Some degree options are relatively new, such as the Finance and MIS undergraduate concentrations that were adopted in 1997 and the Electronic Commerce, Telecommunications Management and IT Consulting and Management concentrations in the M.S. program that were adopted in 1999.

P.2.c:

All degree programs in business offered by the institution at multiple locations will be reviewed.

All SOM programs are offered at the UTD campus except for Alliance for Medical Management modules and customized MBA programs. These are offered locally but off campus. Students participating in the distance-learning format do not come to campus for classes, but all classes are based on the UTD campus.

P.3 Readiness for Accreditation Review

P.3.a:

Some programs in business shall have been in operation for a sufficient period of time to make possible an evaluation of their quality.

The SOM has offered degree credits since 1975. The M.S. in Medical Management was authorized in 1997, but all other degree programs have been in place from 1996 or earlier. New options and concentrations have been added in recent years, including a Ph.D. option in Accounting, but these are options within existing degree programs. As Table P1 below illustrates, the SOM has awarded over 3,500 degrees from Fall 1995 to Fall 2000. The SOM has awarded more than 11,000 since 1975.

Table P1 – Degrees Awarded by SOM

	<u>Bachelors</u>	<u>Masters</u>	<u>Doctoral</u>	<u>Total</u>
<i>Fall 1995</i>	125	112	2	239
<i>Spring 1996</i>	110	83	3	196
<i>Summer 1996</i>	65	52	1	118
<i>Subtotal</i>	300	247	6	553
<i>Fall 1996</i>	118	124	4	246
<i>Spring 1997</i>	129	119	2	250
<i>Summer 1997</i>	80	80	1	161
<i>Subtotal</i>	327	323	7	657
<i>Fall 1997</i>	98	145	2	245
<i>Spring 1998</i>	114	93	2	209
<i>Summer 1998</i>	82	90	3	175
<i>Subtotal</i>	294	328	7	629
<i>Fall 1998</i>	105	153	5	263
<i>Spring 1999</i>	128	120	0	248
<i>Summer 1999</i>	67	87	4	158
<i>Subtotal</i>	300	360	9	669
<i>Fall 1999</i>	92	188	2	282
<i>Spring 2000</i>	147	172	2	321
<i>Summer 2000</i>	80	111	2	193
<i>Subtotal</i>	319	471	6	796
<i>Fall 2000</i>	147	232	0	379
<i>GRAND TOTAL</i>	1687	1961	35	3683

P.3.b:

Programs in business shall satisfy the business standards during self-evaluation and visit periods. All undergraduate, masters and doctoral degree programs in business offered by the institution must demonstrate continuing adherence to the standards.

The SOM is in compliance with the business standards. Furthermore, the School has in place formal procedures and policies to ensure continued adherence to standards. Current SOM plans and budget requests permit the School to continue to satisfy the standards during the visit year and beyond. Processes are also in place within the School to ensure continued operations based on our Mission.

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P.4 Accounting Accreditation

P.4.a:

Separate accreditation for accounting is elective.

The School elects to have separate accreditation for Accounting and the Accounting self-evaluation report is being submitted separately.

CHAPTER 2 MISSION AND OBJECTIVES

M.1

The School must have a clear and published Mission statement that is subjected to periodic review and revised as needed.

The SOM's Vision and Mission were developed as part of a comprehensive strategic review and planning process initiated in 1996. The SOM's major stakeholders SOM and UTD administrators, faculty, students and staff were involved in the comprehensive review and planning process. A detailed discussion of the process, which resulted in the articulation of the Vision, Mission and Strategic Objectives, can be found in Vol. II Appendix MO1.

Vision

The vision for the SOM is:

An Institution of choice, preparing tomorrow's business leaders and expanding the frontiers of management knowledge.

Mission

The School of Management's Mission is to meet the challenges of a rapidly changing, technology-driven, global society by partnering with the business community to:

- Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives;
- Develop and continuously improve programs advancing management education and practice; and
- Conduct research enhancing management knowledge.

This Mission Statement recognizes that the School serves a business community, which is global, technology-driven, and operates in an environment of continuous change.

More importantly, the Mission indicates the School will partner with the business community in all endeavors, a statement that recognizes the important role the business community must play in the School's future and acknowledges that success is not something the School can achieve on its own.

The Mission Statement defines the School's focus on teaching, intellectual contribution and service. The SOM affirms a strong, ongoing commitment to meeting the educational needs of a diverse student body of individuals ranging from traditional

undergraduates to seasoned managers seeking to switch careers or accelerate their career progress. Although these students attend UTD for a variety of reasons, they have a common goal: a quality business education that opens up opportunities within their companies or in external job markets. The Mission also reaffirms an equally strong, ongoing commitment to intellectual contributions, and within this context the School's strength is in fundamental research.

Strategic Objectives

During the 1996-97 strategic planning process, the Strategic Planning Committee defined objectives for the School. These are:

- Maintain and build on existing quality of programs and faculty.
- Build on existing business support and establish strategic partnerships.
- Increase alumni activities and involvement.
- Heighten educational and research visibility.
- Expand resources and build infrastructure to support excellence.

These objectives capture important commitments. First, they recognize that a reputation for quality must be built on dedication to quality in every aspect of the School's operations.

Second they acknowledge that the School's success depends as much on key external stakeholders as it does on the School's own efforts. Chief in importance are the contributions of the business community and the School's alumni. Individual decision-makers in these constituencies can have a significant impact on the School's efforts to provide internships to students, improve placement opportunities, establish research relationships, and achieve funding levels that support excellence. Additionally, the opinions of individuals in these key constituencies form the foundation of the School's broader reputation.

The third objective recognizes that achieving the SOM's Mission requires a mutually reinforcing combination of visibility and resources. Building the resource base needed to achieve the School's aspirations requires visibility in both research and educational programs. Both UTD and SOM are fledglings compared to institutional peers. Thus, attaining visibility and resources is a challenge for the School and UTD.

A detailed list of priorities that address strategic objectives are listed in Table MO1. These priorities are not meant to define an endpoint, but rather are goals that will aid in achieving the School's Mission. Status and outcomes with respect to achieving these objectives are found in Exhibit MO1.

Table MO1 - Strategic Objectives and Priorities for 1997-2002

Recognized Quality

- Create and maintain student services of the highest quality
- Maintain and improve the quality of students and faculty
- Improve and maintain program quality as assessed by alumni and employers
- Achieve concrete recognition of educational quality by corporate recruiters
- Raise and maintain School's research profile

Business Partnerships

- Develop and strengthen business partnerships
- Increase business involvement in School activities
- Expand hiring perception of School as provider of quality employees
- Increase in research funding from businesses
- More extensive engagement with student projects
- More joint development of education programs and executive education
- Develop strategic partnerships with major firms

Alumni Involvement

- Establish and expand School of Management Alumni Association
- Encourage Executive Alumni participation in SOM Alumni Association
- Increase alumni donations to School
- Increase alumni involvement in placement and internships

School Visibility

- Establish a School communications and public relations program
- Expand placement activity, career services, and marketing of graduates
- Increase number and quality of companies hiring at UTD
- Improve faculty visibility in business community
- Establish reputation for excellent executive education
- Improve ranking by other business school deans
- Raise visibility of faculty's research

Resource Expansion

- Increase state revenues through enrollment increase
 - Increase in discretionary funds from donations and endowment
 - Increase in executive program funds
 - Expand external research funding
 - Establish and implement programs supporting human capital development
 - Improve and further develop School facilities and infrastructure
-

The School's Mission and Vision were generated as a result of a comprehensive strategic planning process. Our policy for strategic planning sets out a periodic review and evaluation process. Each year the steering committee meets in September to revisit the Mission, implementation of strategic plan, and assessment of strategic priorities.

M.2

The School's Mission must be appropriate to higher education for business and management and consonant with the Mission of the institution of which it is a part.

The UTD Mission is ...

“To provide Texas and the nation with the benefits of educational and research programs of the highest quality. These program address the multidimensional needs of a dynamic modern society driven by the development, diffusion, understanding and management of advanced technology.” (SACS 1996-98 Reaccreditation Self-Study)

Within the context of the Mission, the University goals are:

- To provide able, ambitious students with a high-quality, cost effective education that combines the nurturing environment of a liberal arts college with the intellectual rigor and depth of a major research university;
- To discover new knowledge and create new art that enriches civilization-at-large and contributes significantly to economic and social progress; and
- To enhance the productivity of business and government with strategically designed, responsively executed programs of research, service and education.

The SOM's Mission is aligned with that of the University in that it emphasizes the creation of new knowledge to advance high quality management education for students entering a technologically-driven global market. Furthermore, as illustrated in Table MO2, the School's strategic objectives are geared to enhance the educational experience of students, to graduate students that have the necessary knowledge and skills to survive in a dynamic business environment and foster research all of which eventually have a direct impact on the productivity of business and government.

Table MO2 shows the parallels between the UTD Mission and the SOM Mission.

Table MO2– UTD and SOM Mission Parallels	
<u>UTD Mission</u>	<u>SOM Mission</u>
To provide Texas and the nation with the benefits of educational and research programs of the highest quality.	Deliver high quality management education to a diverse group of undergraduate and graduate students and practicing executives. Develop and continuously improve programs advancing management education and practice. Conduct research enhancing management knowledge.
These programs address the multidimensional needs of a dynamic modern society driven by development, diffusion, understanding and management of advanced technology.	The School of Management's Mission is to meet the challenges of a rapidly changing technology-driven, global society.

MISSION STATEMENTS

M.3

The School must specify the educational objectives of each degree program offered and identify the characteristics of students and other constituents served by each of those degree programs.

The SOM's programs are designed to meet the needs of a variety of students and several reflect close partnerships with the business community. The School emphasizes Undergraduate, Masters and Doctoral programs in a manner consistent with its Mission of high educational quality and creation of new knowledge.

Undergraduate Programs

The Mission of the Undergraduate program is to deliver high quality management education to a diverse undergraduate population by:

- Providing innovative and intellectually challenging courses;
- Continuously improving and developing courses to meet the needs of a technologically driven dynamic and evolving management environment; and
- Enhancing students' education with practical knowledge and experience.

Educational Objectives of the Undergraduate Programs

The objectives of the undergraduate program with concentrations in Business Administration in Finance, Management Information Systems or General Business are to develop business professionals who:

- Possess depth and expertise in areas of management consistent with their choice of concentration Area;
- Have the background in information technology to function in an increasingly information technology-driven management environment;
- Possess analytical and management functional area skills; and
- Have an opportunity to gain work experience before graduating from the program.

Educational Mission and Objectives of the Undergraduate Program in Accounting

The primary Mission of the Bachelor of Science (B.S.) in Accounting is to deliver high quality education to a diverse undergraduate population by:

- Providing an innovative, analytical and broad-based accounting education;
- Continuously improving and developing courses in keeping with the rapidly changing business environment; and
- Preparing undergraduates for careers in an information-intensive environment.

The objectives of the undergraduate Accounting program is to develop accounting professionals who:

- Understand the role of accounting information in organizations and financial markets;
- Have the necessary skills to integrate accounting and information technology;
- Possess analytical and management functional area skills.

Offering undergraduate courses both during the day and evening allows us to meet our objective of allowing diverse students to take these courses - those who are currently employed as well as the traditional full time undergraduate student. The undergraduate curriculum and offering the fast-track MBA for our undergraduates, as well as innovative double majors, such as in Biology and Management, serve the University's goal of attracting high quality freshmen. The recent introduction of MIS

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and Finance concentrations and the increase in e-commerce course offerings address changing labor market needs in the Dallas Metroplex.

Master's Programs

The Mission of the Master's Program is to provide students with advanced education to enhance their professional careers in profit and not for profit organizations. The MBA Program provides a broad-based management educational experience, and an opportunity to develop a specific area of expertise. The M.S. Program allows a more focused and in-depth study of a specific area.

Educational Objectives of the Evening MBA

The objectives of the evening MBA Program are to develop business professionals who:

- Master a set of analytical skills for decision-making;
- Possess the necessary management knowledge to perform as effective managers;
- Communicate and work effectively in team settings;
- Meet the challenges of a dynamic global environment.

Educational Objectives of the Cohort MBA

The objectives of the Cohort MBA are to develop business professionals who:

- Master a set of analytical skills for decision-making;
- Possess the necessary management knowledge to perform as effective managers;
- Communicate and work effectively in team settings;
- Meet the challenges of a dynamic global environment; and
- Achieve proficiency in Information Technology and Internet Business Processes.

Educational Objectives of the M.S. Program

The objectives of the M.S. Program, Electronic Commerce concentration are to develop professionals who:

- Master a set of analytical skills for decision-making;
- Acquire in-depth knowledge in Web Analysis and Design, and Web Enabled Business Processes; and

- Gain hands-on experience in analyzing and developing Web based business systems.

The objectives of the M.S. Program, Telecommunications Management concentration are to develop professionals who:

- Master a set of analytical skills for decision-making;
- Acquire in-depth knowledge in analysis and design of telecommunication networks; and
- Understand legal and regulatory issues in the Telecommunication industry.

The objectives of the M.S. Program, IT Consulting and Management concentration are to develop professionals who:

- Master a set of analytical skills for decision-making;
- Acquire in-depth knowledge in analysis and design of business systems; and
- Understand the potential of IT as a strategic management tool.

Objectives of the M.S. Program, Organization and Strategy concentration is to develop professionals who:

- Acquire analytical skills for decision-making;
- Develop in-depth knowledge of the behavior of organizations as independent systems; and
- Understand the influence and processes shaping organizations' strategies.

Educational Objectives of the M.A. in International Management Studies

The objective of the M.A. program in International Management Studies is to develop professionals who:

- Acquire an understanding of all aspects of the international business environment, including the significant differences among nations in this environment;
- Develop an understanding of the types of adaptations domestic firms must make in their operations if they are to succeed in the international business environment; and
- Possess the ability to determine which strategies and especially which modes of entry are likely to prove successful for different industries and firm types.

Mission of the Graduate Program in Accounting

The primary Mission of the Master of Science (M.S.) in Accounting degree program is to prepare candidates for professional careers in public accounting, consulting or industry by:

- Emphasizing the role of measurement in information-intensive organizations; and
- Enabling students to acquire focused training in one or more of the core services provided by accounting professionals in the contemporary, competitive and technological environment.

Educational Objectives of the Graduate Program in Accounting

The objective of the M.S. in Accounting Program is to develop professionals who:

- Acquire analytical skills for decision-making;
- Understand the role of accounting in information-intensive organizations; and
- Develop specialized knowledge in at least one of the core service areas of financial planning and analysis, assurance services, taxation services, international services, management consulting, information technology planning and analysis, or software management control.

The objectives of all the Master's Programs with respect to other constituents are to:

- Serve the needs of the local employer by enabling their employees to get graduate level management education as they progress in their careers.
- Serve the needs of the changing labor market in Dallas and the Metroplex.
- Serve the needs of the University as a provider of high quality graduate education.

Educational Objectives of the Traditional Executive MBA Program (EMBA)

The Traditional Executive MBA Program is geared towards individuals who have at least ten years business experience and have achieved a middle management status. They want to upgrade skills and acquire the breadth of view that comes with a challenging, well-designed, well-delivered MBA program designed for managers who will concurrently have professional responsibilities. Their sponsoring companies recognize an investment in education produces more effective general managers more quickly.

The educational objectives of the Traditional Executive MBA Program are to graduate professionals who possess:

- Knowledge of the economic, political, global, and technological environments of business;
- Analytical skills for diagnosing and solving business problems, and for developing action recommendations;
- Skills and judgments necessary for implementing business decisions;
- Knowledge and skills in the primary functional areas of business;
- Leadership skills appropriate for a high-change environment where teams are used extensively; and
- Personal effectiveness in areas not specifically related to business decision making, e.g. interpersonal dynamics, communication skills, management style, and personality traits.

Educational Objectives of the Custom Executive MBA Programs

The Executive Education Program provides custom in-house Executive MBA degree program to firms that are willing to provide an appropriate number of students and incur the cost of an in-house Executive MBA program. Students in these programs are employees of the firm. Such programs frequently benefit employees who otherwise might be deprived of the opportunity to get additional education because of work-related demands. In addition to the objectives articulated above, these programs tend to be customized to fit the corporate culture of the firm in which the program is being offered.

The Custom Executive MBA program requires the commitment of underwriting firms to host the program for an extended period and support those employees who wish to participate in the program. This program is consistent with the Mission of the School to partner with the business community to provide management education to a diverse group of students.

Educational Objectives of the M.S. program in ODCM

The Program's overall objective is to build analytic skills and train professionals capable of influencing organization development and in response to changing corporate needs.

The educational objectives of the ODCM masters program are to graduate business professionals who possess:

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- Working knowledge of organizational development, change management and organization behavior theory and methods;
- Competencies in establishing client relationships;
- Self-knowledge and a strategy for using themselves as a tool of corporate change;
- Abilities in devising short-term and long-term professional development strategy;
- Capabilities to acquire knowledge of the business perspective of their clients; and
- Competence in strategic and analytical skills for designing organizational interventions within client systems.

Educational Objectives of the Medical Management program

The Masters in Medical Management Program (The Alliance for Medical Management Education) is open to physicians only. Its Mission is to prepare doctors to assume a more effective role in the leadership and management of medicine. The specific educational objectives are to help them acquire the knowledge and skills they need to:

- Improve practice and operating efficiency and financial performance;
- Aid development of sound business strategies and alliances;
- Help create sustainable competitive advantage;
- Better manage conflict and overcome barriers to change; and
- Influence state and federal healthcare regulation.

This Program is offered in an alliance with UT Southwestern Medical School. Courses are team taught by faculty from both institutions. Medical Management is a very important niche area currently underserved in the national market. This program provides SOM with an opportunity to apply expertise in change management to the medical field. The UT Southwestern Medical School is one of the top medical schools in the country and has national visibility as well as a reputation for quality. The alliance provides SOM visibility as well as validation of the quality of its programs and faculty.

Educational Objectives of the MIMS program

The *MIMS Program* [Master's in International Management Program] currently offers two degrees--the M.A. in International Management Studies and the Global Leadership Executive MBA. These are offered via a combination of class meetings and distance learning technologies.

The principal goal of the MIMS Program is to deliver the coursework required for the Master of Arts in International Management Studies or the MBA to managers through a combination of synchronous and asynchronous teaching methods at a level of quality that equals or exceeds the level achieved in traditional classroom-based coursework. We call this mixture of delivery systems “Flexitime Learning.” Flexitime Learning preserves direct contact between teacher and student for a significant part of the learning experience through on-campus intensive sessions, but delivers the remainder of the curriculum at times and places convenient to the student.

The educational objectives of the Traditional Executive MBA Program are to graduate professionals who possess:

- Knowledge of the economic, political, global, and technological environments of business;
- Skills for diagnosing and solving business problems, and for developing action recommendations;
- Skills and judgments necessary for implementing business decisions;
- Knowledge and skills in the primary functional areas of business and its international applications;
- Leadership skills and a global mindset and skills required to work in complex global environments; and
- Personal effectiveness in areas specific to international business, e.g. intercultural communication and negotiation.

Educational Objectives of the Project and Program Management program

The objective of the program in project/program management is to provide convenient, applications oriented education in the area of project/program management. The program offers students several options for continuing their education and upgrading their knowledge and skills in the project management area. The objective of the program is to graduate professionals who have ethical skills to manage a project by gaining an understanding of the role of time, risk, cost and quality and who have appropriate management skills for implementations.

Texas Executive MBA- Dallas

The School is a partner with the UT Austin in the Texas Executive MBA-Dallas since the 1999-2000 academic year. The Program is designed for employees in technology firms. The Program was initiated for Texas Instruments and has now been expanded to include other technology firms. A participating company needs to provide a team comprising a minimum of five managers/professionals. Furthermore, the company needs to provide issue-based learning opportunities for the students. In this program, in

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addition to the objectives articulated for the regular EMBA program, there is a strong focus on issue-based learning, i.e. knowledge gained in the classroom is applied to issues that the company puts forward for the teams to solve. Students of this program can opt to receive their degrees from UT Austin or UTD. Courses are taught primarily by UT Austin faculty. The SOM provides logistic and limited teaching support.

Ph.D. Programs

The Mission of the Ph.D. Programs (Management Science and International Management Studies) in the SOM is to deliver high quality Ph.D. education in the areas of specialization offered by the School. The programs seek to develop and enhance management education and practice by integrating the School's Research Mission with the education of doctoral students. Students from around the world are trained in our program.

The Mission of the Ph.D. Program in Management Science is to provide management education with a Management Science focus that admits specialization in Accounting, Management Science and Information Systems, Finance, and Marketing,

The Mission of the Ph.D. Program in International Management Studies is to provide an interdisciplinary education in organization theory, business strategy and international business with an emphasis on international management applications. Graduates of this program usually specialize in organization theory, global strategic management, or international trade and foreign direct investment. Their specialization is grounded in a year of interdisciplinary study with a strong international focus at the beginning of the program.

The objectives of both programs are to place graduates in academic, research, and industry positions by developing students with strong research and scholarly skills.

Relative Emphasis, Students Served and Geographical Orientation of each Degree Program

Undergraduate Programs

Undergraduate education is significant to the School, but focused on serving students from North Texas in career areas of business with strong job markets. Individuals with concentrations in MIS, in particular, are in relatively high demand in the Telecom Corridor and the D/FW Metroplex. The undergraduate program also provides basic business education that prepares individuals for corporate entry-level positions.

Masters Programs

The School's primary emphasis is on the MBA program, an emphasis reflected in the allocation of faculty effort, instructional resources, and program development. The

evening MBA Program delivers high quality education to students in the DFW Metroplex; the Executive MBA Program serves regional managers with established careers that are preparing to assume more senior leadership roles in their firms; and, the Cohort MBA program is a lock-step full-time MBA program that is more national and international in its recruiting of students. The Global MBA Online is an extension of our evening MBA program that enables students to take courses online.

The M.S. in MAS and M.A. programs primarily attracts students from the Dallas-Fort Worth Metroplex. However, this program also includes a number of international students. Students in these programs are seeking a career change and pursue information technology coursework. Many already may be employed within hi-tech companies.

Ph.D. Program

The Ph.D. program, although relatively small, is very important to the School. The program attracts students both nationally and internationally. Graduates are highly trained professionals, visible in universities and industries worldwide. Because of this visibility, they play a key role in establishing UTD's reputation for educational quality. Furthermore, this program is critical in attracting research-oriented faculty. Although the SOM does invest significant resources in the form of Scholarships and Assistantships to other programs, the most significant investment in resources in the form of Assistantships is made in the Ph.D. program.

Educational Objectives Assessment

Committees for the Undergraduate, Master's, Executive Education and Doctoral programs develop, review, and revise the educational objectives of SOM programs. The membership of the committees is provided in Exhibit P6 in Preconditions (Chapter 1).

Program evaluation processes include assessment of curriculum by the Area faculty and evaluation of the programs by the program committees. The Area Coordinator and Area faculty use information on current enrollments in classes, and their assessment of trends in industry to propose new course offerings as well as to remove courses from the course portfolio. The program committee's assessment of programs include enrollment data, data from the EBI surveys (student and alumni) or SOM surveys that address program objectives. Both trends within the School as well as information from Select Six Schools are used as the basis for program evaluation. The measurement method and the responsible person for collecting the information related to the program objectives are summarized in Exhibit MO2.

Program assessments have led to several changes. The Cohort MBA program, initiated in 1996, grew directly from assessments that the MBA program needed a full-time component with an Information Age focus that recruited on national and international levels. In the M.S. program, concentrations with low enrollments such as Marketing, Finance and Operations Research were eliminated and new concentrations consistent with the technology orientation of the Mission were added, namely, Electronic Commerce, Telecommunications Management and Information Technology Management

and Consulting. Enrollment increases in the M.S. programs can be attributed in part to these changes. The Ph.D. programs have revised their coursework with many new courses being added and old courses being eliminated. Faculty have, over the years also developed a portfolio of new courses in all programs as described in Section IN.2.

M.4

The School must specify its relative emphasis on teaching, intellectual contributions, and service.

At the individual faculty member level, our Mission leads us to also place equal emphasis on research and teaching and a somewhat lower emphasis on service. Averaged across all faculty we allocate about 40% of our efforts in teaching, 40% on research and 20% on service. The SOM has four faculty categories:

- Full-time tenured/tenure track
- Full-time Senior Lecturer
- Full-time/part-time visitors and adjunct faculty
- Part-time lecturers

As discussed in the School's workload policy, each category of faculty is expected to play different roles in the School making different contributions by emphasizing the traditional academic activities differently. They also have different workload expectations. Furthermore, within each category, different faculty members based on seniority, strengths and interests, could make differing contributions to the teaching, intellectual contributions and service dimensions.

Tenure track faculty can allocate from a low of 20% to a high of 60% to research depending on their teaching and service loads. Typically, senior lecturers allocate a higher percentage of their time on teaching and less on research. Senior lecturers spend approximately 70% of their time on teaching (24 semester credit hours), 20% on intellectual contributions and 10% on service. Teaching loads for senior lecturers are very often reduced to 18 semester credit hours for additional significant service activities or intellectual contributions.

Workloads for full-time/part-time visitors and adjunct faculty are determined at the time a faculty member is extended a contract. Visitors will not have lighter teaching loads than regular faculty with similar qualifications. Exceptions are made only if the visitor's appointment is supported by outside funds.

Each full-time faculty member has a career plan where they specify their relative percentage effort. This plan is reviewed by the Dean and, if necessary, refinements are made. Faculty annual evaluations are based on the career plan.

M.5

The School's activities must be consistent with its Mission.

The School's activities consist of faculty research documented through publications, high quality education in all degree programs and service to the School and University Community. These are consistent with the School's overall Mission. Table MO3 below shows how this is accomplished.

Table MO3- Activities relating to Mission	
<u>Mission</u>	<u>Activities</u>
Deliver high quality management education to a diverse group of:	
Undergraduate	Degree programs in Business; Accounting; Fast-track MBA; Biology – Business major; Concentrations
Graduate	Degree Programs: MBA, M.S., M.A., Ph.D., Research opportunities for students
Practicing Executives	Executive Education Degree programs, Short Programs
Develop and continuously improve programs advancing management education and practice	New concentrations developed; online program developed; new courses developed
Conduct research, enhancing management knowledge	Visiting speakers, Publications in journals, Conferences, Editorial Board service

A summary of the continuous improvement activities with respect to the Mission and Strategic Objectives are provided in Table MO4

Table MO4- Summary of Continuous Improvement Activities related to Mission and Strategic Objectives			
<u>Assessment Approach</u>	<u>Identified Problem</u>	<u>Action</u>	<u>Outcome</u>
Faculty Input, Assessment of readiness for Accreditation	No Strategic Plan	Strategic Planning Process Initiated and completed - 1996-1997	Strategic Plan in place, Provides a benchmark for assessing progress of School
Faculty Input, Assessment of readiness for Accreditation	No Formal Policies and Procedures document	Developed SOM Policies and Procedures Handbook - 1998	Faculty and staff have an understanding of policies and procedures in place
Assessment of Data Collection and Analysis within School	Significant data collection and analysis needs if continuous improvement initiatives have to succeed	Position of Institutional Information Officer created and filled - August 1998	Institutional Information Officer provides assessment data to area coordinators and Dean, Data is used for evaluation of programs
Student Surveys	Student Services poor, advising and placement activities	Hired Advising Director and Revamped office with full time employees - January 1998 Placement Director hired -April 1998	Student satisfaction with services has improved
Assessment of student enrollment data	Large number of non-degree students, input GMATs for evening programs are lower than desired	Policy on non-degree students updated Fall 2000; raised admission standards - Fall 1999	GMAT scores are higher; non degree students are succeeding
Student surveys and Faculty assessment	Business involvement in school activities low	Guest speakers in class - 1996 Placement office initiates 1 day program with industry - 1997 Mentor program	Students get insight into companies from executives; Students get insight into careers in specific industries

		initiated - Fall 2000, Panel discussions with industry initiated - Spring 2000	
Assessment of external relations activities	No mechanism for publicizing school activities	Created and hired Coordinator of public relations - Jan. 1997 SOM magazine initiated, first magazine published - Fall 1997, other publicity related activities initiated, advertising, news releases etc.	Better awareness in community of UTD, increase in enrollments

CHAPTER 3 FACULTY COMPOSITION AND DEVELOPMENT

FD.1 Faculty Planning

FD.1.a:

Faculty size, composition, qualifications, and development activities should result from a comprehensive planning process. The process must consider the School's teaching, intellectual contributions, and professional service responsibilities.

The SOM has an Area Staffing Plan Policy in place (see Vol. II, Appendix FD1). The process requires that each Area Coordinator assess teaching and research needs in response to the SOM's Mission. Area faculty needs are affected by curriculum requirements, research expectations and service commitments. A case, then, is made for hiring faculty to support the School's academic programs and research. The Dean reviews the proposal and, if approved, the Dean forwards the proposal to the Provost for approval. Once the Provost approves the search, the Provost's office provides a tracking number for the search and notifies the Dean and the search committee to proceed with the search.

In the subsequent analysis, the growth in enrollments and increase in faculty size are presented as evidence of the process success. Faculty hiring, and senior faculty hiring in particular, over the past four years followed the SOM's strategic plan. Teaching needs have been met largely by hiring tenure track faculty and to a lesser degree by increasing the number of senior lecturers. Several areas have hired senior faculty to maintain and enhance the research productivity of the School, its younger faculty, and the Ph.D. students.

Part of the SOM's enrollment growth can be attributed to the growth in the neighboring communities of North Dallas, Richardson and Plano. However, the SOM's even greater growth, we believe, is due to SOM's innovative programs and efforts to increase their visibility and quality.

Table FD1 contains Fall enrollments for the past five years. Total enrollment, as measured by credit hours, grew from 15,459 in Fall of 1996 to 24,089 in Fall of 2000, a growth of almost 56%.

Table FD1 – Number of Academic Credit Hours in Fall for the Past Five Years									
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>Undergraduate</i>	7,675	7,591	7,966	11,157	12,856	-1.09%	4.94%	40.06%	15.23%
<i>Graduate</i>	7,784	7,584	7,899	10,369	11,233	-2.57%	4.15%	31.37%	8.33%
Total SCH	15,459	15,175	15,865	21,526	24,089	-1.84%	4.55%	35.68%	11.91%

Faculty growth has kept pace with enrollment growth (Table FD2). Faculty size has increased from 48 full-time faculty members in Fall 1996 to 69 in Fall 2000. The Fall 2000 numbers do not include a tenure track faculty member who joined in Spring 2001. We also have hired eight new tenure track faculty who will be joining us in the Summer of 2001. The faculty has grown primarily at the tenure track level, with a 60% increase in their strength during the five-year period.

Table FD2 - Full-time Faculty Growth									
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>Tenure/Tenure Track</i>	30	35	42	45	48	16.66%	20.00%	7.14%	6.67%
<i>Sr. Lecturer</i>	15	20	15	17	17	33.33%	-25.00%	13.33%	0.00%
<i>Visiting Faculty</i>	3	3	1	1	4	0.00%	-6.67%	0.00%	300.00%
Total Faculty	48	58	58	63	69	20.83%	0.00%	8.62%	9.52%

A similar analysis of the enrollments (credit hours) and the growth in faculty over the past five years within each functional area of the School of Management is provided below. Table FD3 shows the credit hours for the last five academic years in both undergraduate and graduate programs for Accounting.

Table FD3 – Accounting									
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>Acct Undergraduate</i>	2,184	2,160	2,253	2,637	2,875	-1.09%	4.31%	17.04%	9.03%
<i>Acct Graduate</i>	1,435	1,398	1,371	1,866	2,223	-2.57%	-1.93%	36.11%	19.13%
Total Area Sch	3,619	3,558	3,624	4,503	5,098	-1.68%	1.85%	24.25%	13.21%
<i>Tenure/Tenure Track</i>	4	5	7	9	10	25.00%	40.00%	28.57%	11.11%
<i>Senior Lecturer</i>	6	6	4	4	5	0.00%	-33.33%	0.00%	25.00%
<i>Visiting Faculty</i>	--	--	1	--	--	na	na	-100.00%	na
Total Area Faculty	10	11	12	13	15	10.00%	9.09%	8.33%	15.38%

Although the total credit hours in Accounting decreased from 3,619 in Fall 1995 to a low of 3,558 in Fall 1997, the enrollments have begun to rise again starting with Fall 1998. In 1997, a senior chaired professor was appointed. Since then, six tenure track faculty have joined SOM (of the six one joined in Spring 01, hence, not listed in Fall 00 numbers). Two additional faculty will join this group in Summer 2001.

Table FD4 – Finance and Managerial Economics									
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>Fin Undergraduate</i>	482	477	519	891	987	-1.09%	8.81%	71.68%	10.77%
<i>Fin Graduate</i>	690	672	594	804	762	-2.57%	-11.61%	35.35%	-5.22%
Total Fin Sch	1,172	1,149	1,113	1,695	1,749	-1.96%	-3.13%	52.29%	3.19%
<i>MECO Undergraduate</i>	173	171	342	147	141	-1.09%	100.00%	-57.02%	-4.08%
<i>MECO Graduate</i>	465	453	504	721	801	-2.57%	11.26%	43.06%	11.10%
Total MECO Sch	638	624	846	868	942	-2.17%	35.58%	2.60%	8.53%
<i>Tenure/Tenure Track</i>	8	8	9	9	8	0.00%	12.50%	0.00%	-11.11%
<i>Senior Lecturer</i>	2	4	4	4	4	100.00%	0.00%	0.00%	0.00%
<i>Visiting Faculty</i>	--	--	--	--	--	na	na	na	na
Total Area Faculty	10	12	13	13	12	20.00%	8.33%	0.00%	-7.69%

In Finance the undergraduate credit hours doubled while there was a decline in undergraduate Managerial Economics (MECO) classes. However, the graduate credit hours in both Finance and MECO have increased. Although there were three new hires over the past five years, there was also attrition in the department. One faculty member resigned in 1999 and one faculty member retired. Although it appears that the area has not made any additional hires, the effort to recruit additional Finance faculty is ongoing.

Table FD5 – Marketing									
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>Mkt Undergraduate</i>	449	444	852	1,239	1,104	-1.09%	91.89%	45.42%	-10.90%
<i>Mkt Graduate</i>	885	862	697	940	1,110	-2.57%	-19.14%	34.86%	18.09%
Total Area Sch	1,334	1,306	1,549	2,179	2,214	-2.07%	18.61%	40.67%	1.61%
<i>Tenure/Tenure Track</i>	4	4	4	6	6	0.00%	0.00%	50.00%	0.00%
<i>Senior Lecturer</i>	--	--	--	--	1	na	na	na	100%
<i>Visiting Faculty</i>	2	2	--	--	--	0.00%	-100.00%	na	Na
Total Area Faculty	6	6	4	6	7	0.00%	-33.33%	50.00%	16.6%

The need to hire faculty in Marketing was recognized as early as 1997, however, efforts to hire faculty were successful only in 1999, when two tenure-track faculty members joined the faculty. For 2001-2002 two tenure-track faculty have been hired.

Table FD6 – Management Science and Information Systems

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>MIS Undergraduate</i>	1,944	1,923	1,818	3,342	4,362	-1.09%	-5.46%	83.83%	30.52%
<i>MIS Graduate</i>	1,316	1,282	1,897	2,672	3,381	-2.57%	47.97%	40.85%	26.53%
Total MIS Sch	3,260	3,205	3,715	6,014	7,743	-1.69%	15.91%	61.88%	28.75%
<i>OPRE Undergraduate</i>	373	369	369	639	684	-1.09%	0.00%	73.17%	7.04%
<i>OPRE Graduate</i>	627	611	712	927	797	-2.57%	16.53%	30.20%	-14.02%
Total OPRE Sch	1,000	980	1,081	1,566	1,481	-2.02%	10.31%	44.87%	-5.43%
Total Area Sch	4,260	4,185	4,796	7,580	9,224	-1.76%	14.60%	58.05%	21.69%
<i>Tenure/Tenure Track</i>	8	9	12	14	14	12.50%	33.33%	16.67%	0.00%
<i>Senior Lecturer</i>	3	3	3	3	2	0.00%	0.00%	0.00%	-33.33%
<i>Visiting Faculty</i>	--	--	--	1	3	na	Na	na	200.00%
Total Area Faculty	11	12	15	18	19	9.09%	25.00%	20.00%	5.56%

Relative to the other areas, Management Information Systems (MIS) has experienced the greatest growth in enrollment. Two tenured faculty members joined the faculty in 1997, and three tenure-track faculty members were hired subsequently. However, two tenure-track faculty members left in Fall 2000. Because there was a phenomenal demand for MIS faculty and hiring in the tenure track category was not successful, therefore, we hired academically qualified visiting faculty. Three new faculty, one of whom will only be joining SOM in the summer of 2001, were hired in operations management to meet the demand in that specialty. For 2001-2002 two tenure track and one tenured position have been filled in MIS. Five additional positions for tenured/tenure track IS faculty are approved for the next year.

Table FD7 – Organizational Strategy and International Management

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	F96 – F97	F97 – F98	F98 – F99	F99 – F00
<i>BPS Undergraduate</i>	592	586	586	588	942	-1.09%	0.00%	0.34%	60.20%
<i>BPS Graduate</i>	740	721	759	846	634	-2.57%	5.27%	11.46%	-25.06%
Total BPS Sch	1,332	1,307	1,345	1,434	1,576	-1.91%	2.91%	6.62%	9.90%
<i>IMS Undergraduate</i>	840	831	438	483	630	-1.09%	-47.29%	10.27%	30.43%
<i>IMS Graduate</i>	819	798	704	606	671	-2.57%	-11.78%	-13.92%	10.73%
Total IMS Sch	1,659	1,629	1,142	1,089	1,301	-1.82%	-29.90%	-4.64%	19.47%
<i>OB Undergraduate</i>	637	630	789	1,191	1,131	-1.09%	25.24%	50.95%	-5.04%
<i>OB Graduate</i>	808	787	661	987	854	-2.57%	-16.01%	49.32%	-13.48%
Total OB Sch	1,445	1,417	1,450	2,178	1,985	-1.92%	2.33%	50.21%	-8.86%
Total Area Sch	4,436	4,353	3,937	4,701	4,862	-1.88%	-9.56%	19.41%	3.42%
<i>Tenure/Tenure Track</i>	8	9	10	9	9	12.50%	11.11%	-10.00%	0.00%
<i>Senior Lecturer</i>	4	7	5	8	6	75.00%	-28.57%	60.00%	-25.00%
<i>Visiting Faculty</i>	1	1	--	--	1	0.00%	-100.00%	na	Na
Total Area Faculty	13	17	15	17	16	30.77%	-11.76%	13.33%	-5.88%

Over the five-year period, three new tenure-track faculty joined the Organizational Strategy and International Management (OSIM) area and one tenure track faculty left in 1999-2000. Three senior lecturers joined the faculty in this area, however, they primarily serve in administrative roles and have limited teaching responsibilities. One tenure track

faculty member was hired in 2000-2001. SOM will recruit three to four additional faculty in this Area for the next academic year.

Over this period of time, our doctoral students continue to teach, but to only a limited extent. In keeping with the School's Mission, SOM students are taught mainly by full-time faculty.

In keeping with the Mission of the School, as the faculty size has grown, careful attention has been paid to the quality of hires. In addition to tenured senior hires, the School has been able to attract junior faculty with outstanding promise. Appendix FD 2 in Vol. II provides a summary of the faculty hired and their background.

FD.2 Faculty Recruitment, Selection and Orientation

FD.2.a:

Recruitment and selection practices should be consistent with the School's Mission and Degree Programs.

The Dean's office initiates new faculty recruitment after the Dean approves of Area Coordinators' hiring recommendations. All recruiting conforms with the faculty recruiting guidelines found in Vol. II, Appendix FD3: Faculty and Student Recruiting Policy. All SOM recruitment and selection practices are consistent with UTD's Mission and policies. Faculty recruiting is consistent with the SOM's Mission and the needs of degree programs.

The Dean appoints search committees staffed mainly by faculty in the Area in which the recruiting is taking place. The search committee chair, with the concurrence of other committee members, files a search plan that goes to the Provost through the Dean's office. The search plan includes search opening and closing dates, type of position (level and research specialties), advertising outlets, and types of recruitment efforts (such as interviewing at professional meetings and contacting leading researchers regarding their doctoral students). On approval by the Provost's office an official search number is assigned and this number is used in all advertising and in all discussions of the job search, including the Affirmative Action report.

The search committee screens candidates using several filters. Often committee members interview candidates at national professional meetings. The most promising candidates are invited to campus to present a research paper. During a visit each candidate meets with all important stakeholders in the position, including area faculty, members of the search committee, other faculty interested in similar research topics, the Dean, and the Associate Deans.

When a candidate is deemed meritorious, the search committee recommends to the Dean that an offer be made. The Dean is given a copy of the 'Affirmative Action' report at the time of his decision. If the Dean goes forward with an offer, he sends his

recommendation to the Provost and the UTD Committee on Qualifications, along with a copy of the Affirmative Action report. If the Provost concurs, he writes an official offer letter, that is sent to the candidate along with a letter from the Dean detailing specifics of the offer.

The Affirmative Action report chronicles the committee's activities. It lists information on all applications, classified by sex and ethnicity. It provides detailed information on all contacts and interviews with potential recruits. It provides a summary of finalists' qualifications and provides the reasons for their selection.

Because research is an important element for tenure track faculty and an important element of the SOM's Mission, all tenure track hires are based on national and international searches to find qualified new faculty who will contribute at a high level to the research and teaching mission of the School.

Senior lecturers search processes are similar. Most of the procedures are the same, but the candidate's files do not have to go through the Committee on Qualifications. Senior Lecturers are not required to have the same research portfolio as tenure-track faculty. Teaching, industry experience, and applied research are more important hiring criteria for senior lecturers.

FD.2.b:

The School should have appropriate practices for the orientation of new faculty to the School.

New UTD faculty, including SOM faculty, attend workshops under the guidance of the UTD Graduate Dean's office. These workshops continue through out the academic year. Faculty are introduced to various aspects of university life and meet university administrators, including the Provost, Deans of each School, and head of the library. These programs are described in detail in Vol. II, Appendix FD4.

Additionally, all new SOM faculty attend an orientation session that the Associate Dean for Administration conducts to discuss various School policies. These include grading guidelines, teaching calendar, classroom facilities, sign-out of projectors/VCRs/notebook computers, guidelines for using research accounts, course syllabi requirements, the SOM Web page, using library reserves and facilities, computer accounts, and any other questions that the faculty might have. The new faculty members are provided Information for Faculty document (see Vol. II, Appendix FD5) and the SOM Policies, Procedures and Responsibilities Manual. Furthermore, all faculty are provided a Faculty Handbook from the Provost's office. In addition, new faculty are exposed to senior faculty who articulate the School's Research Mission and teaching commitment in degree programs. Of course, senior faculty in each Area advise and mentor junior faculty on an on-going, informal basis.

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New faculty also attend a UTD sponsored session on benefits, campus policies, and personnel policies. They are provided information about health plans, pension plans, library operations, and other topics of interest to UTD personnel.

New faculty are introduced to the other faculty at a formal meeting of University Faculty and at SOM and UTD social events at the beginning of the academic year. Informal contacts new faculty have with other faculty members, the Dean and the Associate Deans provide a strong support network for new faculty.

FD.2.c:

The School should demonstrate continuous efforts to achieve demographic diversity in its faculty.

The SOM has an outreach program to expand the pool of qualified applicants for our positions. Each faculty position is advertised in both *Black Issues in Higher Education* and *Hispanic Outlook for Higher Education* as well as *Chronicle of Higher Education* and journals serving the specialty areas. In addition, the SOM has purchased an exhibition booth at the November Ph.D. Project established by the KPMG Foundation and held annually in Chicago.

The SOM faculty currently is very ethnically diverse. Of the 69 full-time faculty for the year 00-01, three are African-American, one is Hispanic, and 24 are Asian. In Summer 2001 an African-American tenure-track faculty member will join the SOM. The SOM has not been successful in hiring women faculty into the tenure track ranks. Currently there are only 10 women faculty members, but only 2 are in tenure track positions. It is an area of concern for SOM and the SOM is working diligently to overcome this shortcoming. Over the past five years offers were made to 45% of the women candidates visiting the campus. Furthermore, 27.7% of all offers have been made to female candidates.

The following table, based on hiring for tenure track positions reveals that the SOM seeks out minorities in an attempt to keep its faculty diverse.

Table F8 Faculty Hiring and Diversity

Year	Search #	Area	Total # Applicants	Total Males	Total Females	Total Unknown	Total B.H. NA	Total A	Finalist Males	Finalist Females	Finalist B.H. NA	Finalist A	Female Offers	B. H. NA Offer	A Offers	Total Offers
1996	4069	acct	50	42	8		1	10	2	1	1	0	1	1	0	3
1996	4036	osim	62	42	18	2	5	11	2	1	1	1	1	1	1	2
1996	4035	fin	125	89	13	23	1	43	5	0	1	2	0	1	1	3
1996	4038	mktg	85	67	14	4	0	34	3	2	0	2	2	0	2	2
1997	4042	fin	58	41	7	10	0	7	3	1	0	1	0	0	0	2
1997	4047	mis	99	85	14	0	1	4	5	0	0	5			1	1
1997	4060	mis	74	60	14		2		4	1	0	2	0	0	1	2
1997	4043	mktg	36	28	8	0	1	15	3	2	1	3	2	1	1	3
1997	4046	opre	184	169	15	0			3	1	0	1	1		1	2
1997	4040	osim	54	34	15		3	8	1	2	1	2	1	0		1
1997	4041	osim	118	80	32	6	13	11	1	3	1	1	1	1	1	2
1998	4051	acct	66	50	16	0	4	15	7	3		8	2		2	4
1998	4048	ims	59	42	14	3	4	16	3			1				1
1998	4055	mis	80	64	16	0			3	2	1	3			1	1
1998	4050	mktg	71	55	16	3	2	33	6	1	1	4	0	1	1	
1998	4058	opre	54	50	4	0			3	0	0	3	0	0	1	1
1998	4053	osim	107	71	27	9	8	12	5	1	1	1		1	1	4
1999	4062	acct	29	18	11	0	0	10	4	4	0	6	0	0	2	2
1999	4064	fin	26	16	0	10	0	3	3	0	0	1	0	0	0	2
1999	4061	mis	49	45	4	0			4	1	0	4			2	2
1999	4059	mktg	48	36	10	2	3	21	8	2		6	0		2	2
2000	4073	om	36	33	3	0	1	3	6	1	0	0	0	0	2	2
2000	4067	osim	76	50	19	7	8	10	4	0	3	0	0	1	0	1
2000	4075	acct	10	9	1	0	0	5	4	0	0	4	0	0	1	1
2000	4071	mis	57	51	6	0	4	22	9	2	1	4	2	1	1	5
2000	4072	om	83	77	6	0	0	7	8	1	0	3	0	0	0	3
2000	4074	acct	37	23	14	0	0	14	8	3	0	5	3	0	2	5
2000	4076	osim	6	3	3	0	0	2	0	2	0	0	1	0	0	1
2000	4077	fin	15	12	1	2	1	1	4	0	0	1	0	0	0	0
2001	4081	mktg	21	16	5		1	11	3	0	1	3	0	1	3	4
2001	4085	mis	82	68	14	0	0	10	11	2	0	10	2	0	4	6
2001	4082	acct	34	24	10	0	0	11	9	5	0	6	1	0	2	3
			1991	1550	358	81	63	335	145	44	15	93	20	10	36	72

Note: B = African-American, H = Hispanic, NA = Native American, A = Asian
 **Unknowns not shown.

FD.3 Faculty Development, Promotion, Retention and Renewal

FD.3.a:

Processes should be in place to determine appropriate teaching assignments and service workloads, to guide and mentor faculty, and to provide adequate support for activities that implement the School's Mission.

Faculty Workloads

In general, SOM tenured and tenure-track faculty member teach two courses per semester. Currently, senior lectures typically have a nine-hour workload each semester, which is equivalent to a three course load. The SOM workload policy is detailed in Vol. II, Appendix FD6.

Area Coordinators, in consultation with each member of the Area faculty, make teaching assignments that take advantage of each faculty member's research expertise as well as previous business and consulting experiences. Consistent with the requirements of the curriculum each the area offers, teaching assignments are intended to achieve economies of scale in the delivery of instruction whenever possible.

The workload of tenured/tenure-track faculty and senior lecturers is affected by (a) number of yearly course preparations, (b) course development, and (c) thesis and dissertation supervision. To ensure that teaching effectiveness is not diminished by excessive course preparation, course development, or thesis and dissertation supervision, the Area Coordinators meet with Area faculty each year to discuss instances in which the above mentioned factors have combined to constitute an excessive teaching workload. Based on the recommendations of the Area Coordinator, the Associate Dean for Administration may make recommendations to the Dean that such contributions be compensated in the form of workload reductions.

The Dean in consultation with the Associate Dean for Administration makes faculty service assignments at the beginning of each academic year. Service assignments include membership in standing faculty committees as well as other administrative assignments. In general, time consuming administrative assignments and committee chairs are assigned to senior faculty. Junior faculty are usually assigned to one or more committees, in order to assure that all faculty understand and have input into the workings of standing committees.

Faculty Development

All SOM faculty are required to submit a career development plan to the Dean every three years. Each faculty member's career development includes a detailed discussion of the faculty member's contributions to teaching, research, and service. In

addition, the faculty member is responsible for proposing future workload contributions to teaching, research and service. Each faculty member is required to meet with the Dean to review the consistency of individual goals and objectives with the SOM's Mission. Faculty members are also required to submit an annual activity report to the Dean's office. Each faculty member meets individually with the Dean each year to review the faculty member's contributions to teaching, research, and service. The Dean considers the faculty career plans in balancing overall faculty needs to achieve the School's Mission.

Junior faculty development is enhanced by a one course reduction in the normal teaching load during a faculty member's first year at UTD. The reduction is intended to assist new faculty in providing high quality instruction. Faculty members may receive additional course reductions as compensation for course development in excess of normal expectations.

All teaching assistants are required to attend a two-day seminar on effective teaching sponsored by the Office of the Graduate Dean. Prior to receiving classroom teaching assignments, SOM doctoral students gain valuable teaching experience by working as teaching assistants, interacting with students both directly and indirectly by providing one-on-one tutoring, assisting faculty in the development of classroom teaching materials, and occasionally serving as a guest lecturer on a topic that has been scripted in cooperation with a faculty mentor. Doctoral students who are given classroom teaching assignments work closely with one or more Area faculty to ensure that curriculum content, examination procedures, and delivery of instruction are of high quality.

Periodic Area meetings (at least once per year) facilitate the development of SOM faculty by reviewing the basic structure of the area's curriculum and the currency of the textbooks and materials used in the courses staffed by the Area. Although the teaching materials selected by SOM faculty are in most instances current, these periodic reviews serve to accelerate the rate at which the most recent materials and ideas within the field are incorporated into the curriculum. Further, these meetings provide a forum for the area to provide guidance to lecturers and more junior faculty with respect to both course content and the appropriate teaching materials.

The development of senior faculty is enhanced by faculty development leaves sponsored by the Office of the University Provost. This is discussed in FD.3.c.

Faculty Support

The SOM encourages and supports high quality instruction by making three annual awards for excellence in teaching. Prior to 1999-2000 one award was given to a tenure-track faculty, one to a senior lecturer and one to a doctoral student for outstanding teaching. In 1999-2000 onwards, the teaching committee decided to give one award each for outstanding teaching in the undergraduate program, one in the graduate program and one award for outstanding teaching by a doctoral student. The SOM Committee on

Teaching solicits nominations from both students and faculty for these awards each year. Award recipients receive both a monetary award and public recognition. A list of recipients of this award can be found in Vol. II, Appendix FD7. Excellence in teaching is also supported by the UT System through the annual Chancellor's Award for Excellence in Teaching.

Use of technology in the classroom is supported both by specially equipped classrooms located throughout UTD and by mobile projection systems available from UTD Media Services. Furthermore, the UTD media services projectors are supplemented with eight projectors controlled by the SOM for the exclusive use of SOM faculty. These systems may be used in conjunction with either a faculty member's laptop computers or with laptop computers available to faculty from the SOM technology support office.

The School also supports software purchases for classroom use. In addition to Microsoft Office Suite, the computer lab currently supports special purpose software used in various classes. Table FD 9 provides a list of software in place in the SOM computer lab.

Table FD9 – Specialized Software in SOM Computer Lab

MS Visual Studio
BrainMaker
MS FrontPage 2000
Sun JDK
MS Visual J++
SAP
SPSS
SAS
Oracle 8i
MS SQL Server 2000
Pixo Internet Microbrowser
Adobe Acrobat
InSource Express RS
Visable Analyst
Nokia WAP Toolkit
UP SOK 4.1
MS Mobile Explorer Emulator v 2.01
WebCT

The SOM computer lab located on the fourth floor of the Jonsson building is equipped with thirty computers, printers, as well as any software that is used extensively in courses offered by the SOM. This lab can be reserved by instructors to demonstrate software and computer applications to their classes. The computer lab, which is always staffed by one or more teaching assistants, is usually available to students for over 80 hours each week. Additional computer facilities are available to all students in UTD's McDermott Library.

The SOM, as part of its continuous improvements activity, has significantly enhanced its infrastructure to support faculty and students. Three new positions were created and filled to support the Schools information technology initiatives. These are Information Technology Manager, Distance learning specialist and a Webmaster. Furthermore, training sessions to familiarize faculty with Web and distance learning techniques have been and will continue to be conducted.

In addition to instructional support, the SOM provides research support for faculty. This is discussed in more detail in FD.3.c.

FD.3.b:

A formal, periodic review process should exist for reappointment, promotion, and tenure decisions that produces results consistent with the School's Mission and objectives. Within the total criteria used for evaluation, attention should be given to course development, effective teaching, and instructional innovations.

Formal, periodic reviews are conducted annually for all faculty members in conformance with the SOM guidelines. All faculty are required to provide Annual Reports and updated vita to UTD and the SOM. The reports discuss the teaching, research, and service contributions of the faculty member. They also indicate the participation in various degree programs. Faculty report items such as innovations in pedagogy, teaching awards, new course preparations, as well as journal and book publications. The review is consistent with the SOM's Mission and objectives. The Dean meets annually with each individual faculty member to discuss the general assessment of the faculty member's performance.

Untenured faculty usually have a six-year tenure clock with a three-year interim review. A faculty member can ask to have the decision made prior to the three- or six-year term. The three-year review is very significant and follows the same rules used in the tenure process, except that outside letters are not required. This provides useful feedback for assistant professors, both in terms of what to expect during the tenure review and also in providing information about the strengths and weaknesses of their record. This allows faculty to take appropriate actions to improve their chances for tenure.

The SOM Personnel Review Committee (PRC) reviews tenured Associate Professors for promotion and makes a recommendation. Faculty members have the right to disregard the decision of this committee.

All Schools at UTD, including the SOM, have their own guidelines for promotion and tenure, in conformance with UTD guidelines, as found in Vol. II, Appendix FD8. First, an ad hoc committee is created, consisting of four tenured SOM faculty, usually from the candidate's Area, plus one faculty from another UTD School. This committee requests the candidate to suggest names of outside reviewers after creating its own list of potential reviewers. Both lists are merged and outside reviewers are solicited to write

letters assessing the candidate's research. It is required that at least five outside letters be received, although it is more common to have approximately ten outside letters. The Texas Open Records Act makes it somewhat more difficult to obtain these letters than would otherwise be the case. SOM faculty are also encouraged to write letters assessing the candidate's performance.

The ad hoc committee examines the candidate's teaching, service and research record. Members of the committee usually observe classroom teaching to gain additional insight into the teaching component as well as examine course syllabi. The committee reads the articles suggested by the candidate as most informative as well as the outside letters and writes a report of its findings. On completing its report, the ad hoc committee requests the Associate Dean for Administration to call a meeting of all above- ranked SOM faculty to discuss and vote on the candidate's promotion and/or tenure. This vote provides input into the Dean's decision-making process, but it does not bind him in any way.

The Dean studies the findings provided by the ad hoc committee and the faculty meeting and makes his own recommendation to the Provost. An additional UTD Committee, the Committee on Qualifications (CQ), provides its opinion on the case and also makes a recommendation to the Provost. The Provost then makes his recommendation to the President, with whom, for all practical purposes, the final decision rests.

Table FD10 below provides information on recent promotion, tenure and 3rd year reviews.

Table FD10 - Promotion and Tenure Table			
Successful Promotion and Tenure Cases			
	<u>Tenure</u>	<u>3 Year Review</u>	<u>Promotion to Full</u>
95-96	0 of 1	3 of 3	
96-97	1 of 1		
97-98	1 of 1	2 of 2	
98-99	1 of 1	3 of 3	1 of 2
99-00		2 of 2	
00-01	2 of 2	6 of 6	2 of 3

FD.3.c:

The School should support continuing faculty intellectual development and renewal.

The SOM provides significant levels of support and rewards for its faculty's intellectual development and renewal. These include, but are not limited to, salary increases, summer research grants, research accounts, outside speakers, awards, and paid leaves.

Every full-time faculty member is given a spending account, known as a "M-account", to be used for the purposes of intellectual development and renewal. It is expected that these monies are to be used to attend conferences, subscribe to journals, pay submission fees to journals, and support other scholarly or teaching enhancement activities. In the academic year 1999-2000 M-account expenditures were more than \$176,900: for the 2000-2001 academic year, \$190,860 was budgeted for M-accounts. Currently M-accounts average \$4,025 for tenure track faculty member and about \$2,328 for senior lecturers and visiting faculty. The M-account is not used for telephone or photocopying charges, which the School pays for separately. In reality, many faculty are allowed to spend more than their original allocation if an event arises that provides significant intellectual rewards to the faculty but would otherwise cause the faculty to overrun their budget. In academic year 1999-2000, for example, such allowed overruns amounted to approximately \$28,000. M-accounts are primarily funded out of private SOM funds.

Summer research support is available to all tenured and tenure track faculty members regardless of rank. Professors holding named chairs or professorships receive support as a part of their chair or professorship. New faculty hires are often eligible to apply to the School for summer grants. In the summer of 2000, total summer salary research support was \$764,564. Of the 43 eligible faculty members, only six did not receive summer support for research. Twenty-two faculty members received two months, nine faculty members received one month and six faculty members received three months of summer research support.

Table FD11 – Intellectual Development Support

	<u>98-99</u>	<u>99-00</u>	<u>00-01</u>
Summer Salary Research Support	\$ 696,895	\$ 764,564	\$ 923,457
M-Accounts	\$ 149,844	\$ 176,900	\$ 199,960
Total	\$ 846,739	\$ 941,464	\$ 1,123,417

UTD awards Special Faculty Development leaves to encourage professional growth. These awards provide full support for one semester, or 3/4 of normal pay for the full academic year. UTD has been very supportive of the SOM with respect to these leaves, granting most SOM requests. There was one leave in 00-01, two in 99-00, three in 98-99 and four in 97-98. This results in approximately \$500,000 support from the University.

The SOM also recognizes excellence in teaching by awarding teaching awards. Furthermore, the SOM has been providing \$7,500 per course in course development support for developing online courses.

Faculty are provided with up-to-date computer equipment, databases, teaching assistant (TA) support, secretarial support, as described elsewhere, to help them in their intellectual development.

The SOM also supports research presentations by faculty from other universities. Each area has a seminar series in which the presentations take place. Since 1996 more than 200 researchers have presented papers at the SOM. Vol. II, Appendix FD9 provides a listing of the speakers that have visited UTD in the last five years.

FD.3.d:

The School should support faculty participation in academic and professional organizations.

Active faculty participation in academic and professional organizations is encouraged and rewarded as part of the annual performance evaluation process. The particular organization in which individual faculty members participate is consistent with their career goals and the SOM's Mission. In particular, one of the purposes of the M-account funds, described above, is to support these types of activities. In 1999-00 the SOM spent over \$100,000 for memberships in various organizations and for attendance at various conferences. Details can be found in Vol. II, Appendix FD10. Many SOM faculty members are active participants in academic organizations and contribute to the enhancement of the organization in a variety of ways. Typical activities that SOM faculty engage in academic organizations include service on the editorial board of academic journals, service as leaders in academic organizations, and service on the program committee of conferences/workshops.

SOM faculty hold editorial positions in leading academic journals including: *Administrative Science Quarterly, Advances in Management Accounting, Decision Support Systems, Economics Review, INFOR, Canadian Journal of IS and Operations Research, Information Systems Research, Information Technology and Management, International Journal of Accounting Studies, Journal of Database Management, Journal of Int'l Business Studies, Journal of Marketing Research, Journal of Operations Management, Journal of Business Economics and Statistics, Management Science, Managerial and Decision Economics, Marketing Science, Operations Research and Telecommunications Systems*. Table FD12 below provides a summary of the Editorial positions held by SOM faculty.

<u>Area</u>	<u>96/97</u>	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>	<u>00/01</u>
<i>Accounting</i>	0	8	8	8	11
<i>Finance</i>	1	1	3	4	
<i>Marketing</i>	2	2	3	2	4
<i>MSIS</i>	6	6	7	14	16
<i>OSIM</i>	1	6	7	8	5
Total	10	23	28	36	36

SOM faculty are actively engaged in organizing programs, conferences and symposiums for various leading academic organizations. A sample of such programs and

conferences organized, in which at least one SOM faculty member was part of the leadership team, include *Academy of Management*, *INFORMS Conferences*, *Int'l Conference on Telecommunication Systems*, *INFORMS Society on Information Systems*, *WITS Conferences* and *Workshop on Information Systems and Economics (WISE)*. A summary of such leadership roles in organizing conferences is provided below.

<u>Area</u>	<u>96/97</u>	<u>97/98</u>	<u>98/99</u>	<u>99/00</u>	<u>00/01</u>
Accounting	1	1	2	9	3
Finance				2	1
Marketing	1		1	1	
MSIS	2	8	6	9	10
OSIM	2	3	8	9	6
Total	6	12	17	30	20

Details of these activities are provided in Vol. II, Appendix FD11.

Participation in these organizations raises the visibility of the School in academic circles and the business world. This is consistent with the SOM's Mission regarding research and degree programs.

FD.3.e:

The School should have clear policies concerning outside faculty activities, both paid and unpaid, consistent with the School's Mission and with other institutional policies.

UTD policy on Outside Employment (UTD Policy memorandum 79-I.-29, see Vol. II, Appendix FD12) requires that faculty notify and receive approval from the President or the President's designee regarding outside employment. Outside employment in addition to normal UT institution employment, is considered an overload, and must not interfere with the individual's full-time obligations to the institution. Paid consulting jobs are usually limited to one day per week with the proviso that the faculty still performs full-time duties for the University.

FD.4 Faculty Size, Composition and Deployment

FD.4.a:

The School should maintain a full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

Although the faculty has been growing rapidly, the SOM has largely eschewed the choice of readily available part-time lecturers in favor of a base of full-time faculty available to help students on a regular basis. Doctoral students have only recently been

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put into the classroom, and then only when they are considered capable of doing a good job. These choices to limit the use of part-time faculty are reflected in the Tables FD14 and 15. The increased faculty size of 69 full time faculty should reduce the dislocation that can occur when unanticipated vacancies occurs in an Area.

FD.4.b:

The deployment of faculty resources should reflect the School's Mission and degree programs. Students in all programs, majors, areas of emphasis, and locations should have the opportunity to receive instruction from appropriately qualified faculty.

The SOM ensures broad participation of its faculty in all its programs. Almost all faculty teach in both undergraduate and graduate programs. Executive program is usually staffed by senior faculty on an overload basis. Doctoral courses are taught only by qualified faculty (See FD5) who are research active and productive. The SOM has consistently maintained more than the minimum full-time equivalent (MFTE) faculty required by AACSB accreditation standards.

Table FD14 – FTE Data for Spring 2000

<u>AACSB Requirement</u>	<u>Critical Value</u>		<u>Actual Value</u>	<u>Requirement Met?</u>
UG-MFTE	UG SCH/400	27.28		
Graduate-MFTE	G SCH/300	36.80		
Minimum FTE Faculty	MFTE=	64.08	75.5	
Full-time Faculty	MFTE x 75%	48.06	66	YES
Academically Qualified Faculty	MFTE x 60%	38.45	60	YES
Academically and Professionally Qualified Faculty	MFTE x 90%	57.67	71.5	YES
Academically Qualified Faculty with no Doctorate	MFTE x 10%	6.41	3	YES

Table FD15 – FTE Data for Fall 2000

<u>AACSB Requirement</u>	<u>Critical Value</u>		<u>Actual Value</u>	<u>Requirement Met?</u>
UG-MFTE	UG SCH/400	32.14		
Graduate-MFTE	G SCH/300	37.44		
Minimum FTE Faculty	MFTE=	69.58	80.1	YES
Full-time Faculty	MFTE x 75%	52.19	69	YES
Academically Qualified Faculty	MFTE x 60%	41.75	63.5	YES
Academically and Professionally Qualified Faculty	MFTE x 90%	62.63	77.1	YES
Academically Qualified Faculty with no Doctorate	MFTE x 10%	6.96	3.5	YES

The following tables illustrate the distribution of full-time faculty members across teaching disciplines and programs. The School exceeds the AACSB requirement of at least 60% of student credit hours being taught by full-time faculty in each degree program. The tables below summarize the percentage of full-time faculty, by-area, by programs for the Spring 2000 and Fall 2000 semesters.

Table FD16 - Credit Hours, Spring 2000

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>	<u>% Full</u>
<i>ACCT</i>	3666	813	4479	81.8%
<i>BPS</i>	760	417	1177	64.6%
<i>FIN</i>	1662	54	1716	96.9%
<i>IMS</i>	1235	159	1394	88.6%
<i>MECO</i>	557	203	760	73.3%
<i>MIS</i>	5709	438	6147	92.9%
<i>MKT</i>	1237	726	1963	63.0%
<i>OB</i>	1993	167	2160	92.3%
<i>OPRE</i>	814	371	1185	68.7%
Grand Total	17633	3348	20981	84.0%
<i>U</i>	8732	2179	10911	80.0%
<i>G</i>	8901	1169	10070	88.4%
Grand Total	17633	3348	20981	84.0%

Table FD17 - Credit Hours, Fall 2000

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>	<u>% Full</u>
<i>ACCT</i>	4,837	261	5098	94.9%
<i>BPS</i>	1,324	252	1,576	84.0%
<i>FIN</i>	1,479	270	1,749	84.6%
<i>IMS</i>	1,187	114	1,301	91.2%
<i>MECO</i>	850	92	942	90.2%
<i>MIS</i>	6,309	1,434	7,743	81.5%
<i>MKT</i>	1,604	610	2,214	72.4%
<i>OB</i>	1,778	207	1,985	89.6%
<i>OPRE</i>	1,233	248	1,481	83.3%
<i>Grand Total</i>	20,601	3,488	24,089	85.5%
<i>U</i>	10,453	2,403	12,856	81.3%
<i>G</i>	10,148	1,085	11,233	90.3%
<i>Grand Total</i>	20,601	3,488	24,089	85.5%

FD.5 Faculty Qualifications

FD.5.a:

The faculty, in aggregate, should have sufficient academic or professional qualifications to accomplish the School's Mission.

The faculty meet the SOM's Mission by making intellectual contributions in five areas:

- 1) Fundamental scholarship that advances theory and practice. This work includes traditional basic research and applied research that defines new areas of practice and provides general frameworks that address a wide range of applications problems.
- 2) Applied scholarship focusing on practice issues. This type of work provides “how to” frameworks for skilled practitioners, uses demonstration cases to show how basic theories can be applied, and defines new areas of application for existing tools and techniques. Master’s theses, honors theses, and field projects of students for which faculty members act as guides and result in the completion of an applied research project are considered part of applied scholarship.
- 3) Pedagogical scholarship that provides guidance in program structures, course content, and delivery methods. This work guides pedagogy, and is not tools or cases.
- 4) Program designs that address the issues companies face in dealing with rapid change and the globalization of business activities. The School’s Mission emphasizes the formation of partnerships to improve management education and

practice. Consequently, one of the areas of intellectual contribution is the intellectual integration and creativity required to put together new educational programs.

- 5) Course materials that improve and advance the School's delivery of management education. This category includes cases, experiential learning tools, and novel combinations of multimedia and technology applications that enhance the learning process.

Faculty are classified as academically qualified for teaching in SOM's doctoral programs or the undergraduate and master's programs as long as they are actively making intellectual contributions over a moving five-year period. Teaching and mentoring Ph.D. students require a higher level of activity and demonstrated contributions in fundamental scholarship, academic leadership, and prior success in the preparation and placement of Ph.D. students. Qualification to teach Ph.D. courses and chair dissertations requires a higher level qualification as evidenced by a record of fundamental scholarship. Furthermore, only full-time tenure track faculty are eligible to teach in the doctoral program.

A rating scheme is used to classify faculty as being qualified to teach in the Doctoral or Graduate or Undergraduate programs. The rating scheme weights various dimensions of the intellectual contributions and publications (see Vol. II Appendix IC1). As discussed in the Intellectual Contributions Section, to be qualified to teach in the doctoral program, faculty should be regularly publishing in refereed journals. The next table summarizes the number of full-time and part-time faculty in the School of Management who fall into the six categories of AACSB faculty qualifications (see Vol. II, Appendix FD13 for supporting data):

- Doctoral degree in an area in which the individual teaches and is academically qualified as per our categorization (AQD1)
- Doctoral degree in a business field, but primary teaching responsibility in a business field not in the area of academic preparation (AQD2)
- Doctoral degree outside business but primary teaching responsibilities that incorporate area of academic preparation (AQD3)
- Doctoral degree outside business and primary teaching responsibilities that do not incorporate the area of academic preparations (AQD4)
- Academically qualified, including ABDs but no doctorate, (AQD5)
- Professionally qualified, no doctoral degree, but with relevant academic preparation and professional experience (PQ)
- Some faculty may be both academically and professionally qualified. It should be noted that the various classifications do not reflect a hierarchy, but rather allow

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the School to deploy the faculty resources consistent with the objectives of the degree program.

As part of the faculty performance evaluation process SOM collects information on scholarly activities on various dimensions, in a format from which a complete database has been created for all individual faculty scholarly activities over the past five-year period. This database will be updated on an ongoing basis to maintain a record of each faculty member's scholarly activities over a five year period.

This database is available for inspection. A summary of the Academically and Professionally Qualified categories is provided in the table below and has been created using the database. Appendix FD13 in Volume II provides the categorization of faculty into the above categories.

Table FD18 - Spring 2000

	<u>Accounting</u>		<u>Finance</u>		<u>MSIS</u>		<u>Marketing</u>		<u>OSIM</u>		<u>Grand Total</u>
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<i>AQD1</i>	11		10		15		5		14		55
<i>AQD2</i>					2						2
<i>AQD3</i>											0
<i>AQD4</i>											0
<i>AQD5</i>						.5	1		1.5		3
<i>PQ</i>	1	2.3		1.3	1	3		.6	1	1.3	11.5
<i>Total AQ & PQ</i>	12	2.3	10	1.3	18	3.5	6	.6	16.5	1.3	71.5

Table FD19 - Fall 2000

	<u>Accounting</u>		<u>Finance</u>		<u>MSIS</u>		<u>Marketing</u>		<u>OSIM</u>		<u>Grand Total</u>
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<i>AQD1</i>	12		9		18		6		15		60
<i>AQD2</i>											
<i>AQD3</i>											
<i>AQD4</i>											
<i>AQD5</i>						1			1	1.5	3.5
<i>PQ</i>	3	1.6		1	2	3.3		1		1.7	13.6
<i>Total AQ & PQ</i>	15	1.6	9	1	20	4.3	6	1	16	3.1	77.1

In summary for Fall 2000:

- 90% of the full time faculty held doctorates in business and are academically qualified based on the established criteria. Two faculty members do not meet the criteria established; however, their primary function is administration and their teaching duties are minimal.
- The proportion of academically qualified full time faculty without a doctorate is about 4%.
- Several part-time faculty members hold a doctorate degree but, based on established criteria, they have been classified as PQ.
- 97% of both full-time and part-time faculty are academically or professionally qualified.
- Professionally qualified personnel are hired because of their specialized experience, coupled with relevant academic preparation and relevant professional certifications.

A summary of our continuous improvement activities is provided in Table FD20.

Table FD20 – Summary of Continuous Improvement Activities Related to Faculty Composition and Development			
Assessment Approach	Identified Problem	Action	Outcome
Faculty Input	Lack of Faculty Evaluation Policy	Instituted an Evaluation Policy - requires faculty to submit career plans and annual evaluations - April, 1998	Faculty have a better understanding of how they are being evaluated as well as expectations, recent EBI faculty survey indicates that SOM faculty ranked 1 on satisfaction amongst Select 6
Faculty Evaluations	Lack of research support in summer	Faculty submit proposals for summer support, faculty active in research have been consistently funded for	Better morale, improved research productivity, 120 papers under review for 99-00 and 130 working papers listed

		summer - Plan initiated in May 1996	(may overlap with papers under review) Survey indicates UTD ranked 1 amongst Select 6
Faculty input	Lack of Orientation for new faculty	Initiated a SOM orientation program for new faculty - Fall 1998	New faculty have a better understanding of School policies able to fit in quicker
Area assessment of teaching and research needs	Enrollments increasing need to hire faculty, lack of senior faculty in some areas	Faculty recruitment efforts in all areas - continuous	Faculty growth from 48 in 96 to 69 in 2000 a net increase of 44%
Faculty input	Compensation scheme did not include market adjustments	Instituted Compensation Scheme that includes Market adjustments - initiated in May 1997 went into effect academic year 97/98	Faculty morale improved, facilitates retention and hiring of faculty. Faculty survey, UTD ranked 1 in salary and promotion and tenure satisfaction amongst Select 6
Faculty input	Lack of Research Support	Instituted M-accounts and speaker series - initiated in May 1997 went into effect academic year 97/98	Faculty research productivity improved, UTD ranked 1 amongst Select 6 in EBI faculty survey on faculty satisfaction on faculty support and

			development support
Faculty input	Lack of IT help desk support	Hired Two IT professionals, one for IT help desk and other to facilitate Online Teaching support - January and February 2000	Faculty satisfaction with Computer support high. Survey again indicates, satisfaction ranked 1 amongst Select 6
IT survey	Response time high and no feedback on help desk calls	Help desk administrative assistant position approved and hired - May 2001	Performance being evaluated

CHAPTER 4 CURRICULUM CONTENT AND EVALUATION

Students are critical stakeholders in the SOM educational process. The School recognizes this important customer segment by serving them through an innovative curriculum. The extent of the School's responsiveness is reflected in the manner in which the School differentiates students and evaluates their ability to provide services to another important customer, the business community. Responsiveness is further demonstrated in the processes and content of curriculum and the means of its delivery. To that end, the School provides degree and non-degree programs that are consistent with the SOM Mission. These programs are reviewed frequently and critically in order to assure their continuous improvement.

C.1 Curriculum Content

The SOM offers its students an educational experience that prepares them to excel in an increasingly competitive and diverse environment. The curriculum, reflecting the environment is in a perpetual state of change, ever responsive to the current and future needs of the business community.

C.1.1:

Perspectives: Undergraduate and MBA- - Both undergraduate and MBA curricula should provide an understanding of perspectives that form the context for business. Coverage should include: ethical and global issues; the influence of political, social, legal and regulatory, environmental and technological issues; and the impact of demographic diversity on organizations.

Undergraduate

The Core Curriculum is intended to ensure that all students earning a bachelor's degree at UTD are broadly educated and have demonstrated mastery of essential fundamental concepts and skills deemed to be essential for a well-rounded higher education. Because the Core Curriculum is required of all students at UTD, the Core Curriculum is the "property" of the University faculty as a whole and the faculty governance organization that is charged with overseeing its implementation. [*Core Curriculum Guiding Assumptions and Recommendations 3/3/99*] The UTD Core Curriculum is composed of 40 hours in the following areas: Communication, Mathematics and Quantitative Methods, Natural Science, Humanities and Fine Arts, and Social and Behavioral Sciences. The Social and Behavioral Sciences portion is 15 hours and includes U.S. and Texas History, U. S. and Texas Government and Politics, and an elective. American Government covers the idea of constitutional government, the rise of the welfare state, the regulatory process, and U.S. foreign policy. The one elective can be an introductory- or foundation-level treatment of any one of combination of topic areas dealing with the scientific inquiry of human behavior and social systems at the level of

individual, groups, societies, political systems, economic systems, management systems or cultures.

Summaries are presented in Tables C1 and C2 of the AACSB perspectives coverage in SOM's Undergraduate and MBA programs.

MBA

The MBA Program provides coverage of the perspectives in 27 core hours which emphasize ethical and global issues, influence of political, social, legal and regulatory, environmental, technological issues, and diversity issues.

Table C2 provides details of coverage of these perspectives in the core courses.

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AACSB PERSPECTIVES COVERAGE IN UTD U/G CORE COURSES

Table C1 - AACSB Perspectives Addressed

<u>UTD Core Course #</u>	<u>Hrs</u>	<u>Course Title</u>	<u>Ethical Issues</u>	<u>Global Issues</u>	<u>Political Issues</u>	<u>Legal & Regulatory Issues</u>	<u>Environmental & Technology Issues</u>	<u>Demographic Diversity</u>
BA 2301	3	Business & Public Law	X	X	X	X	X	
ACCT 2301	3	Principles of Acct. I	X	X		X		
ACCT 2302	3	Principles of Acct. II	X	X			X	X
BA 3341	3	Business Finance	X	X		X		X
BA 3351	3	Intro to Management Info	X	X				
BA 3352	3	Production Management	X	X	X	X	X	
BA 3361	3	Organizational Behavior	X	X	X	X	X	X
BA 3365	3	Marketing Management	X	X		X	X	
BA 4371	3	International Business	X	X	X	X		X
BA 4305	3	Social & Political Environment of Business	X	X	X	X	X	X

AACSB PERSPECTIVES COVERAGE IN UTD MBA CORE COURSES

Table C2 - AACSB Perspectives Addressed

<u>UTD MBA Course #</u>	<u>Hrs</u>	<u>Course Title</u>	<u>Ethical Issues</u>	<u>Global Issues</u>	<u>Political Issues</u>	<u>Legal & Regulatory Issues</u>	<u>Environmental & Technology Issues</u>	<u>Demographic Diversity</u>
ACCT 6305	3	Accounting for Managers	X	X		X	X	
BPS 6201	2	Social and Political Environment of Business	X	X	X	X	X	X
BPS 6210	2	Strategic Planning	X	X	X	X	X	X
FIN 6301	3	Financial Management		X		X		
MECO 6201	2	Business Economics	X	X	X	X	X	X
IMS 5200	2	Global Economy	X	X	X	X	X	X
MKT 6301	3	Introduction to Marketing	X	X		X	X	X
OPRE 6201	2	Introduction to Operations		X				
OPRE 6210	2	Operations Management	X	X		X	X	
OB 6301	3	Introduction to Organizational Behavior	X	X				X

These topics are also covered in other UTD core courses and electives. In addition to the above 24 hours of UTD core courses all students take an additional three hours of UTD core and 21 hours of electives.

C.1.2 Undergraduate

C.1.2.a:

Each undergraduate curriculum should have a general education requirement that normally comprises at least 50% of a student's four-year program.

Table C3 – General Education Requirement				
	<u>B.S. Business</u>	<u>B.S. Business Finance Concentration</u>	<u>B.S. Business M.I.S. Concentration</u>	<u>B.S. Accounting</u>
<i>General Education Core</i>	40 hours	40 hours	40 hours	40 hours
<i>Business Preparatory Courses</i>	6 hours (Macro, micro, linear algebra)	6 hours (Macro, micro, linear algebra)	6 hours (Macro, micro, linear algebra)	6 hours (Macro, micro, linear algebra)
<i>Major Core Courses</i>	3 hours (Statistics)	3 hours (Statistics)	3 hours (Statistics)	3 hours (Statistics)
<i>*General Electives</i>	25 hours	21 hours	15 hours	12 hours
Total	60 – 74	60 – 70	60 – 64	60 – 61

*Of these, eleven hours must be taken outside the SOM.

The requirements for an undergraduate degree at UTD are 120 semester hours. Table C3 above indicates that the SOM meets the 50% criterion.

C.1.2.b:

The curriculum should include foundation knowledge for business in the following areas: Accounting, Behavioral Science, Economics, and Mathematics and Statistics.

Accounting: Required foundation courses are Introductory Financial Accounting and Introductory Cost Management. (6 hours)

Behavioral Sciences: A social and behavior science elective is required in the University Core Curriculum. (3 hours). In addition, all business majors are required to take Organizational Behavior and a Capstone policy course, both of which include coverage of diversity topics and discussions of ethical dilemmas.

Economics: Required foundation courses are Macroeconomics and Microeconomics. (6 hours)

Mathematics and Statistics: Required courses are Applied Calculus I and II; Matrices, Vectors and Linear Programming; and Probability and Statistics. (12 hours)

C.1.2.c:

The business curriculum should include written and oral communication as an important characteristic.

The Fall 2000 Core Curriculum requires six hours of Rhetoric. The SOM fulfills this requirement with a three-hour lower-division Rhetoric course. This course presents an integrated approach to writing, reading, and critical thinking by developing the grammatical, logical, and rhetorical skills necessary for university writing. All classes work in a computerized learning environment. Students are taught basic computer literacy and submit all work electronically and on paper. The other three hours are satisfied with a course that meets the advanced writing requirement. Two courses in the SOM satisfy this requirement: BA 4305 Social and Political Environment of Business or BA 4309 Regulation of Business. The advanced writing requirement is met by a course that requires one major paper or several shorter papers. The student receive several iterations of grading on the paper(s). Table C4 summarizes the coverage of the skills in core courses in the undergraduate program.

Table C4 - AACSB Skills Addressed

<u>UTD Core Course #</u>	<u>HRs</u>	<u>Course Title</u>	<u>Written</u>	<u>Oral</u>	<u>Quantitative</u>	<u>Computer</u>
BA 2301	3	Business & Public Law				
ACCT 2301	3	Principles of Acct. I	X		X	X
ACCT 2302	3	Principles of Acct. II			X	X
BA 3341	3	Business Finance			X	X
BA 3351	3	Intro to Management Info	X	X	X	X
BA 3352	3	Production Management	X		X	X
BA 3361	3	Organizational Behavior	X	X		
BA 3365	3	Marketing Management	X	X	X	X
BA 4371	3	International Business	X	X	X	X
BA 4305	3	Social & Political Environment of Business	X	X		X
TOTAL	27					

C.1.2.d:

The School should state additional requirements for completion of the undergraduate business degree consistent with its Mission. Majors or specializations should be consistent with the institutional mission and the availability of resources.

The SOM offers two undergraduate degrees: a B.S. in Business Administration and a B.S. in Accounting. Within the Business Administration degree, we offer concentrations in Finance and Management Information Systems as well as a general study option in Business Administration. All three concentrations rely on similar degree plans but the Finance and MIS concentrations offer 15 hours of a concentration rather than 15 hours of breadth courses. A concentration gives the student the opportunity to gain depth and expertise in an area.

The Accounting Program provides a curriculum with a strong information technology emphasis. In addition, the curriculum features a significant exposure to organizational cost management and control, business process evaluation, financial planning and organizational cash flow, and applications of value chain analysis to accounting/business situations. There is also an emphasis on the use of analytical methods, written and oral communications, decision making and critical thinking. The curriculum and its component courses are continuously monitored to respond to emerging trends in business and accounting.

Information on the programs is found on the SOM Web site at <http://cyclops.utdallas.edu/som/programs.htm>.

When the Advising Office receives a file on a transfer student, a degree plan is prepared outlining what courses remain to be taken as prerequisites for the SOM courses. [See Degree Plans in Vol. II, Appendix C1.]

C.1.2.e:

The School should require that at least 50 percent of the business credit hours required for the business degree be earned at the degree-awarding institution.

To graduate with a baccalaureate degree from UTD, students must complete and receive credit for:

- at least 25% of the total semester credit hours required for a degree and 50 % of the upper-division business credit hours at UTD; and,
- at least 24 of the last 30 semester hours needed for a bachelor's degree at UTD.

The 50 percent rule is restated in the SOM section of the catalog. Also note that 50 percent of the upper-division business credit hours must be taken at UTD.

Fast Track: Qualified seniors in the SOM may take up to 12 hours of graduate courses in Management that would apply towards the MBA degree and up to 9 hours of graduate courses in Accounting that would apply to the M.S. in Accounting degree. Admission to the Fast-Track programs requires an overall GPA of 3.0, senior status and approval from the student's advisor.

Non-degree seeking: A non-degree student is an undergraduate who does not intend to seek a degree at UTD, but who wishes to take courses for credit. Non-degree students must meet all requirements for admission. In order to continue enrollment beyond one semester, non-degree students are bound by the same scholastic standards as regularly enrolled degree-seeking students.

This information is described in detail in the Undergraduate Catalog of the University. See Table C3 for details of how the 50 percent requirement is met.

C.1.3: MBA and Other General Management Master's Programs

C.1.3.a:

The curriculum should include instruction in the following core areas: financial reporting, analysis and markets, domestic and global economic environments of organizations, creation and distribution of goods and services, and human behavior in organizations. Normally, these MBA core areas should require a minimum of 18 semester hours if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level.

As stated in the Graduate Catalog the Core Curriculum of the MBA degree requires instruction in financial reporting, capital markets and analysis, global and domestic analysis, marketing of goods and services and the human behavior in organizations. The MBA common Core consists of 27 semester hours with 11 specific courses -- six 2-credit hours and five 3-credit hours.

Many courses cover more than one topic, but the primary topic of each course is listed below. Specifically, ACCT 6305 covers cash flow analysis and financial statements; FIN 6301 covers control and analysis of firms financing, cost of capital, and financial markets; MECO 6201 covers analysis of economic markets and analysis of regulations; IMS 5200 covers the international economic environment; BPS 6201 covers overall political and regulatory environment of business; OPRE 6260 covers planning and control of production; MKT 6301 covers promotion and distribution of products; and MECO 6201 covers costs of production and OPRE 6201 covers techniques for controlling production; and OB 6301, BPS 6210, BPS 6201 cover behavior in organizations.

Please refer to Vol. II, Appendix C2 for a complete description of how course waivers and transfer credits may be given to students accepted into the Masters programs. Waivers of courses can be given by the Masters Program Director upon evaluation of evidence of previous coursework with a grade of B or better. This applies

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to both undergraduate and graduate coursework. Transfers of credits may be given for graduate work taken at accredited universities with a grade of B or better. Up to 15 hours of coursework from other universities may be waived/transferred to the MBA and MS degree programs.

AACSB CORE COVERAGE BY TOPICS IN UTD MBA CORE COURSES

Table C5 - AACSB Core Topics Covered								
<u>UTD MBA Core Course #</u>	<u>Hrs</u>	<u>Course Title</u>	<u>Financial Reporting</u>	<u>Analysis & Markets</u>	<u>Domestic Environment</u>	<u>Global Environment</u>	<u>Creation & Distribution of Goods</u>	<u>Human Behavior</u>
<i>ACCT 6305</i>	3	Accounting for Managers	X	X	X	X	X	X
<i>FIN 6301</i>	3	Financial Management		X	X			
<i>MECO 6201</i>	2	Business Economics		X	X			
<i>IMS 5200</i>	2	Global Economy		X		X		
<i>MKT 6301</i>	3	Introduction to Marketing Management		X			X	
<i>OPRE 6201</i>	2	Introduction to Operations Research		X			X	
<i>OB 6301</i>	3	Introduction to Organizational Behavior			X	X		X
<i>TOTAL</i>	18							

C.1.3.b:

The MBA curriculum normally should require a minimum of 30 semester hours beyond the MBA core areas (C.1.3.a). A minimum of 18 hours is required in courses outside the areas of specialization, if any.

Forty eight semester credit hours are required for the MBA degree. Beyond the core curriculum of 27 hours is a requirement of 21 semester credit hours for the regular MBA degree. Concentrations (also known as focus areas) are not allowed in excess of 12 semester credit hours in any single concentration of the MBA degree (see Vol. II, Appendix C3 for more details). The graduate Advising Office audits degree plans to ensure that students have followed these guidelines.

The Fast Track Option, which is available only to UTD undergraduates, allows students to waive graduate core courses if the student has taken the equivalent undergraduate course at UTD. A waiver means the student is still required to take a course in this area of the curriculum, but may substitute a higher level graduate course instead of the basic course.

C.1.3.c:

Basic skills in written and oral communications, quantitative analysis, and computer usage should be achieved either by prior experience and education, or as part of the MBA curriculum.

Prerequisites for all Graduate Programs in the SOM include knowledge of calculus, competency in personal computing, a bachelors degree from an accredited institution in the United States or its equivalent (see the Graduate Catalog) and a graduate test score--either GMAT or GRE. In particular, the assessment of written and oral communication skills are measured by the Verbal score on the Graduate test exam and a TOEFL score of at least 550 for foreign students entering UTD.

Other deficiencies can be corrected by taking and passing a designated course with a grade of B or better as specified in the Graduate Catalog. Also, basic skills in writing and oral communications, quantitative analysis and computer usage are required as part of the curricula of the Common Core courses (e.g. STAT 5311, OPRE 6201, FINA 6301).

For a summary of Graduate Admission requirements for both degree seeking and non-degree seeking applicants to the SOM graduate master's programs, see Vol. II, Appendix C4.

The Cohort MBA and the Executive MBA Program provide required classes in oral and written communication. The evening MBA Program has offered such classes but has not made them a requirement for graduation. The required Business Policy and Strategy (BPS 6201 and BPS 6210) classes require group presentations, written research reports, and in-depth research on business issues. These are summarized in Table C6.

Table C6 - AACSB Skills Addressed

<u>UTD MBA</u>	<u>Hrs</u>	<u>Course Title</u>	<u>Written</u>	<u>Oral</u>	<u>Quantitativ</u>	<u>Computer</u>
<u>Core Course #</u>					<u>e</u>	
<i>ACCT 6305</i>	3	Accounting for Managers	X	X	X	X
<i>BPS 6201</i>	2	Social and Political Environment of Business	X	X		X
<i>BPS 6210</i>	2	Strategic Planning	X	X	X	X
<i>FIN 6301</i>	3	Financial Management	X		X	X
<i>MECO 6201</i>	2	Business Economics	X	X	X	X
<i>IMS 5200</i>	2	Global Economy	X	X		X
<i>MKT 6301</i>	3	Introduction to Marketing Management	X	X	X	X
<i>OPRE 6201</i>	2	Introduction to Operations Research	X		X	X
<i>OPRE 6210</i>	2	Operations Management	X	X	X	X
<i>OB 6301</i>	3	Introduction to Organizational Behavior	X	X		X
<i>STAT 5311</i>	3	Applied Statistics for Management Science			X	X
TOTAL	27					

C.1.3.d:

Each School's curriculum planning process should set additional requirements consistent with its Mission and goals. The program should also allow adequate elective material for reasonable breadth.

Elective options for the regular MBA include Accounting, Finance, International Management, Management Information Systems, Managerial Economics, Marketing Management, Operations Management, and Organizations and Strategy. The Cohort MBA also requires core and elective courses in telecommunications and information technology.

Specific course requirements for the concentrations of the MBA program as well as other Masters degree programs are found in Vol. II, Appendix C5. Area faculty may test a new course on an experimental basis. If sufficient demand is deemed to exist for the course, the Masters Program Committee then votes on whether to add the new course to the inventory. If the vote favors adding the course, the SOM then requests permission from the UT systems to officially add the course to the list of approved courses.

The full-time Cohort MBA Program was created with the intent of weaving information age themes into the curriculum. Given the increasing importance of information and the Internet in the economy and the fact that UTD is surrounded by telecommunications firms, such courses should prove to be beneficial to the students.

The information age theme has been addressed in several ways. One has been by altering the content of two core courses, BPS 6201 and BPS 6210 to include more cases covering high-tech firms existing in an information environment. The theme also has been addressed by developing several specialized courses such as Economics of Information Goods, Internet Business Models, and The Information Age Enterprise.

C.1.3.e:

The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues.

The curriculum of the MBA degree integrates core areas and organizational issues in two ways. First, there are required integrative Core courses. These include a course in Strategy (BPS 6210), a course in Operations Strategies (OPRE 6260), an International Management course (IMS 5200) and a course in the Social and Political Environment of Business (BPS 6201).

Second, many of the business area courses apply cross-functional approaches. Some examples are: the heavy use of MIS in our accounting courses, the typical interweaving of material in our Accounting and Finance courses, the concern with technology in our economics, strategy, and MIS classes, and the concern with international issues and ethics in a number of our courses.

The Executive MBA Program requires several mandatory field projects that relates to functional areas of business. Each class as a whole, undertakes such a project.

C.1.4: Specialized Master's Programs

C.1.4.a:

Specialized master's programs should prepare students who seek specialized roles in business, management, and related professions.

In 1975, UTD began offering specialized Master's programs (MS) and a Master's program in International Management (MA). The MBA was not added until 1985 following ten years experience with highly focused management education. As a result, specialized Master's programs are still a major part of UTD's offerings.

The SOM offers specialized Masters programs in International Management (MA), Accounting (M.S.), and Management and Administrative Science (M.S.). This latter degree is an umbrella for specializations developed in response to the needs of business, particularly high-tech businesses.

UTD has a MS program focusing on various dimensions of Information Technologies that includes specialized courses in telecommunications, electronic commerce, networking, and information systems strategies. These concentrations serve individuals seeking positions emphasizing a high level of proficiency in information technology.

SOM's MS in Accounting is another high demand, specialized program serving individuals who are seeking the education necessary for successful careers in Public Accounting and Industry and to earn the Certified Public Accountant (CPA) designation. These individuals are highly recruited by large and small accounting firms, consulting firms, and corporations searching for individuals with expertise in business information system analysis, design and control, management accounting and taxation.

SOM's specialized program in International Management has been a second Master's program for individuals completing the MBA and desiring focused education in international business in preparation for international assignments or as part of working for a global company. This program has also served as a platform for offering SOM's distance programs, a delivery mode that has worked well for the global managers and executives of the Telecom Corridor.

Finally, SOM's Executive Programs have offered specialized, master's level education for individuals in Organization Development and Change Management, Program and Project Management and Medical Management. Students in these programs are sponsored by their companies. Many have MBA's or Engineering master's degrees, and some have Ph.D.s. They are attracted to these programs because they provide depth in an area where companies need high levels of professional skills and knowledge.

C.1.4.b:

Normally, each specialized master's program should require a minimum of thirty (30) semester hours, of which at least twelve (12) should be in the area of specialization.

Our MS degree programs require thirty six (36) hours, of which twenty four (24) are in a specialized area. The M.A. program has a core of nine (9) hours with fourteen (14) hours required in the area and thirteen (13) hours of electives.

C.1.5 Doctoral Programs

C.1.5:

The education of students in doctoral programs in business should include:

The acquisition of advanced knowledge in the student's area of specialization.

All SOM doctoral programs are geared to providing advanced knowledge in each student's specialized area. Each area has individualized classes and seminars that form the main body of the course work for doctoral students.

The SOM doctoral program in Management Science underwent extensive changes in the last few years as a result of deliberations within the Ph.D. Committee. To provide students in different areas a consistent and fundamentally sound research base, the SOM developed a larger set of core classes that all doctoral students are required to take. Students are also required to choose courses from a secondary core in order to obtain more depth in a specific area (see Vol. II Appendix C6 for full program details). The program is summarized next.

Research Classes for Ph.D. in Management Science

1. Basic Core, 7 courses: (Probability and Stochastic Processes Price Theory, Mathematical Statistics, Applied Programming Languages (SAS, Gauss, etc. offered in Summer), Econometrics and Multivariate Statistics, Optimal Control Theory, Teaching Practicum for Ph.D. students, offered in Summer or other convenient time).
 2. Secondary Core, 2 courses required out of the following 4 courses: (Game Theory, Advanced Econometrics, Deterministic O.R. Models, Stochastic O.R. Models).
 3. A menu of elective research methods with at least one course from: Statistics courses, Operations Research courses/Information Systems courses.
-

The International Management Studies Ph.D. Program is also available to all SOM students, but it has largely been pursued by students in the Organizational Strategy, and International Management (OSIM) Area. OSIM students are free to pursue the Management Science track if they prefer, but most gravitate to the behavioral research orientation of the International Management Studies (IMS) Ph.D. Program. The IMS Ph.D. Program's requirements are similar to those of the Management Science Ph.D., except that IMS Ph.D. focus is more on research tools than on mathematical modeling.

The IMS Ph.D. program has the following requirements (90 hours minimum):

- (1) Business Foundation Courses (minimum 12 hours)

These courses provide a foundation in basic business topics such as economics, marketing, finance and accounting. These courses may be waived for students with master's degrees in management in other academic backgrounds that provide an equivalent foundation.

(2) Ph.D. Core Courses (18 hours)

Organization Theory (OB 7300)
Organizational Behavior (MAS 8342)
International Management (IMS 7300)
International Business (IMS 8340)
Strategic Management I (BPS 7300)
Strategic Management II (MAS 8351)

(3) Advanced Seminars (9 hours)

Advanced seminars are offered in topics on organization theory, organizational behavior, strategic management and international management. These courses are an opportunity for students to explore areas of study in greater depth, to develop short-term research projects, and to develop working relationships with faculty members with a view towards research publications and the dissertation.

(4) Research Methods (15 hours)

Research Design (OB 7303)
Probability and Statistics (POEC 5313 or STAT 5311)*
Regression Analysis (POEC 5316 or STAT 5312)*
Econometrics (POEC 5331)*
Macro-Organizational Empirical Investigation (OB 7306)

Students are encouraged to take additional methods courses consistent with their research interests.

*Students desiring a methods sequence with a greater emphasis on mathematical statistics may substitute OPRE 6330 or STAT 5351, STAT 5352 and MECO 6320 for these three courses.

(5) Directed readings and independent research courses (21 Hours)

Students can take additional courses with selected faculty members to develop more specialized knowledge in areas of research interest before and after the comprehensive courses.

(6) Dissertation (minimum of 15 hours)

The Ph.D. degree is conferred when the dissertation is successfully defended.

All Ph.D. students must take a qualifying examination before advancing to candidacy. Students usually take this examination at the end of the second year of their program. Students then spend a year completing a dissertation proposal that is defended before a faculty committee and another year for completing the dissertation. It is also defended before a faculty committee supervised by a University-appointed defense chair.

▪ **The development of advanced research skills for the area of specialization**

The purpose of the common core in the Management Science track is to develop skills that will allow doctoral students to understand modern research and have the knowledge to create their own research. An examination of the courses reveals a heavy concentration of advanced research skills. The faculty who teach these course are well-known researchers who are schooled in these techniques.

Students in the IMS Ph.D. Program are typically empirical researchers rather than formal modelers. As a result their research needs tend to be tools rather than theory and derivations. Thus, the students enrolled in this program tend to take statistics and methods courses, which teach applications. The courses most frequently taken are POEC 5313-Policy Data Analysis I, POEC 5316-Policy Data Analysis II, POEC 5331-Econometrics, and POEC 6318-Structural Equation Modeling. However, IMS Ph.D. students frequently taken STAT 6347-Applied Time Series Analysis and STAT 6348-Applied Multivariate Analysis.

▪ **Explicit attention to the role of the area of specialization in managerial and organizational contexts**

A basic core of non-specialized classes is required for the doctoral degree in Management Science. These courses must consist of at least 12 hours in a minimum of three different fields of the type ordinarily taken by MBA students. In taking these courses doctoral students get a more general view of management education and an understanding of how their specialty field fits into the greater whole.

Organizational and managerial behavior research are core areas in the OSIM area, which is for all students currently pursuing the IMS Ph.D. Program. In addition, many students work on field-based projects with faculty, assist with classes dealing with managerial applications, and eventually teach undergraduate courses that deal with managerial and organizational implications.

▪ **Experiences that prepare the student for teaching responsibilities in higher education for those students who expect to enter teaching careers.**

All TA's are required to attend a two-day seminar under the auspices of the Graduate Dean. In addition, one of the new Research Core classes is essentially an 'apprenticeship' class taught under the supervision of a faculty member.

C.2 Curriculum Planning and Evaluation

C.2.1:

Curriculum Planning: The curriculum for each degree program should be the result of a curriculum planning process and should be consistent with the School's Mission.

The general procedures for curriculum and program review are provided in the *SOM Policies, Procedures, and Responsibilities* Document (see Vol. II, Appendix C7 for Policies). Curriculum review is undertaken by standing committees as part of the SOM's continuous improvement process. These standing committees, appointed by the SOM Dean, include the Undergraduate Committee, the Master's Committee, the Ph.D. Committee and the Executive Education Committee. Each committee includes faculty and students.

Each committee is responsible for program monitoring through course and program evaluations, and for making recommendations for program modifications as needed. In addition to the above committees, changes to courses and programs can also be initiated by individual faculty members, academic areas within the SOM, program administrators, or the SOM administration. In almost all cases, initial discussions are started within the respective committee or academic areas. Academic Areas typically assign ad-hoc committees to develop proposals, which are forwarded to the respective program committee. Each program committee (Undergraduate, Master's, and Ph.D.) is charged with reviewing the proposed changes to ensure that programs remain consistent with the SOM's Mission.

Once approved by the appropriate SOM program committee, changes go to Academic Policy and Planning for approval and finally must be approved by the entire SOM faculty. Depending on the magnitude of the change, additional approvals from the University or the Regents office may be required.

In addition to approving changes and modifications to the programs, the program committees' keeping the SOM Mission in mind are empowered to:

1. Monitor the delivery and effectiveness of programs through the use of course and program student evaluations;
2. Evaluate and make recommendations on proposals for curriculum modifications;
3. Keep abreast of accreditation requirements and to ensure that SOM programs are in compliance;
4. Recommend policies and procedures for the SOM's degree programs.

C.2.2:

Monitoring of Programs for Effectiveness: Each degree program should be systematically monitored to assess its effectiveness and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice.

Programs are continuously monitored both at Area/Program and School levels through committees. The SOM uses several assessment methods to monitor the effectiveness of its courses and programs. Area faculty and the Undergraduate, Master's, Ph.D. and Executive Education Committees are responsible for monitoring the respective program effectiveness. The monitoring takes place on several different dimensions. In addition to teaching evaluations, student, alumni and employer surveys provide information about the effectiveness of SOM programs. The data is examined in conjunction with the assessment plan for each program. Also, the Associate Dean for Administration and the Advising Office carefully monitor enrollments in elective courses to assess student interest and demand. The Masters and Undergraduate committees make recommendations of changes based on a review of the above data. For example, based on enrollment statistics, the Finance, Marketing and Operations Research concentrations were asked to be eliminated from the MS program by the Masters Committee after discussions with the respective Area faculty.

New concentrations that reflect the changing needs of our students and the composition of the faculty are also part of the monitoring process. Proposed changes are reviewed thoroughly by the Master's or Undergraduate Committee and a recommendation is made to the entire faculty for a vote. For example, two new concentrations, one in e-commerce and another in Telecommunications were proposed to the Master's Committee by faculty in the MSIS and Marketing areas. After a review that spanned Spring and Summer 1999, the new concentrations were approved by the faculty in Fall 1999. Similarly in the Undergraduate Program two concentrations, Finance and MIS, were introduced in Fall 1997.

Finally, our continuous improvement activities related to our curriculum is summarized in Table C7.

Table C7 – Continuous Improvement Activities			
Assessment Approach	Identified Problem	Action	Outcome
Student surveys, Undergraduate Program Committee assessment	Undergraduate degree program did not have concentrations	MIS and Finance concentrations introduced -Oct. 1997	Significant growth in Undergraduate Enrollment; Increased recruiting activity by corporations
Assessment of environment	School does not have a distance learning program that utilizes the WWW effectively	Global MBA program initiated; Agreed to participate by providing courses to the UT system online program - Fall 1999	Enrollments steadily increasing in the program; Learning is similar to regular program, student satisfaction is good.
Assessment of strategic positioning of School	No full-time MBA program exists	Cohort MBA program initiated - Fall 1996	Cohort program has increased in size, high quality students, excellent placement
Area assessment of teaching and research needs, student surveys	Enrollments increasing; need to hire faculty; lack of senior faculty in some areas; class sizes getting too large	Faculty recruitment efforts in all areas - continuous	Faculty growth from 48 in 96 to 69 in 2000 a net increase of 44%
Student surveys, advisory committee input, Masters Committee	Strong demand for skills in e-commerce, Telecommunications Management, Information Systems	MS concentrations revamped to add concentrations in e-commerce, Telecommunications Management, IT	Enrollments increased, Students are able to take more specialized

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assessment of enrollment data		consulting and Management, removed concentrations in Marketing, OR and Finance	courses
Ph.D. Committee Assessment	Provide more rigorous core of courses for students	Ph.D. curriculum revised, new set of core courses put in place - Fall 1998	All Ph.D. students have a common set of core competencies
Student surveys, faculty assessment and advisory council	Given the dependence on IT of organizations, accounting students need to have a better background in IT concepts	Undergraduate and Graduate programs curriculum modified to include an IT component - ongoing (details in Accounting report)	Students better prepared to deal with accounting issues in IT enabled organizations
Student surveys, Assessment of other programs	Program is too long for Executives; few electives; field project too early in the program; Second year retreat does not add value	Program shortened to 21 months; 4 credit hours of electives added; field project moved to second year; second year retreat eliminated - changes from Fall 1999 onwards	Enrollments have jumped from around 30 to 55, students are better prepared for field projects

CHAPTER 5 INSTRUCTIONAL RESOURCES AND RESPONSIBILITIES

IN.1 Instructional Resources

IN.1.a:

The School should provide and manage resources to meet the instructional responsibilities created by the programs offered.

The SOM resources available for meeting program instructional responsibilities include its faculty, support staff, instructional information technology, library facilities, physical facilities and budgetary support. Effective management of these resources to support the SOM's programs is provided by the School's administration as supported by the UTD Administration.

The SOM's faculty is its principal and most important resource. As described in Chapter 3, the faculty has grown significantly in both size and quality. In addition, there has been significant growth in the administrative and classified staff to support the instructional and research responsibilities of the faculty. The administrative and classified staff numbers have increased from 14 in 1996 to 56 currently. This extraordinary increase was essential to implement continuous improvement activities identified in SOM's Strategic Plan.

Physical Plant

All full-time faculty, both tenure track and senior lecturers, are provided individual offices with state-of-the-art computers and printers. Part-time faculty are provided shared offices where they can meet with students on a regular basis.

Most classes are taught in shared University space, but the SOM has some exclusively assigned classrooms. Two classrooms in Hoblitzelle Hall have been recently updated and outfitted with projectors, sound systems, and two-way Internet connections at every station, at a cost of more than \$125,000. The Executive Education Programs have several classrooms assigned exclusively for SOM use. Approximately six new offices were built in Hoblitzelle Hall and Jonsson Hall, and significant remodeling has occurred in Jonsson Hall in the last two years. In Founder's North Building, an entire suite of offices to house Accounting faculty, secretaries, TA's and a conference room has been built. Furthermore, since the summer of 2000, Hoblitzelle has been assigned for the exclusive use of the SOM.

In the prior year, up-to-date projection and audio equipment has been installed in two of SOM's larger classrooms. Another classroom has been upgraded to support two-way audio-visual communications. The cost of the audio-video equipment was approximately \$200,000. The conversion of new office space is difficult to monetarily quantify since some of the labor is performed by University personnel.

Given the explosive growth in the SOM's programs, classroom space is extremely congested during the prime evening hours. Growth of classes is difficult in such an environment.

Faculty office space is also at a premium. The SOM has outgrown its current facilities and would benefit greatly from a move into a larger contiguous space. As our programs and faculty grow, the need for a state-of-the-art new building becomes acute. The UT System has recognized this problem and has allocated \$30 million in funds for a new SOM building. Construction is projected to begin in 2002.

TA Support

Faculty are provided Teaching Assistants (TAs) to help with their classes. In Spring 2001, our 69 full-time faculty were provided 19 TAs from the Cohort MBA Program 53 doctoral student TAs, and 19 TAs from the Masters program. We also have several TAs staffing the computer lab. In total, financial support for TAs for the 00-01 academic year was more than \$1,200,000. Table IN1 provides a summary of TA spending for the past two academic years.

Table IN1 – TA Spending				
	<u>AY 1999</u>		<u>AY 2000</u>	
<i>Ph.D.</i>	\$	672,069.00	\$	901,950.00
<i>Cohort</i>		177,631.50		177,600.00
<i>Masters</i>		81,926.00		154,800.00
<i>Total</i>	\$	931,626.50	\$	1,234,350.00

Electronic Equipment

Several classrooms contain overhead projectors and/or televisions. In addition to equipment available from UTD media services, the SOM has eight portable projectors, and thirteen notebook computers that SOM faculty only can sign-out for their classes. Usage is monitored to determine whether the current stock of equipment is adequate. All projectors and notebooks have been bought within the last three years at a cost of over \$30,000 for the projectors and \$20,000 for the notebooks.

In addition to the University computing labs, the SOM built its own lab three years ago. This Lab is open approximately 80 hours per week. It contains 30 networked computers and is continuously staffed by 5 support staff who each work 20 hours/week. The staff answers student's questions and provides security. SOM's IT manager oversees the lab. The lab's equipment costs approximately \$85,000 and the computers were upgraded in Fall 2000.

The SOM has its own technical support, which is overseen by the SOM IT manager. The IT manager oversees three undergraduate computer science students who answer technical problems, fix software problems, prepare new computers and manage the IT inventory. On the whole, this system has worked quite well. However, a recent

survey of IT support indicated a problem with technical support personnel returning and responding rapidly to calls. To address this problem a secretarial position was created and filled. The secretary's primary responsibility is to handle incoming technical support calls and schedule technical support activities to answer the help requests.

The SOM has its own Web server and back-up server. A TA is dedicated to supporting the server and helping the IT manager. However, faculty and student input indicates that SOM was lagging behind in the quality of our Website's maintenance, its look and feel, and the potential use of the Web for disseminating and collecting information. A full-time position of Webmaster has been approved and filled. Additionally, a half-time graphic artist has been hired to assist in the graphic design of the Web site as well as help with the SOM magazine.

The University has assessed an infrastructure fee on students. The revenue from the infrastructure fee is returned to the Schools generating the credit hours. Revenues to the SOM from this fee are approximately \$150,000.

Advising

The Advising Office, located on the fifth floor of the Jonsson Building, provides answers to the students' questions relating to degree plans and other requirements. Originally by two advisors and eight Teaching Assistants staffed this office. Satisfaction surveys indicated that the Advising Office was very poorly regarded with a significant part of the problem being the Teaching Assistants. As part of our continuous improvement initiative, the Advising Office has been re-structured with 8 full-time advisors who report to the Director of Advising. The shift to full-time advisors has led to a much more informed advising staff and student complaints have fallen dramatically. Recent surveys, shown in the table below, indicate that the Advising Office is now performing at a very high level. The complete results are available in Vol. II, Appendix IN1.

Table IN2 – Advising Survey Results

<u>Survey Question:</u>	<u>% AY 98-99</u>	<u>% AY 99-00</u>
The advising staff assisted me in a timely manner:		
Strongly Agree	72.3%	81.1%
Strongly Disagree	2.2%	0.4%
The advisor made a reasonable effort to assist me:		
Strongly Agree	65.9%	87.2%
Strongly Disagree	2.2%	0.1%
The advisor was easy to talk to:		
Strongly Agree	71.0%	86.6%
Strongly Disagree	2.1%	0.0%
The advisor was knowledgeable about policies:		
Strongly Agree	66.1%	81.4%
Strongly Disagree	2.9%	0.8%
I received the help I needed:		
Strongly Agree	67.7%	86.4%
Strongly Disagree	2.5%	0.1%
How long did you have to wait?		
Immediately	37.7%	22.7%
1 minute	25.0%	52.7%
Over 10 minutes	5.6%	1.3%

The SOM advising fee, which now applies only to graduate students, generates approximately \$250,000. The University administers the undergraduate advising fee and pays for four undergraduate advisors in the Advising Office.

Library Facilities

Mission and Scope of the University Library

The UTD libraries consist of the Eugene McDermott Library, a general research library located on the main campus in Richardson, and a specialized branch, the Callier Center for Communication Disorders library. These libraries are staffed by over 80 professional librarians and staff, including eight reference librarians. The collection of the library includes nearly 700,000 monographs, more than 7,000 print and electronic journals, and 1.8 million units of microfilm. In addition to the general collections used to support teaching and research at UTD, the main library includes several special collections. These include The History of Aviation Collections, The Weineburgh Philatelic Library, The Belsterling Collection, and the Arnold A. Jaffe Holocaust Collection.

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The stated Mission of the UTD library is "...to provide physical and bibliographic access to relevant portions of the world-wide corpus of information, in both print and electronic forms. The library supports the research, instruction, and community service programs of an excellent University engaged in conducting scholarly inquiry, developing innovative academic programs, and influencing technological and cultural growth for a major metropolitan area."

The staff of the McDermott library collects and evaluates data on operational activities each month to assure that library collections and services are supporting the Mission of the University. These data are accumulated in departmental annual reports, which are then benchmarked against data furnished by the Association of Research Libraries and the Association of College and Research Libraries. In addition to these monthly and yearly reviews of library performance, the McDermott Library underwent a major review from 1996 through 1998 by a University-wide self-study committee of faculty and staff in conjunction with the re-accreditation of UTD by the Commission on Colleges of the Southern Association of Colleges and Schools. The improvements that have occurred as a result of this self-study include:

- a. The McDermott Library resumed the Approval Books Plan with Blackwell North America, Inc. In order to finance the growth in the Library's monographic and periodicals collections that is required to keep pace with the growth of the university, the library services fee has been increased to \$10 per credit hour for the 2000-2001 academic year.
- b. A new online catalog using Windows-based software, along with the requisite hardware, was installed immediately prior to the 1998-1999 academic year. This system was replaced during the Fall of 2000 by Endeavor's Voyager system.
- c. The hours of operation for the McDermott library were increased. Currently, UTD students and faculty have access to the main library for 118 hours per week during each semester.
- d. The effective size of the library was increased by relocating nonlibrary services from the McDermott Library building to other physical facilities within the University.
- e. The Library staff adopted an aggressive strategy of procuring access to as many Worldwide Web-based information services as permitted by the library budget.

Adequacy and Development of Library Collections

The business collections of the McDermott Library are updated each year with acquisitions through the Approval Books Plan provided by Blackwell North America, Inc. The profile for the School used to implement this approval plan has been developed and maintained in cooperation with the SOM Library Committee and the faculty of each

functional area within the School. Further, individual faculty members may request the purchase of up to five books to be placed on reserve for each course that they teach in any given semester.

SOM faculty participate directly in development of the monographic and periodicals collections available in the McDermott library by ordering additional monographs related to their teaching and research interests. These faculty-directed acquisitions are made possible by a yearly supplemental allocation financed by the student library services fee. The SOM supplemental allocation for the 1999-2000 academic year was \$18,000. Supplemental library allocations are generally allocated equally across functional areas. However, during each of the last two years the SOM Library Committee allocated one-sixth of the School's supplemental allocation to increase the coverage of the Harvard Core Collection.

The SOM Library Committee is responsible for a yearly review of the periodicals to which the McDermott Library subscribes on behalf of the School. In previous years, these reviews have been used as the basis for recommendations that certain periodical subscriptions be discontinued in order to fund subscriptions to periodicals of greater relevance to faculty teaching and research. However, during the 1998-1999 academic year, the University responded to requests by SOM faculty for additional subscriptions by increasing the SOM's subscriptions budget from \$40,000 to more than \$150,000. The increased subscriptions budget permitted the library to expand the coverage of periodicals to meet the research needs of a growing faculty and student body, and to subscribe to a number of important new periodicals relevant to faculty research.

The monographic collections of the McDermott Library currently include over 50% of the titles included in the Harvard Core Collection. The collection of periodicals housed in the McDermott Library includes 41.5% of the 1550 periodicals included in the ABI/Inform Global database, the most comprehensive database for management journals. These periodicals include 74 of the 84 journals ranked as excellent by one or more of the area faculties within the School. This last measure of collections adequacy is of particular importance given the role of the SOM faculty's journal rankings in making internal assessments of research quality in promotion and tenure decisions.

Cooperative Enhancements of Library Services

The Management Collections of the McDermott Library are supplemented by cooperative agreements with local, regional, and national academic libraries to provide faculty and students with instructional and research materials. These agreements include membership in the Regional Alliance for Higher Education, Amigos Library Services, and TexShare. Through these agreements, supplemental reference materials are obtained in a timely manner. Further, all faculty, students and are permitted to borrow freely from any one of the fourteen component institutions included within the UT System. The library catalogues for each component of the UT System may be accessed directly from the McDermott Library's Web page.

The University also maintains a bilateral agreement with the University of Texas at Austin for telefacsimile delivery of journal articles and documents that may be copied and are held in the libraries at the University of Texas at Austin, the nation's fifth largest research system. This service is provided free to all UTD students, faculty, and staff.

Electronic Access to Data, Journals, and Periodicals

The McDermott Library maintains an extensive electronic reference library that may be accessed from any personal computer connected to the University's local area network. This network can be accessed from any of more than 100 personal computers housed in the McDermott Library, as well as from all faculty offices and from off-campus locations through the University's remote network access system.

The Electronic Reference Center provides links to more than 100 databases, including many that contain the text or images of periodical articles. The search engines for these databases permit articles to be located by either subject or author. In addition, the Electronic Journals Page located on the McDermott Library Web site provides links to more than 1,500 electronic periodicals and newspapers, including most of the periodicals to which the McDermott Library purchases paper subscriptions on behalf of the SOM. These links, which include Academic Press IDEAL, Elsevier's Direct Science, the IEEE/IEE Online Library, ACM Journals, and SIAM Journals, provide full-text access to articles in most of the academic journals of interest to the SOM students and faculty.

The Electronic Reference Center permits Internet access to over 100 databases including ABI/Inform, the CCH Internet Tax Research Network, Edgar (for SEC filings), Lexis-Nexis, Moody's FIS Online, and the National Trade Data Bank. In addition, the McDermott Library is a Federal and state depository for government documents, holding extensive collections of government documents stored on compact disks. All government documents may be accessed from a dedicated workstation located in the reference area of the main library. The government documents available at UTD include the Economic Census, the Equal Employment Opportunity File, Federal Tax Products, the Internal Revenue Manual, the National Trade Data Bank, OSHA, the U.S. Global Trade Outlook, and the World Debt Table. The McDermott Library also provides access to a variety of financial data stored on compact disks, including COMPUSTAT, the CCH Standard Federal Tax Reporter, Compact Disclosure, and the Morningstar Mutual Fund data.

Library Instruction at the University of Texas at Dallas

A full-time staff of eight reference librarians offers library instruction to UTD faculty, staff, and students. Library instruction is designed to introduce users to the resources available at the library and to assist in the development of research strategies that will enable users to pursue their research goals or other information needs.

Library Usage

Several classes have library usage as an integral part of the course. Currently, the World Wide Web (WWW) as an information resource has also been incorporated into many courses. Examples of both library and WWW usage is found in Vol. II, Appendix IN2.

Executive Education Program Facilities

The Executive Education Programs, which have grown in cadence with the regular programs, have their own resources and also share resources among programs. These include:

- Offices are provided for the Associate Dean, Program Directors, Associate Program Directors, Administrative Services Officers, Program Administrative Assistants, and Research Associates who serve as technical support staff;
- Dedicated classrooms;
- A 70 port teleconferencing system used for class and team teleconferences;
- A groupware system, Embanet, which includes individual email, as well as, course management software primarily used by the MIMS Global Leadership Executive MBA distance learning program;
- Space for technology support for distance learning program equipment and support staff.

Expenditure for communications technology includes \$120 per year for each MIMS and Executive MBA student and faculty member for Embanet and \$150 per year for Remote Network Access from UTD.

Technical support to maintain groupware, course management, and Website systems is staffed by Research Associates at a cost of approximately \$1,800 per month.

Total cost for the Executive Education facilities is approximately \$98,000 per year.

IN.2 Collective Faculty Instructional Responsibilities

IN.2.a:

The School's faculty in aggregate and the faculty's sub-units are responsible for:

- ***Effective creation and delivery of instruction,***
- ***Evaluation of instructional effectiveness and student achievement,***
- ***Continued improvement of instructional programs, and***
- ***Innovation in instructional processes.***

Effective Creation and Delivery of Instruction

Creation and delivery of instruction is the primary responsibility of SOM's faculty assigned to the five academic Areas. All Area faculty serve on their respective Area's curriculum committee that makes recommendation on curriculum matters for approval by the SOM faculty. Innovations and changes in course structure and content originate from numerous sources, including faculty members, Area Coordinators, Program Directors, students and SOM advisory boards. Course scheduling and faculty teaching assignments are made by the Area Coordinators under the supervision of the Associate Dean for Administration. Faculty provide Area Coordinators and the Dean's Office with a syllabus for each course taught. As part of the annual peer review process, the Dean reviews each faculty member's teaching activities. Also, Area curriculum committees cycle through their course inventory, reviewing course content and structure annually.

Faculty are provided incentives and resources to keep their class content and delivery up-to-date. As mentioned, faculty have access to laptops, computer projectors, overhead projectors, and of course, standard blackboards and chalk. Teaching plays an important role in promotion decisions and salary adjustments.

Evaluation of Instructional Effectiveness and Student Achievement

Instructional effectiveness is evaluated on a multifaceted basis. Formally, student evaluation of faculty teaching is required for each course taught every semester and the Dean reviews each faculty member's student evaluations as a part of an annual performance review. In addition, course syllabi are reviewed by Area Coordinators. The evaluations are scored, and the scores are returned to the faculty member, Area Coordinators, Associate Dean for Administration and kept on file in the Dean's Office.

Area Coordinators, sometimes in conjunction with the Associate Dean or the Dean, discuss teaching evaluations with faculty whose performance is below SOM standards. These faculty are monitored to ascertain that their performance reaches acceptable levels.

As part of the standard three-year review and tenure review, teaching effectiveness is considered. The ad hoc committees in these cases examine course syllabi and usually visit the classroom.

The Associate Dean for Administration provides a database with complete teaching evaluation information to the teaching committee and also performs analyses to determine, for example, whether students are anticipating unusual grading in a class. Each year the teaching committee makes three awards for outstanding teaching. Outstanding teachers in the graduate and undergraduate programs are given awards and an outstanding graduate teaching assistant is also recognized. In addition to plaques recognizing their achievements, each recipient is given a cash award of \$1,000.

Executive Education program handles its teaching evaluation system somewhat differently. All programs evaluate teaching. They have been historically collected after each semester. For the past semester, however, they have experimented with shorter,

quicker evaluations. Furthermore, programs such as the Alliance for Medical Management, which delivers instruction in weekly modules, obtain daily evaluations of teaching effectiveness and adjustments are made for the following day.

Student achievement is assessed by a variety of measures including individual performance, performance in the capstone classes, surveys that include students, alumni, and employers, and placement data (see Vol. II Appendix IN3 for Survey Instruments). Since 1999-2000 academic year, the SOM also instituted a distinguished alumni award for graduates who have had significant success in their careers and made contributions to society as a whole.

Continuous Improvement of Instructional Programs

The SOM's continuous improvement efforts are driven by numerous sources which include: formal and informal student input, Area Coordinators' observations, a faculty that prides itself on its instructional prowess, employers, members of advisory boards, community college faculty and administration, UTD/SOM survey results, accreditation standards, assessment of current and emerging business trends, participation in professional organizations, attendance at professional conferences and workshops.

Area Coordinators and faculty are encouraged to experiment with new courses. The SOM surveys its graduates and students every semester to gauge their likes and dislikes. In addition the SOM participates in various AACSB-sponsored surveys comparing the SOM to peer institutions. We also gather information from employers and alumni through surveys and focus groups.

Our programs are continually evolving to meet the needs of a changing environment. The MS program was revised to eliminate concentrations (Finance, Marketing and Operations Research) with low enrollments while new concentrations in Electronic Commerce, Telecommunications Management and IT Consulting and Management were added. New courses were added to support these programs.

The Accounting program has undergone significant change to include a strong emphasis in information systems for accounting majors. The program has also added new concentrations to reflect this focus, details of which can be found in the Accounting AACSB report.

In Executive Education, evaluations are shared between the instructors, program director and Associate Dean for Executive Education. These evaluations have led, at various times, to revision of syllabi, change of faculty, and to changes in curriculum.

Several of our Executive Programs are set up with the expectation that the faculty member will have material that can be accessed over the Internet, or at least through a heavy reliance on visual aids, such as charts and slides. This has been true for the MIMS program, and the Internet courses. Faculty who wish to teach in these programs, for extra

compensation, have to learn to use these new technologies. Typically, they then carry use of these technologies into their traditional classes.

Innovation in Instructional Processes

As noted, innovation in instructional processes is encouraged by the SOM and is a consideration in determining faculty merit compensation. As part of their annual report and review, faculty report their innovative instructional practices.

Further, faculty are responsive to students in an attempt to anticipate trends in business education. Currently, a majority of the classes utilize the Web as an integral part of the education process. Faculty that use innovative approaches tend to provide others with their expertise either informally or formally through seminars. For example, a seminar was held by Richard Fisher, a Senior Lecturer in MIS, to assist faculty on using the WWW for instructional purposes. Instructional sessions are also being held in the use of WebCT for classroom use.

Furthermore, the SOM has two online programs, one geared towards Executive Education and the other an online MBA program. The SOM has been a pioneer in distance education: the MIMS program initiated a distance learning mode in 1994. At that time the students were provided video tapes and audio tapes with classroom material. The program now has moved to online distribution of classroom material.

The online regular MBA Program is a distance learning program with students accessing PowerPoint slides with audio. Furthermore, students and instructors interact using bulletin boards or chat facilities. The SOM has devoted significant resources to the development of this program. To provide an incentive for innovation, each faculty developing an online course is provided with \$7,500 in extra compensation. Faculty if they so choose can also teach distance learning courses on an overload basis and get extra compensation.

Based on faculty interactions with students, advisory board members and employers, three new concentrations were introduced in the curriculum in academic year 1999-2000, namely Electronic Commerce, Telecommunications Management and Information Technology Consulting and Management. Each of these new concentrations have introduced timely and innovative courses that are in keeping with the SOM's Mission of meeting the needs of a rapidly changing technology-driven society. For example, in the Electronic Commerce concentration, a course on Internet Business Models was introduced that requires students to develop Web sites that would be meaningful from the perspective of a firm that is seeking to use the Web in its business practice.

Three new courses geared toward technology firms were added in the Accounting. For example, a course that focuses on financial statement analysis for the telecommunications industry was introduced this past year. Another course on valuation of high-tech firms and one on evaluation of information technology were also introduced. These courses are aligned with the SOM's Mission, which is responsive to the demands

of the region's industry that is heavily dominated by information technology firms. A listing of courses that were entered into the course inventory in 2000-2001 is provided in Vol. II Appendix IN4. In general before a course receives a permanent number, it is offered as an experimental course.

Executive Education programs have used simulations, field studies and team learning models routinely as part of the instruction process. The SOM has introduced two new Executive Education programs, one in collaboration with UT Austin and the other with the UT Southwestern Medical School. UT Austin and UTD have partnered to deliver The Texas Executive MBA-Dallas program. This program is designed for employees in technology firms and focuses on issue-based learning opportunities for the students. UTD and UT Southwestern are collaborating on delivering the Alliance for Medical Management program. Each module within the program is team taught by faculty from the SOM and UT Southwestern.

IN.3 Individual Faculty Instructional Responsibilities

Individual members of the faculty are responsible for:

- Currency in their instructional field(s),
- Delivery of effective instruction, and
- Accessibility to students consistent with the School's expectations.

Currency in Their Instructional Fields

Individual faculty members are responsible for currency in their instructional field. The SOM's policy on currency in one's instructional field is unwavering. Faculty members provide evidence of maintaining currency through research and publication, by course development and improvement, by attendance and participation at conferences, etc. The Dean evaluates achievement as part of the annual review. To encourage maintenance of currency, summer support grants and M-account funds are available, as already discussed.

Junior faculty have the reward of tenure to keep them motivated. As already discussed, teaching and research play an important role in the decision to grant tenure. Continuous feedback from senior faculty and the annual review help maintain that motivation.

Among the more traditional control mechanisms are financial rewards associated with the summer grants and M-accounts, as well as salary adjustments. Unlike many other institutions, salary adjustments that have been made available to faculty in the last five years contain a large component of merit as well as market adjustments distributed at the discretion of the Dean. The faculty pay raise for 1999-2000, which averaged 3.5% plus additional amounts for market adjustments, was entirely merit based with no

mandatory across-the-board component. With market adjustments the average raises was more than 6%.

Further, a new mechanism is the post-tenure Review. One of the purposes of this new procedure is to ensure that faculty are current in their area of expertise. Although it is too early to tell how effective this mechanism will be, it certainly is a traditional type of feedback mechanism to ensure that faculty continue to be productive after the tenure decision.

Delivery of Effective Instruction

The delivery of effective instruction is assessed on a course-by-course basis through student evaluations. In addition, relative teaching performance across the SOM is a part of the annual review conducted by the Dean. In assessing teaching performance, the Dean considers the following information:

- Teaching load for organized classes;
- Syllabi, which typically contains information on examinations, writing requirements, and other evaluative criteria;
- Student course evaluations and comments about the course;
- New course preparations and revisions;
- New course innovation and development;
- Honors and awards for teaching.

Accessibility to Students Consistent with the School's Mission

University regulations (see Vol. II, Appendix IN5 for policy which is abstracted from the Faculty Handbook) require the faculty to maintain regular office hours every week and to post these hours outside their door and include them in their syllabi. These hours must be in accordance with the needs of the students. In addition, SOM faculty generally permit student appointments at times other than scheduled office hours if needed. Faculty are advised to have weekly office hours for each class that equal the number of classroom hours per week.

Summary

A summary of the Schools Continuous Improvement Activities can be found in Table IN3.

Table IN3 – Summary of Continuous Improvement Activities related to Instructional Resources and Responsibilities

<u>Assessment Approach</u>	<u>Identified Problem</u>	<u>Action</u>	<u>Outcome</u>
<i>Faculty, staff and student input</i>	Help desk support insufficient, computer laboratory not adequately maintained	Hired Director of Technology to oversee student support and support technology infrastructure - January 2000	Laboratory maintenance significantly improved. Faculty in general are happy with technical support as indicated by Faculty survey
<i>Faculty and staff survey on technical support</i>	Response time to help desk inquiries slow, scheduling help a problem	Secretary position approved and person hired May 2001	Information not yet available
<i>Distance Learning committee assessment</i>	Implementation of new Global Online Program will require technical support	Instructional Development Specialist position created and filled in February 2000	Faculty have technical support for developing online courses.
<i>Faculty and Student input. School's goals</i>	Lack of computer lab in which specialized software for teaching needs can be set up	New computer lab set up December 1996, Lab upgraded Dec. 2000, in addition to MS Office lab has several software packages used for instruction, e.g. Oracle, SAP, Visible Analyst, PeopleSoft	Faculty tend to use lab extensively for instruction, various specialized courses being offered as a result
<i>Faculty input</i>	Classrooms not equipped for multimedia presentations using computers	Purchased Projectors and laptops for exclusive use of SOM faculty - ongoing activity based on needs	Faculty able to make use of multimedia presentations, more effective presentations
<i>Assessment of space needs</i>	Lack of office space for faculty, staff and Ph.D. students	Created 21 new offices by remodeling Jonsson Hall, Founders North, (August 1999); Hoblitzelle Hall (June 2000) assigned to SOM	Provided faculty and staff with adequate offices

<i>Faculty and student surveys</i>	Need better classrooms	Created new tiered classrooms, upgraded a class room in Jonsson to accommodate two way audio and video as well as built in projectors (December 2001)	Although an improvement, classrooms are still considered inadequate given growth and use of technology in classrooms
<i>Faculty and Student Surveys</i>	Poor facilities, lack of space	\$30 Million in Funding authorized for new building - Nov. 2000	New building planning phase in place
<i>Student surveys, Advisory board input, faculty assessment of market, Enrollment figures</i>	Enrollment in MS concentrations in OR, Marketing and Finance low; enrollments in MIS concentration, area is large; need more specialization and interdisciplinary focus	Eliminated OR, Marketing and Finance concentrations; New concentrations in e-commerce, Telecommunication Management, IT Management and Consulting ; e-commerce program developed jointly by IS and Marketing faculty to provide an interdisciplinary focus- Oct. 1999	Students can specialize in the IT areas, enrollments in the specializations continue to increase

CHAPTER 6 STUDENTS

S.1 Student Selection

S.1.a:

The School should select students consistent with its Mission.

UTD and the SOM have experienced rapid growth over the last few years. Enrollment in the University as a whole has increased 39.8% from 1996 to 2000. The SOM has grown even more rapidly. Our undergraduate enrollment grew 42.8% from 1996 to 2000 and graduate enrollment by 60%.

The SOM has a large and increasing proportion of UTD students enrolling 27.2% of all undergraduate students and 36.4% of all graduate students in the Fall of 2000. These figures can be compared with 23.2% and 25.0%, respectively, for the Fall of 1996.

Of the 10,945 students enrolled in the University in the Fall of 2000, 58.8% were undergraduate students and 41.2% graduate. This is a marked change from a decade ago. UTD originated as an entirely graduate level institution in 1969 and began admitting freshmen in 1990. The University is also transitioning from a predominantly part-time student body to a full-time one. Currently, almost two-thirds of the undergraduate students are full-time compared to one-third a decade ago. Furthermore, more than one half of all students are classified as full-time.

The SOM's Mission is consistent and supportive of this dynamic and challenging environment. SOM students living in the area have benefited from this exciting environment most of their lives. Students not from this area come here because of their belief in the technology and globalization that drives our area. Thus most students self select the SOM and we in turn develop strategies to support their needs. Self selection leads to the students more rapidly embracing the SOM's Mission.

The School affirms student choice by:

- admitting a wide range of high-achieving students including new freshmen and undergraduate transfers, as well as returning graduate students and business executives;
- offering a full array of up-to-date courses at the undergraduate and graduate level to full-time and part-time students;
- helping students find rewarding careers in all business disciplines with an emphasis on information technology, information management, and telecommunications, and
- bringing faculty research into the classroom.

Undergraduate Programs

Enrollment

As noted above, UTD and the SOM have grown during recent years, with the School's rate surpassing the University's. While some schools' enrollments have remained flat or even decreased, the School of Management and the Jonsson School of Engineering and Computer Science have grown dramatically.

Table S1 - Number of Undergraduate Students Enrolled by School

	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>Fall</u>	<u>%</u> <u>Change</u> <u>Fall 1996</u>
	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Fall</u> <u>2000</u>
<i>Arts and Humanities</i>	430	393	378	372	380	-11.6%
<i>Elect Engg & Comp. Sci.</i>	1103	1248	1418	1619	1779	61.3%
<i>General Studies</i>	455	449	416	471	504	10.8%
<i>Human Development</i>	537	513	519	513	502	-6.5%
<i>Management</i>	1228	1184	1301	1478	1754	42.8%
<i>Natural Sciences and Math</i>	650	629	665	660	676	4.0%
<i>Social Sciences</i>	488	459	402	446	447	-8.4%
<i>Undergraduate Studies</i>	402	390	385	322	397	-1.2%
<i>UTD Total</i>	5293	5264	5484	5881	6439	21.7%

In the SOM students may choose to obtain a BS degree in Business Administration (BSBA), a BS in Accounting or a double major in Business Administration and Biology. The enrollments in the BS in Business Administration program increased more than 79% from 1996 to 2000 while Accounting decreased by 26%. In the Fall of 2000, 83% of students had selected the BSBA degree compared to 17% in Accounting.

Table S2 – Number of Students Enrolled in Business and Accounting Concentrations

	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>
<i>Business</i>	826	826	964	1161	1461
<i>Accounting</i>	402	358	337	317	293
<i>Total</i>	1228	1184	1301	1478	1754

UTD has made a commitment during the last decade to increase its undergraduate enrollment, by adding lower-division students. More undergrads are now enrolled in the SOM than degree-seeking graduate students. The freshman class in the SOM is almost 200 students and constitutes about 18% of all UTD freshmen.

Table S3 – Number of Freshmen Enrolled

	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>
<i>School of Management</i>	83	110	134	125	198
<i>UTD Total</i>	732	807	865	925	1124

Transfers into SOM

Based on State of Texas requirements and consistent with UTD's Mission to provide 'a high-quality, cost-effective education', the SOM permits transfers from other universities and community colleges statewide. Transfer students are eligible for admission after meeting the following University admission criteria:

To be admitted, the applicant must be in good standing at the institution(s) previously attended. UTD accepts transfer credit only for academic post-secondary course work completed with a grade of C or better at accredited institutions of higher education. UTD does not accept credit for nonacademic course work, such as vocational, developmental, or remedial studies, nor grant credit for prior experiential learning. Course work that is accepted for transfer credit is applicable toward satisfying requirements for a specific UTD major according to the same criteria as those used for equivalent UTD courses. Prospective transfer students from Dallas-area community colleges refer to the *UTD 2+2 Transfer Guide*, available at community college counseling offices and at the UTD Office of Enrollment Services. As soon as an application for admission including transcripts and any required test scores has been received, the Office of Admissions and Records evaluates the student's record to determine which credits earned at another college or university will transfer to UTD.

Applicants to UTD who have previously taken courses at one or more other accredited institutions of higher education and who are classified as freshmen or sophomores are reviewed for admission using the same criteria described above for first-time freshmen. In addition, applicants must have a cumulative GPA of at least 2.5, on a 4.0 scale, for all post-secondary academic course work. Also students who have completed at least 54 semester credit hours at one or more accredited institutions of higher education are admitted if they have a GPA of 2.5 on a 4.0 scale.

SOM's 1,777 undergraduate students enrolled in Fall 2000 fall into three categories: first time in college, transfers, and returning students. (Note that freshmen could be first time in college or transfers.) Transfer students and first time in college represent 29% of students for UTD and for the SOM. The 71% of students who are returning has remained fairly constant over time. Of those transferring into UTD, about 55% come from the Dallas-Fort Worth metroplex area while the majority of the balance are from other Texas schools.

Scholarships

Recruiting students, for both UTD and the SOM, has been enhanced by the availability of increased scholarship funds. The Vice President for Student Affairs reports that 77% of all students at UTD, Undergraduate and Graduate, received some

financial aid during the 1999 academic year. Scholarships may be awarded through the University, the School, or programs and areas.

The University offers a number of endowed scholarships administered by a School or program. In addition to any specific criteria governing awards of competitive scholarships to students, such as major field of study, the scholarship committee responsible for such awards examines the applicant's scores on standardized tests and scholastic records including the type and nature of courses taken and the grades achieved in specific courses. Consideration may also be given to such factors as the following in designating recipients:

- Achievements in work experiences;
- Community service;
- Extracurricular activities and leadership;
- Surmounting obstacles to the further pursuit of higher education;
- Socioeconomic background;
- Educational level; and
- Status as a first generation college student.

Recently, UTD announced the Eugene McDermott Scholars Program. The Program's scholarships cover all expenses for a four-year undergraduate degree at UTD. Each scholarship has a value of approximately \$25,000 plus a monthly stipend. It includes extra-curricular experiences, including internships, travel, and cultural enrichment. The Scholars are selected based on high intellectual achievements, leadership skills, high ethics, and a commitment to full participation in the program.

A complete, continually undated list of University scholarships is available from the Financial Aid office. Most of these will be awarded to freshmen and sophomores. Scholarships awarded during the fall semester include:

- Academic Recognition Scholarship - \$500 per semester.
- Academic Distinction Scholarship – all tuition and fees; plus \$1,000 per year.
- Academic Honors Scholarship – all tuition and fees; plus \$1,500 per semester; plus \$1,000 per year toward housing.
- UTD National Merit Scholars – automatically receive equivalent of Academic Honors Scholarship; all tuition and fees; plus \$1,500 cash; plus \$1,000 toward housing.

- Clark Scholarships – Supplement Academic Excellence Scholarship; plus paid research assistantship.
- Valedictorian Scholarships – Equivalent to Academic Distinction Scholarships.

A complete list of SOM Scholarships is printed in the “School of Management Undergraduate Student Handbook” and is reproduced in Vol. II, Appendix S1. Most of these scholarships are awarded to juniors and seniors in the SOM.

Scholarships typically are awarded in the spring semester for disbursement during the following academic year. All scholarships are subject to annual funding certification by the granting organization. During the 2000 academic year, one student from the SOM was selected as recipient of the Texas Business Hall of Fame and one has been selected for each of the last six years.

Master's Programs

Enrollment

As with undergraduate students, the number of graduate students enrolled in the SOM has increased rapidly. Our enrollment grew almost 60% from 1996 to 2000. In addition, the School of Management has the largest number of degree seeking graduate students at UTD; Engineering and Computer Science is second. The majority of UTD's non-degree-seeking students are taking classes in the SOM. These students are admitted as non-degree seeking students based on their undergraduate preparation. They cannot take more than 15 hours of graduate credit in this status. If they choose to enroll as degree seeking students they must apply and meet all degree admission requirements.

Table S4 - Number of Graduate Students Enrolled by School

	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>% Change</u> <u>Fall 1996</u> <u>-Fall 2000</u>
<i>Arts and Humanities</i>	188	180	175	183	196	1.6%
<i>Electrical Engineering and Computer Science</i>	606	707	723	779	1186	95.7%
<i>General Studies</i>	44	51	41	33	34	-22.7%
<i>Human Development</i>	272	257	272	271	240	-11.8%
<i>Management</i>	1022	1071	1057	1202	1639	60.3%
<i>Natural Sciences and Math</i>	515	446	278	264	262	-49.1%
<i>Social Sciences</i>	108	107	127	140	153	41.7%
<i>Non-degree seeking</i>	1328	1255	1364	1353	814	-38.7%
<i>UTD Total</i>	4085	4064	4034	4220	4506	10.3%

Within the SOM, more 95% of the graduate students are pursuing a master's degree and less than 5% are seeking a Ph.D. SOM's 1,639 graduate students represent 36% of UTD graduate students.

	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>
<i>Master's</i>	971	1019	1015	1145	1572
<i>Ph.D.</i>	51	52	42	57	67
<i>SOM Total</i>	1022	1071	1057	1202	1639

The popularity of a graduate degree lies in part in the perceived relevance of the management education to local businesses, particularly to Telecom Corridor corporations. The local business community recruits heavily from the SOM.

Scholarships

The School offers financial aid to graduate students primarily in the form of academic scholarships and teaching assistantships. Master's level Teaching assistantships earn \$1000 per month.

Scholarships are also available, such as:

- Texas Business Hall of Fame - \$5,000 (either Senior or first year graduate student).
- Dean's Scholarship - \$1,000

Continuous Improvement

In an effort to continually improve our service to students, the SOM conducts several surveys. The Advising Office, for example, asks students to complete a seven-question survey when they visit.

The SOM also participates in the Educational Benchmarking Institute (EBI) surveys given to students. These ask undergraduate and graduate students to evaluate their experience at UTD. The survey for full-time MBA students, for example, is administered at the beginning of the program and again near graduation. Over the years student satisfaction has increased significantly with the advising function. Full time cohort students also indicate high degree of satisfaction with their program.

S.1.b:

The School should demonstrate continuous efforts to achieve demographic diversity in its student enrollment.

The importance of diversity to the SOM is reflected in its Mission: "...to deliver high quality management education to a diverse group of undergraduate and graduate students". Both the School and the University are very concerned about how to continue to increase and improve student diversity, particularly in the post *Hopwood v. State of Texas* era. To aid in this regard, major operational goals have been developed and implemented through the Office of the Vice President for Student Affairs and External Relations. This office is responsible for issues affecting prospective and current students in such areas as recruitment, admissions, student services, and financial aid.

In an effort to achieve demographic diversity (race and gender) in student enrollment, UTD has undertaken a variety of initiatives, including:

- The hiring of an African-American recruiter whose primary function is to focus on African-American and Hispanic student recruitment in the Dallas area schools. Current data suggest that her efforts have been very successful in meeting and exceeding original goals. Two additional recruiters also focus their efforts on recruiting students from the area's community colleges, who themselves have a very diverse student body.
- Strengthened other recruiting efforts to deal with diversity issues in the post-Hopwood era, such as:
 - Participated in 294 high school fairs, 25 Dallas-area high school visitations, and select visitations to high schools in El Paso, Houston, Austin, and the San Antonio areas that expand both demographic and geographical diversity.
 - Implemented a plan for freshman minority recruitment with the assistance from an enrollment specialist.
 - Analysis of high school demographics and targeted recruitment efforts at high schools with high yield potential.
 - Joined forces with local school districts to train students for SAT exams on campus to increase qualified applicants.
 - Invited classes from high schools with high minority populations to visit the campus and be presented with information on financial aid, scholarships, academic offerings and the college selection process.
 - Implemented a plan to recruit transfer students from community colleges designed to enhance the enrollment of a racially diverse transfer cohort.

- Initiated a state-funded freshman summer Bridge Program designed by the University to ease the transition of admitted students from the urban schools of Dallas, Desoto, and Duncanville. This program brings students from the identified schools to campus during the summer to encourage retention of these students from predominantly minority populated school districts.
- Currently in the process of setting up a program with the Yvonne Ewell Townview Magnet Schools (with predominantly African American and Hispanic populations) to establish a mentor-recruitment program for high school students. Special scholarship programs have been set up to target students recruited from specific zip codes around these schools.

Within the SOM, additional efforts aimed at achieving demographic diversity include programs such as:

- Universities Center at Dallas – A joint educational effort among a consortium of North Texas area universities to offer courses or programs in downtown Dallas in an effort to provide university level education to underserved populations. Students may seek a degree at any of the member universities.
- UTD/DISD/SAT Program – The SOM initiated this SAT training program in conjunction with the Foundation for Community Empowerment and the Dallas Independent School District. The program provides SAT preparation for students beginning at the sophomore level at Lincoln and Madison High Schools (top 25% of class, etc.). Since Lincoln and Madison are comprised of predominantly minority students it is hoped that that these students will then attend UTD after this exposure.
- Recruiting Efforts - The Advising Office staff and the College Master, the Accounting Area Coordinator, and the Cohort Director have initiated, over the past three years, an aggressive recruiting schedule that includes community colleges throughout the state in order to generate applicant diversity. Recruiting has taken place at El Centro, Paul Quinn, Grayson College, and other predominantly minority colleges for both undergraduate and graduate students. Recruiting and information sessions were held at local corporations such as TI, J. C. Penney, and Frito-Lay. In addition, selected faculty members regularly attend the MBA Forum and National Black MBA Association annual conference to attract qualified students from underrepresented groups. Furthermore, the SOM plans to attend the annual conference of the National Society for Hispanic MBAs in an effort to attract potential students. At the doctorate level, a SOM professor participated in the incorporation of the Ph.D. Project, a national AACSB-supported initiative that recruits minority Ph.D. students, and selected faculty members participate in annual conferences in order to provide information about our program and attract potential students. These activities have yielded two Ph.D. students over the past years.

Enrollment Statistics

UTD and the SOM continue their efforts to recruit and retain a diverse student body within the restrictions of Hopwood et al. v. Texas, et al. and available resources. The SOM exceeds the UTD in females (49.2% vs. 47.3%) and international students (25.5% vs. 23.3%), while other areas are comparable or slightly less than the University's percentages. A complete breakdown of demographic characteristics of the SOM students compared with the University's students is provided in the following table (note that these figures are self-reported data from students' applications to UTD).

Table S6- Demographic Characteristics of UTD and SOM for Fall 2000		
<u>Demographic Characteristic</u>	<u>Percentage of UTD Students</u>	<u>Percentage of SOM Students</u>
<i>Male</i>	52.7%	50.8%
<i>Female</i>	47.3%	49.2%
<i>Total Gender</i>	100.0%	100.0%
<i>White Non-Hispanic</i>	58.4%	56.2%
<i>Black Non-Hispanic</i>	6.1%	5.7%
<i>Hispanic</i>	5.9%	6.0%
<i>Asian/Pacific Islander</i>	16.4%	16.1%
<i>American Indian</i>	0.4%	0.4%
<i>Other</i>	12.8%	15.6%
<i>Total Ethnicity</i>	100.0%	100.0%
<i>Texas Residents</i>	74.6%	73.5%
<i>Out-of-State Residents</i>	2.2%	1.0%
<i>International</i>	23.3%	25.5%
<i>Total Residency</i>	100.0%	100.0%

Enrollment statistics given in the next two tables for Fall 2000 reflect the diversity of our student population:

Table S7- Ethnicity Enrollment by Degree						
	<u>BS</u>	<u>MA</u>	<u>MBA</u>	<u>MS</u>	<u>Ph.D.</u>	<u>SOM Total</u>
<i>White Non-Hispanic</i>	60.0%	59.3%	51.4%	61.5%	21.2%	56.2%
<i>Black Non-Hispanic</i>	7.2%	0.0%	3.8%	5.4%	3.8%	5.7%
<i>Hispanic</i>	8.4%	3.7%	3.4%	2.0%	0.0%	6.0%
<i>Asian/Pacific Islander</i>	20.5%	11.1%	11.1%	10.8%	1.9%	16.1%
<i>American Indian</i>	0.5%	3.7%	0.1%	0.7%	0.0%	0.4%
<i>Other</i>	3.4%	22.2%	30.2%	19.6%	73.1%	15.6%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The SOM undergraduate population is comprised of 60.0% White, 7.2% African American, 8.4% Hispanic, and 20.5% Asian students. There are, however, only eight Native American students (0.5%). In addition 3.4% of the undergraduate students fall into other groups.

In terms of gender, females make up the majority of undergraduate business students at 56.0%. This proportion is higher than in any other program in the SOM.

	<u>BS</u>	<u>MA</u>	<u>MBA</u>	<u>M.S.</u>	<u>Ph.D.</u>
<i>Female</i>	56.0%	48.1%	40.9%	43.9%	34.6%
<i>Male</i>	44.0%	51.9%	59.1%	56.1%	65.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

At the Master’s level, more than half of the students in all three of the degree programs, MA, MBA, and MS are white (59.3%, 51.4%, and 61.5% respectively). The second largest proportion of students in these programs is international, with a high of 30.2% in the MBA program. Asian students rank the third highest in proportion for all three degree programs. Currently, African-American students are 3.8% of the MBA program, and 5.4% (the highest of all three degree programs) of the M.S. program. Hispanic students range from 2.0% to 3.7%. Interestingly, the M.A. program shows the highest percentage of Native American students in the entire School of Management at 3.7%.

In terms of gender, males outnumber females in all three of the masters degree program. The female population ratio ranges from 40.9 to 48.1 in these programs.

Overall, the SOM has a fairly equal mix of female and male students in the Undergraduate and Master’s level degree programs. Greater effort at recruiting female students is needed. In terms of racial mix, all degree programs need to continue to recruit students of color, particularly Hispanic, African-American, and Native American. The SOM demonstrates its greatest diversity in the number of Asian and International students in our undergraduate and graduate programs.

S.I.c:

The policies for admission to business degree programs at the undergraduate level should be clear. Retention policies for undergraduate students should be consistent with an objective of producing high quality graduates.

Applicants

Broadly speaking, admission standards for new UTD freshmen are based on a combination of class rank and standardized test score (SAT or ACT). Students admitted for the first semester of college work must have graduated from an accredited high school and present a satisfactory score on the SAT or ACT.

Concerned about the effects of *Hopwood, et al. v. Texas, et al.* on the diversity of students attending state-supported colleges and universities, the Texas Legislature amended the Texas Education Code, Chapter 51, to require that applicants who graduate in the top ten percent of their high school classes be admitted automatically. The University's admission policy was broadened in Fall of 1998 to allow for compliance to the policy and to automatically guarantee admission to applicants who meet the criteria of *Hopwood*. Applicants must have graduated from high school during one of the two school years preceding the academic year for which they seek admission. Applicants admitted because they are in the top 10% of their high school class may be required to complete additional preparatory work before enrolling in the University. They may also be required to remove any deficiencies in their high school coursework before graduating from the University.

Applications from all students not graduating from Texas high schools in the top 10% of their class will be reviewed. Applicants must have graduated from an accredited high school or satisfied equal requirements, and should have completed the high school unit requirements listed below (see item 9). Admission decisions are based on the applicant's composite achievement profile, including:

1. High school class rank;
2. Strength of academic preparation including the number of courses taken and their difficulty (honors, AP, IB, etc.);
3. SAT-I or ACT scores;
4. Record of achievements/honors/awards;
5. Special accomplishments/work/service both in and out of school;
6. Essays;
7. Special circumstances that put academic achievements in context;
8. Recommendations (not required);
9. Successful completion of a high school curriculum that includes:
 - a. Four units of Language Arts, including at least one unit of writing skills;
 - b. Two units of a single foreign language (three units recommended);
 - c. Three and one-half units of Mathematics beginning with Algebra I or higher and including a course dealing with trigonometry, such as pre-calculus (four units recommended);
 - d. Three units of laboratory science, not including Physical Science;

- e. Three units of Social Sciences, not including work-study (four units recommended);
 - f. One-half unit of Fine Arts (one unit recommended); and
 - g. The University also recommends one unit of Computer Science, one-half unit of Health, and one and one-half units of Physical Education; and
10. For Texas residents, consideration may be given to socioeconomic and geographic information.

The review process gives primary consideration to the applicant's scores on standardized tests and high school record although no specific class rank, test score, or other qualification by itself assures admission except as described above. The decision for each applicant will be to approve admission, to approve admission conditionally, or to deny admission.

Applications that do not qualify for automatic admission will be reviewed at the discretion of the Master of the college housing the applicant's major. College Masters pay particular attention to the academic content and grades of the applicant's college-level work. Students admitted on probation must earn a GPA of at least 2.2 for the first semester of enrollment. Failure to meet this condition results in suspension. Students admitted on probation by the College Master, who are subsequently suspended from the university, may be readmitted only by the College Master.

SAT Scores

UTD strives to enroll highly qualified undergraduate students. The average SAT score for the 924 freshmen in the Fall of 2000 was 1181. This continues a tradition of attracting students with high scores even as the number of first time freshmen has increased almost 50% from 1996 to 2000.

Table S9 - Number of Freshman Applicants, Admissions, and Enrollment in the Fall of 2000				
	<u>UTD Overall</u>		<u>School of Management</u>	
		<u>Average</u>		
	<u>Count</u>	<u>SAT</u>	<u>Count</u>	<u>Average SAT</u>
<i>Applied</i>	2453	1102	418	1064
<i>Admitted</i>	1798	1167	294	1126
<i>Enrolled</i>	924	1181	129	1134

SOM Freshmen averaged 1134, somewhat lower than the University as a whole.

Table S10 - Average SAT Scores for Enrolled Undergrads by School

	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>
<i>Arts and Humanities</i>	1192	1137	1132	1163
<i>Electrical Engineering and Computer Science</i>	1199	1180	1204	1193
<i>General Studies</i>	1190	1023	1122	1084
<i>Human Development</i>	1181	1129	1091	1131
<i>Management</i>	1108	1080	1058	1106
<i>Natural Sciences and Math</i>	1182	1150	1144	1136
<i>Social Sciences</i>	1156	1094	1080	1168

Upper Division Status

The SOM is primarily an upper-division school. Students entering UTD at the lower-division may declare the Business Administration or Accounting major and are advised by the SOM Academic Advisors. Students admitted at the lower division must satisfactorily complete the 42 credit hours, that constitute the lower-division core curriculum.

In addition, the following course work must be completed as pre-requisites to upper-division course work in the SOM:

Major Preparatory Courses

Accounting	ACCT 2301 and ACCT 2302
Business and Public Law	BA 2301
Economics	ECO 2301 and ECO 2302
Mathematics	MATH 1325, MATH 1326 and MATH 2333
Computer Science*	CS 1315

** Only required for the MIS concentration.*

Students are eligible to take business courses after completion of the above preparatory courses with a minimum grade point average. In the Business Administration major, the student may choose from General Business, Management Information Systems and Finance concentrations. Once admitted to the SOM, students must meet requirements specified in the Accounting or Business Administration degree plans.

Regardless of the number of lower-division hours, which a student transfers to the University, applicants will need at least 51 upper-level hours to graduate. Fifty percent of the upper-division business credit hours must be taken at UTD.

Examining Fall semesters in the table below, upper-division students constitute more than 75% of our undergraduate SOM students.

Table S11-Undergraduate Enrollment by SOM degree										
<u>Term</u>	<u>Degree</u>		<u>Fr</u>		<u>So</u>		<u>Jr</u>		<u>Sr</u>	<u>Total</u>
Fall 00	ACCT	29	9.8%	20	6.7%	133	44.8%	115	38.7%	297
	BA	169	11.4%	199	13.4%	616	44.6%	496	33.5%	1,480
Fall 99	ACCT	15	4.7%	46	14.5%	112	35.3%	144	45.4%	317
	BA	111	9.6%	194	16.8%	483	41.7%	369	31.9%	1,157
Fall 98	ACCT	20	5.9%	29	8.6%	127	37.7%	161	47.8%	337
	BA	114	11.8%	115	11.9%	424	44.0%	311	32.3%	964

Retention and Advising

A minimum overall GPA of 2.0 must be maintained on all work attempted. Students are advised of the retention requirements by the Undergraduate Catalog and by SOM Academic Advisors. The SOM has four full-time undergraduate advisors. Students are encouraged to visit the Advising Office every semester. A degree plan is prepared for each student as the files of admitted students are received in the advising office. Advisors then audit the degree plan at every visit by the student.

The Academic Advising Office receives mid-term grades for freshmen students. All students with low GPAs are called and asked to come to the advising office and to remain in contact during the remainder of the semester. In addition, each faculty member has copies of a faculty referral form designed to identify students in distress. The form is initially sent by the faculty member to the Director of Advising and then referred to the student's College Master and Academic Advisor for follow-up.

Academic probation is determined by UTD standards. A student is placed on academic probation at the end of any enrollment period in which the student's cumulative GPA at the University does not meet the 2.0 minimum. Students who fall below the University minimum are placed on probation automatically by noting such status on their academic record. The College Master may also place a student on probation if the student does not maintain at least a 2.0 GPA in the major and related courses, independent of the overall GPA. The Undergraduate Dean's office sends students a letter stating that they are on probation and asks them to contact their academic advisor. The SOM academic advisors also receive the list of students on probation and invite them for a visit. The student is asked to remain in contact during the semester. Students on academic probation are required to enroll for the coursework specified by their academic advisor. A student who raises his or her cumulative GPA above the minimum is removed from probation. A student who earns at least a 2.20 GPA in a probationary semester but fails to raise his or her cumulative GPA to the minimum prescribed remains on probation but is allowed to enroll at the University. A student on probation may not register for more than 12 semester hours.

Degrees Awarded

The School of Management has awarded approximately 300 Undergraduate degrees in each of the past five years. The School confers approximately a quarter of all UTD Undergraduate degrees.

Table S12 - Number of Undergraduate Degrees Awarded from SOM					
	<u>AY95-96</u>	<u>AY96-97</u>	<u>AY97-98</u>	<u>AY98-99</u>	<u>AY99-00</u>
<i>BA Graduates</i>	300	327	294	300	319
<i>UTD Total</i>	1024	1160	1246	1217	1303
SOM as % of Total	29%	28%	24%	25%	24%

Students may receive honors status at graduation based on obtaining a GPA of 3.5 or higher. Those with a 3.9 GPA who also write a thesis may receive highest honors. During the last three years about 25% of students have graduated with honors and approximately 7 percent have graduated with highest honors.

Table S13 - School of Management -- Honors Graduates 1997-2000				
	<u>AY 96-97</u>	<u>AY97- 98</u>	<u>AY 98-99</u>	<u>AY99- 00</u>
<i>SOM Honors Graduates (as % of total graduates)</i>	78 (24%)	94 (32%)	75 (25%)	93 (29%)
<i>SOM Highest Honors Graduates</i>	25	19	25	22
Total SOM Graduates	327	294	300	319

S.1.d:

Admission policies at the graduate level normally limit selection of students to holders of the undergraduate degree. Candidates admitted must be qualified for the program to which they are admitted. Retention policies for graduate students should be consistent with an objective of producing high quality graduates.

Applicants

Admission to any graduate program in the SOM is limited to students who hold a baccalaureate degree. Admission standards for individual programs are established to ensure that candidates are qualified for the program to which they are admitted. Retention policies are instituted to meet the objective of producing high quality graduates.

Admission to either a Master's or Doctoral Program in the SOM is based on undergraduate records, letters of recommendation, personal statements, work experience, and GMAT scores. As a starting point, the applicant must score a 500 or more on the GMAT. If that is true, then an index is calculated from a combination of undergraduate GPA for the applicant's last 60 hours (times 200) plus GMAT score. If the index is greater than 1,200 the student is presumed to be capable of handling the work but the file is examined to ascertain that there are no defects in the record to alter this assessment. If

the index is below 1200 or the GMAT score falls below 500 close attention is paid to the overall record to assess whether the applicant is capable of successfully completing the degree program.

Numerous ongoing methods for recruiting are employed throughout the year. Besides periodic ads in local and university papers, the School sponsors information sessions for specific programs and for graduate programs in general. Prospective students can learn about the different programs and obtain advice about which to pursue. The School also has sent mailings to students with GMAT scores above certain levels and to students who send their GMAT scores to the University. In addition, undergraduate alumni from UTD have been contacted about pursuing graduate education at the SOM.

Applications have increased dramatically during the period from 1996 to 2000. The School is expecting more than 1,000 applicants to master's level programs in the SOM during the 2000-2001 academic year. (These numbers do not include Executive Education applicants.) About 70% of Fall 2000 applicants were accepted and 52% of applicants enrolled. The acceptance rate has decreased as the number of applicants has increased.

Those enrolled in the Fall of 2000 had average GMAT scores of 545 and average GPAs of 3.24. The average GMAT scores reached a low in Fall 98 and have started to increase since then. This increase was due to a conscious decision to tighten admission standards. Our goal is to continue to raise the average GMAT scores over the next few years to 570.

Table S14 – Applicants, Acceptances, and Enrollment in Master's Programs for the Fall Semester 1996-2000

	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
<i>Total Number of Master's Applicants</i>	387	338	442	559	718
<i>Number Accepted</i>	336	333	369	483	501
<i>Percent Accepted</i>	86.8%	85.8%	83.5%	86.4%	69.8%
<i>Average GPA</i>	3.21	3.19	3.22	3.22	3.21
<i>Average GMAT</i>	544	539	527	536	546
<i>Number Enrolled</i>	253	260	270	336	372
<i>Percent Enrolled</i>	65.4%	67.0%	61.1%	60.1%	51.8%
<i>Average GPA</i>	3.18	3.22	3.20	3.20	3.24
<i>Average GMAT</i>	541	540	522	535	545

Of the Master's degree programs, the MBA program has the largest number of applicants, followed by the MS in Management and Administrative Sciences, MS in Accounting, and the M.A. in International Management. The number of new students enrolling in the MBA program has increased steadily from 1997 to 2000 while the

*An institution of choice,
preparing tomorrow's business leaders and expanding the frontiers of management knowledge.*

number joining the M.S. in Management and Administrative Sciences has more than tripled. Much of this increase is due to the interest in Management Information Systems, particularly the e-commerce, telecommunications, and IT consulting concentrations.

Table S15 - Applicants, Acceptances, and Enrollment by Programs					
	<u>Fall 96</u>	<u>Fall 97</u>	<u>Fall 98</u>	<u>Fall 99</u>	<u>Fall 00</u>
<i>Master of Business Administration</i>					
<i>Applicants</i>	252	264	301	311	342
<i>Accepted</i>	215	223	255	293	240
<i>Enrolled</i>	143	161	165	175	195
<i>Master of Science in Management & Administrative Sciences</i>					
<i>Applicants</i>	68	72	92	164	281
<i>Accepted</i>	59	61	71	149	212
<i>Enrolled</i>	40	46	48	92	146
<i>Master of Science in Accounting</i>					
<i>Applicants</i>	50	37	34	58	78
<i>Accepted</i>	47	35	30	48	38
<i>Enrolled</i>	36	27	14	34	25
<i>Master of Arts in International Management</i>					
<i>Applicants</i>	17	15	15	15	17
<i>Accepted</i>	15	14	13	10	11
<i>Enrolled</i>	10	12	7	6	6

As noted above, average GMAT scores have increased recently for all programs. This average has improved from 535 in Fall of 1996, for the MBA Program, to 548 in the Fall of 2000. This is due to more stringent admissions criteria.

Table S16 - Average GMAT scores					
	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>
<i>MBA</i>	535	531	525	546	548
<i>MS in MAS</i>	533	526	524	528	544
<i>MS in Accounting</i>	514	542	488	526	538
<i>MA</i>	498	523	547	527	539

Non-Degree Seeking Students

Non-degree seeking students are admitted to the School and are permitted to take graduate courses, but, the transferability of these courses to degree programs is limited. Students admitted to a degree program who have completed 15 hours or less with non-

degree seeking status will automatically receive credit toward their degree for those graduate business courses completed with an A or B. Non-degree seeking students are not permitted to take more than 15 hours. Any exceptions have to be approved by the Director of Advising.

Full-time, Cohort MBA Program

The Cohort MBA program, started in 1996, is a full-time program that requires higher GMAT scores and greater work experience for students to be admitted. A class of about 50 students begins each fall and they work through the program in lock-step fashion. The classes emphasize teamwork and discussion. The curriculum emphasizes learning management skills for the information age with a focus on information technology, the Internet, and telecommunications. Unique courses such as Internet business models and economics of information goods have been developed for this program.

Since the Cohort MBA program is designed to promote greater interaction among students, admissions are monitored to provide a mix of high quality students from different backgrounds. Letters of recommendation and interviews are significant in determining eligibility for the Cohort MBA program. The students average over three years of work experience, GMAT scores above 640, TOFEL scores above 600, and undergraduate GPA's above 3.4. International enrollees count for about 45% of the class, and the female proportion is slightly less than 45%.

Executive Education Programs

The SOM's Executive Education Programs rely on an intensive screening process. Potential applicants meet with the Program Director (or interview by telephone for the distance learning programs) prior to admission. The applicant must also provide a personal statement and three references. Prior work experience – extensive, responsible experience is required for all Executive programs – and educational history are scrutinized. Employers are asked to provide sponsorship, not just in financial support but also in release time to attend classes and complete the extensive out-of-class-assignments. Employer support provides important information on motivation, contextual support, and native ability. On rare occasions the Graduate Dean will, on petition from the Associate Dean, admit a person who does not have preparation equivalent to a full undergraduate degree. For the last three years, no more than two persons per year have been admitted under this process.

Each of the Executive Education Programs has its own admissions committee of three members who must agree for an admission to be obtained. Because this process involves so much upfront contact, potential applicants who are not going to meet program requirements typically fall out of the process before applying. As a result, a high percentage of applicants are admitted, but only a small percentage of potential applicants make it through the total application process.

Table S17 - Enrollment by Executive Education Program					
	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
<i>Executive MBA</i>	57	63	60	68	90
<i>Global Leadership MBA</i>	12	16	27	47	75
<i>Organizational Development and Change Management</i>	19	11	13	10	13
<i>Project Management</i>	15	27	38	38	43
Total	103	117	138	163	221

Only those holding an MD or DO degree are admitted to the Alliance for Medical Management Program. The Medical Management Program enrolls students in specific modules. Students choose to register for specific modules. To obtain a degree, however, they need to complete all modules. Enrollment in the modules is provided below.

Table S18 - CLASS ONE	
<u>Date of Module</u>	<u>Number of Attendees</u>
Module One – 5/98	41
Module Two – 8/98	43
Module Three – 11/98	41
Module Four – 2/99	37
Module Five – 5/99	36
Module Six – 8/99	34
Module Seven – 11/99	30
Module Eight – 2/2000	33

Table S19 - CLASS TWO	
<u>Date of Module</u>	<u>Number of Attendees</u>
Module One – 10/1999	19
Module Two – 1/2000	20
Module Three – 4/2000	17
Module Four – 7/2000	20
Module Five – 10/2000	20
Module Six – 01/2001	23
Module Seven – 03/2001	10
Module Eight – 04/2001	21

Retention

The SOM monitors the progress and quality of its students. While attending the SOM, students must average a 3.0 GPA in all their core classes, plus average a 3.0 GPA

overall. Students must also meet all the prerequisites, including calculus. Currently, more than 70% of students graduate. Because students are primarily part time many of those who leave the program do so for job related reasons (e.g. transferred to another region). The intensive application process ensures that students entering the Cohort and Executive Education programs are both prepared and committed. In addition, students in these programs are advised and monitored by a Program Director. The Program Directors serve an important advising and counseling role and take personal responsibility for the retention of able students and counseling students who are not going to meet the program demands.

Doctor of Philosophy

The School offers the Doctor of Philosophy degree in Management Science with specializations in

- Accounting
- Finance
- Information Systems
- Marketing
- Operations Management
- Organizational Science

The Doctor of Philosophy in International Management Studies is also offered.

Application for admission to the Ph.D. program normally includes:

- A GMAT test score of 600 or higher;
- An undergraduate degree with a good academic record from an accredited institution of higher learning;
- Letters of recommendation;
- A personal statement of goals in relation to seeking the degree.
- In the case of international students, TOEFL scores or other evidence of English proficiency are required.

No student is admitted without the approval of the concentration Area to which the student applies.

Each doctoral candidate is required to complete a minimum of 90 semester credit hours of applicable graduate work in specific program areas beyond the baccalaureate

and prerequisites. Throughout their programs of study, Ph.D. students are encouraged to participate in ongoing research activities and to develop their own lines of research.

As is true of other graduate programs, the number of Ph.D. students has increased recently. The largest number of students concentrates in Management Science and Information Systems.

Table S20 – Ph.D. Enrollment by Concentration

	<u>Fall</u> 1996	<u>Fall</u> 1997	<u>Fall</u> 1998	<u>Fall</u> 1999	<u>Fall</u> 2000
<i>Accounting</i>	N/A	N/A	1	7	9
<i>Finance</i>	8	9	7	7	6
<i>Management Science and Information Systems</i>	11	12	10	19	24
<i>Marketing</i>	11	12	11	12	13
<i>International Management Studies</i>	21	19	13	12	15
Total	51	52	42	57	67

The following table lists the average GMAT for enrolled doctoral students, for the fall of each year and Area.

Table S21 - Average GMAT Scores

	<u>Fall</u> 1996	<u>Fall</u> 1997	<u>Fall</u> 1998	<u>Fall</u> 1999	<u>Fall</u> 2000
<i>Accounting</i> - -			730	670	686
<i>Finance</i>	642	639	640	628	648
<i>Management Science and Information Systems</i>	632	633	616	622	622
<i>Marketing</i>	634	626	638	626	668
<i>Organizational Strategy and International Management</i>	620	636	617	601	621

The admissions standards to the doctoral programs in the SOM are designed to identify candidates who will be capable of competent and original scientific research in the management disciplines. A review of the average GMAT scores of doctoral students enrolled during the period Fall 1994 – Fall 2000 along with the placement of doctoral graduates of the school over the past five years provides ample evidence of the achievement of this goal. Many doctoral graduates of the School have competed very successfully in the academic marketplace, accepting faculty positions in schools such as Yale, London Business School, University of Toronto, Rice, Carnegie-Mellon, and Texas A&M. Many others have accepted positions in less well-known universities. A key feature of our Ph.D. program is that in addition to academic positions the School has been successful in placing graduates in industry. The following table lists the number of doctoral degrees granted.

Table S22 – Doctoral Degrees Awarded by Academic Year

	<u>AY</u> <u>95-96</u>	<u>AY</u> <u>96-97</u>	<u>AY</u> <u>97-98</u>	<u>AY</u> <u>98-99</u>	<u>AY</u> <u>99-00</u>
<i>Accounting</i>	0	0	0	0	0
<i>Finance</i>	3	0	2	1	1
<i>Management Science and Information Science</i>	1	1	0	2	1
<i>Marketing</i>	2	1	1	1	3
<i>Organizational Strategy and International Management</i>	0	5	4	5	1
Total	6	7	7	9	6

A summary of the initial placements of our doctoral graduates during the period 1993 -2000 is shown in the following table a more detailed listing is given in Vol. II, Appendix S2.

Table S23 - Initial Placements of Doctoral Graduates

	<u>Acct</u>	<u>Finance</u>	<u>Mgt Sci</u> <u>Info Sys</u>	<u>Mktg</u>	<u>Org Strat</u> <u>Intl Mgt</u>
<i>Academic</i>	0	6	4	8	17
<i>-North American Doctoral Universities</i>	0	1	3	3	6
<i>-North American Other Universities</i>	0	1	0	0	6
<i>-Universities not in North America</i>	0	4	1	5	5
<i>Business</i>	0	5	5	5	2
Total	0	11	9	13	19

In addition to the University requirement of a 3.0 GPA for all doctoral students, the SOM uses other procedures to identify students who are not performing satisfactorily in the program. Recognizing that a rigorous doctoral program requires commitment, a plan of study is developed for full-time students at the end of their first semester. This plan of study is updated each semester and a copy is placed on file in the Office of the Director of the Ph.D. Program. The plan of study is used to identify those who are not on track to complete the program. Those who fail to make satisfactory progress in accordance with their plan of study are initially warned. Students who do not perform satisfactorily after the warnings are removed from the program and advised of other programs appropriate for them.

Graduate Degrees Awarded by Area

While enrolling 28% of current UTD graduate students, the School has produced about 40% of the graduate degrees in each of the last five years. UTD has been proud of its heritage as a graduate level University and the SOM continues to contribute to that strength.

Table S24 - Number of Graduate Degrees Awarded

	<u>AY 95-96</u>	<u>AY 96-97</u>	<u>AY 97-98</u>	<u>AY 98-99</u>	<u>AY 99-00</u>
<i>Masters</i>	247	323	328	360	471

<i>Ph.D.</i>	6	7	7	9	6
<i>School of Management Total</i>	253	330	335	369	477
<i>UTD Total</i>	631	805	849	998	1123
<i>Management as a % of UTD</i>	40%	41%	39%	37%	42%

S.2 Career Planning and Placement

Students should receive assistance in making career decisions and in seeking employment to follow completion of their degree program.

Career Planning: Resources, Counseling, Skills Development & Co-op Options

SOM students receive assistance in making career decisions and determining employment options at several different levels: the University, the SOM, and the appropriate academic department or professional field. A Student Guide of recommended career activities for each academic level encourages student involvement from the beginning of the University experience. The guide sheet is provided to students on multiple occasions, including student orientations, classroom presentations, and all Career Center events and locations. The student career-planning guide is also published on the UTD Career Web-site (www.utdallas.edu/student/career/decisions.html).

Within the SOM Advising Office, academic advisors are available to make students aware of the resources available on and off campus for career choice assistance. The Advising Office refers students to individual faculty members within Areas, to the resources available in the University McDermott library, and to the University Career Center. Encouragement of and faculty participation in student organizations such as the Finance Club, the MIS Club, and the Accounting Honor Society also provide students with career information and networking opportunities.

The Career Center functions as the main career resource area on campus and regularly provides services to currently enrolled students and recent graduates. Recently, because of interest from returning mid-career alumni seeking career search and employment assistance, the Career Center has made the commitment to provide a full range of services to these individuals. All students and alumni can receive help choosing majors, developing career directions, locating jobs, or planning for graduate school. While the Career Center is the center of employment resources and job listings on campus, the Center considers its primary role to be educate every student in a wide range of job search skills. All students are given the opportunity to develop job search skills to serve them throughout their careers

Counseling and Support

In depth career counseling, career testing and occupational information are available from licensed career counselors (LPC certifications) on an individual appointment basis and is provided free to currently enrolled students or recent graduates. The assistance provided may also address resume writing, interview techniques, and actual job interview practice. Career testing services include assessments and personality tests such as the *Myers-Briggs Type Indicator*, the *Strong Interest Inventory*, the *Campbell Interest & Skills Survey*, the *Occupational Interest Checklist*, and the *Holland Self Directed Search Assessment*. Career exploration software such as *SIGI* and *Career Choices* has also been available.

Additional staff in the Career Center provide support to students in the development of their career planning and employment skills by providing information about internships and co-op job opportunities, job fairs, and the on-campus corporate recruiting process. A resource library of career texts and appropriate publications is maintained to further assist the students. A variety of publications are provided free to students: Job Choice magazine, Black MBA, Experience magazine, Hispanic magazine, the Career Development Guide, and Employment News newspapers. These resources include excellent articles and additional reference sources for students. Supplementary information about unique or specialized programs is available for special populations such as minorities, women, and international students in the Career Center. Regular information sessions, orientations, and presentations are held on campus to familiarize students with the Career Center services and options. A Web-site linked to the main UTD Web-site (www.utdallas.edu/student/career) is maintained and updated regularly, chronicling events and activities of interest to career minded students such as on and off-campus Career fairs, on-campus Employer information sessions, workshops and seminars.

SOM students have access to a full range of career planning assistance and support. For example, almost 400 students attended career counseling and over 800 career skills workshops during the 1999-2000 academic year.

Activity/ Year	97-98	98-99	99-00
Number Attending Career Counseling	286	363	379
Number Attending Career Skills Workshops	717	775	825

Another popular approach to exploring careers is to obtain a co-op or internship while a student. More than 200 students obtained co-ops or internships during the previous academic year. Greater placement this past year in co-op positions did not quite keep pace with the increased level of interest from students.

Activity/ Year	97-98	98-99	99-00
Number of Co-op students registered*	417	263	454
Number of Co-op students placed	180	155	215
% of students placed/registered	43%	59%	42%
Student Evaluations of Co-op Assignment	4.34	4.53	4.51
Employers "Critique of Students "	4.38	4.55	4.21

* Number of Co-op students registered also reflects students searching, but not yet eligible or interested in current semester opportunities.

Students and employers evaluate the co-op experience. Using a scale from "outstanding" (5) to "poor" (1), students and employers consistently give high marks to the program.

As seen in this table, the number of students registered and placed fell during the 1998-1999 academic year. At that time Career Center staff turnover was significant, and the quality of the student service suffered. In addition, a new software system (*Career Connections*) was installed and many implementation difficulties were encountered. These problems have been remedied as discussed in more detail in the next section.

Continuous Improvement

During 2000 many process changes were made in the UTD Career Center. Steps were taken to ensure a greater measure of customer service via increased staffing and new procedures. Special initiatives by the SOM such as additional staff, an internship program unique for SOM students, and improved information distribution and resources have resulted in improved service to students and alumni.

In January 2000, the SOM hired a new Director of Career Programs, specifically to develop more options for SOM students and address areas needing remediation. Meeting the interests expressed by students, a greater effort is being made to develop additional Co-op and Internship opportunities for SOM students in all majors. In addition, specialized presentations have been developed for different sectors of need within the SOM population: from career management seminars for Executive level students to specialized seminars on Behavior Based interviewing or Internet Search Techniques.

Feedback from students is taken seriously and attempts to be responsive to students needs are reflected in the changes made in the past year: revised procedures for International students, new SOM options with flexibility in Co-op & Internship participation, additional staff to provide a stronger level of customer service, and a higher level of employer interaction to increase employer consideration of SOM students. Working closely with the University Career Center staff, procedures have been identified and changed to ensure a more student-friendly atmosphere than in prior years, and to provide designated individuals within the Career Center specific responsibility for

assisting SOM students. With this in place, the staff becomes more knowledgeable about SOM programs and student needs.

Career Placement: Job Skills Development, Resources, and Contacts

Graduates are assisted in career placement at the Area and University level. The UTD Career Center provides services to current and former students in all academic majors and all degree levels. Career Center employer recruiting activities are generally aimed at meeting the needs of graduating students seeking full-time employment following graduation and current students in graduate programs seeking full-time opportunities. All students are encouraged to develop their job search skills to enable them to be effective in the job search process even after they leave the University. Multiple opportunities are offered for students to become proficient in resume writing, interview techniques, specialized search processes (including Internet Search skills and options), and networking skills. A regular schedule of workshops and seminars is published on the Career Center Website. In addition, special sessions are available to various classes to meet special interests or needs of SOM students.

Key areas of focus for the SOM include achieving recognition of educational quality by corporate recruiters, increased visibility and marketing of graduates, and increasing the quality of companies hiring at UTD. To this end, the new Director of Career Programs for the SOM focuses on developing and expanding employer connections. Potential employers are contacted to increase their interest in SOM graduates and to identify appropriate job opportunities (both full-time and co-op/internship opportunities). Employer site visits, attendance at many local business functions, telephone calls and mailings are all utilized to broaden the scope of employers' knowledge about SOM students. Alumni provide another valuable point of contact. The Management Alumni Association actively participates in a wide range of placement related activities including identifying internship opportunities and providing career mentoring.

Student Resources

The Career Center acts as liaison between students seeking opportunities and employers seeking fulfillment of their personnel needs. The employers represent all job sectors: education, business, industry, government and public service. Specific employment information, resources, and services offered by the Career Center include:

- job listings;
- specific business contact information;
- on-campus Recruiting bulletin and automated Interview scheduling system;
- on-campus interviews;
- facilities for students and potential employers to meet;

*An institution of choice,
preparing tomorrow's business leaders and expanding the frontiers of management knowledge.*

- on-campus recruiting events: hosting company information sessions;
- major Career Expo (with over 100 employers) held Spring and Fall semesters,
- materials on job search processes;
- company research materials and informational brochures;
- “Drop-In Resume critique” schedule (by professional resume reviewers).

The Career Center maintains its own library specializing in career and occupational resources – extensive printed materials, various informational media, and videotapes.

Utilizing Technology

UTD also makes available to students several specialized online company and industry research databases such as *CareerSearch* and the *JobTrak* software database via the UTD *Career Connections* Web site: www.utdallas.edu/student/career. In Spring 2001 an additional online indexed reference resource was purchased to add significantly to the students' research capabilities.

The job search process has been simplified and made more accessible to the students by putting almost all job listings available online. Additional Internet employment resources are also linked to the main Career Services Web site, such as Jobline. The main UTD software database, *Career Connections* is online 24/7 from any Web accessible PC. The *Career Connections* database of employer and student information is utilized to simplify student access to employers' recruiting information and also to speed the referral of students' resume data to employers. Students' resumes are now submitted and updated electronically by the students and are maintained on the online database for rapid employer access. Students can opt to have their resumes available as part of the larger *Career Connections/BrassRing*, a linkage to a large national University and Employer network.

Increased emphasis is being given to linking employers directly to students; employers are provided passwords to directly access the student resume database, simplifying and speeding access for employers. Since UTD is located in a large metropolitan area, employers frequently have an interest in connecting with students without scheduling a campus visit; it is fairly simple to have students interview directly at local employer sites. This makes our students more accessible to employer opportunities, but sometimes complicates communications between the employer and the University. Steps are being initiated to improve those communication links.

Improving Employer Contact and Visibility

Twice annually, the Career Center hosts a major on-campus Career Fair, offering students easy access to more than 100 employers at each event. To prepare the students,

workshops on interviewing, resume writing, the job search process, and Internet research & job search techniques are conducted at the Career Center.

Additional activities for SOM specialized populations with unique needs are also held periodically throughout the year. Each semester the Cohort MBA program sponsors visits by employers specifically interested in meeting our full-time MBA students. Cohort MBA resume books are distributed to employers each year, both for internship opportunities and for final placement. In addition, SOM faculty and career center staff encourage, participate and support student sponsored Career activities such as the Accounting Honor Society event held to “Meet the Firms.”

The following table outlines employer activities on campus. During the 1999-2000 academic year, more than 200 companies recruited students at our Career Fairs on campus. In addition, 163 companies interviewed students on campus through the Career Center. The largest amount of recruiting activity though is through online services. More than 5,000 employers list jobs through UTD, offering over 11,000 full-time jobs. In turn, 32,000 resumes were referred to employers, making this online capability a major tool for both companies and students.

Table S27 – Employer Activity on Campus

Activity/Year	97-98	98-99	99-00
Number of Companies at Career Fairs	210	190	226
Number of Companies conducting on-campus Interviews *	154	120	163
Number of Employers Listing Web Jobs with UTD *	Not applicable	4,617	5,358
Number of Full-time Jobs listed with UTD WebList	8400	14,918	11,118
Number of Employers requesting referrals from UTD resume database *	660	952	1,102
Number of UTD resumes referred *	25,584	31,568	32,000

* All students. UTD Career Connections database unable to break out data by individual schools because of external access by employers and frequent utilization of “Job Target” search option, which can include resumes from various majors/schools.

Assessment of SOM Career Activities

An ongoing effort is being made to increase the reporting of employment and salary data from graduates. Multiple methods have been utilized. In 2000 a postcard mailing from UTD, a follow up phone call, and a personalized letter were directed to each 2000 graduate. Still, the percentage of responses remains below expectations. Exploration of different options for data collection is ongoing. Currently, students receive a letter prior to graduation and again shortly after graduation. The data collected most recently indicates a return rate of only 28% (244 of 874 graduates) for the most

recent academic year. In the future, more attempts will be made to collect information from employers while they are on campus conducting and completing the interview process.

Table S28 – Student Placement Data			
Activity/Year	97-98	98-99	99-00
Number of SOM students utilizing career center	417	209	475
-- Undergraduate students	Not avail	62 (30%)	185 (39%)
-- Graduate students	Not avail	147 (70%)	290 (61%)
Number of SOM graduates reporting placement	283	242	244

Students do not have to register with the Career Center to utilize the services; many attend workshops or career fairs, but are not “formally” registered to use the placement or co-op services. Additionally, with the variety of “online” service options and job listings, many more students are accessing the services.

One measure of success for the Career Center is the salary level of our graduates. The following table presents approximate salary averages for undergraduate and graduate students. Salaries have increased significantly for graduate students over the last three years.

Table S29 – Student Salary Data			
Activity/Year	97-98	98-99	99-00
Average Salary – Undergraduate	35,000	34,000	37,000
Average Salary – Graduate	50,000	62,000	71,000

Assessment Process : Student perceptions and Employer perceptions

Feedback is taken from students at several points in the placement process, including voluntary exit surveys. A suggestion form is available for students to assess Career Center services. The Career Center is working on refining its student exit and evaluation surveys, conducting salary surveys, and assessment by alumni and employers.

Student perceptions of the Career Center, for example, have not been consistently tracked. In an ongoing commitment to improve the assessment information, the SOM last year also added administrative staff on site in the Career Center to track critical data. The new individuals' responsibilities include tracking and developing meaningful reporting information for the School of Management. For the 1999–2000 year, 79% of SOM students surveyed were familiar with Career Services and 59% had used its services.

Some experimentation on new techniques and surveys to improve the reporting has already begun. Many changes to the tracking and documentation processes are being implemented to enable better data tracking and evaluation of program elements.

It is important for the SOM to monitor student participation in various Career Center activities to aid in identifying the areas of greatest need for SOM students, and to alert the Director and the School to trends or areas of concern. New reporting includes:

- Ongoing report and evaluation of employers listing SOM positions
- Regular tracking of student populations/majors trends – indication of needs
- Identification of companies’ hiring needs; identify any new requests/skill sets
- Report on CPT (Curriculum Practical Training) International student participation

Employer surveys were undertaken during 2000 to get feedback on the quality of SOM graduates following hire. The response to the two major surveys (one in Spring 2000, one in Fall 2000) was disappointing, with only 7.5% of the surveys returned, despite follow-up requests. However, of the surveys returned, the feedback indicated a consistently high level of quality, as perceived by the employers. The evaluation score overall averaged 1.54, on a scale of 1= Best skills, 5=Poor skills.

Table S30 – Employer Evaluations

Skills queried –1= Best Skills, 5=Poor skills	Average Rating
1.Candidate possessed expertise in management focus area	1.6
2.Candidate had background to function in a management environment driven by information technology	1.4
3.Student possessed appropriate analytical skills	1.0
4. Student demonstrated functional management skills	2.2
5. Student acquired appropriate work experience before graduation	1.6
6. Candidate seemed well versed in practical management concepts	1.8
Overall Level of satisfaction with quality of candidates education:	1.5

The new reporting processes will help the SOM be more aware of activities in the Career Center and how SOM students are impacted. Improvements are already underway. Specific measures are being taken to make the Center more efficient and effective for both students and employers.

Chapter Summary – Continuous Improvement

The number of students enrolled in the SOM grew 50% from the Fall of 1996 to the Fall of 2000. Very few other schools have ever had such a large, rapid increase. Yet even with that tremendous growth, SOM has worked to maintain its standards of selectivity and improve services to students.

As outlined in the following table, the School has listened to students, identified problems, and taken actions to produce positive outcomes.

Table S31 -- Continuous Improvement related to Students			
<u>Assessment Approach</u>	<u>Identified Problem</u>	<u>Action</u>	<u>Outcome</u>
Student comments and complaints	Students not satisfied with availability and quality of SOM academic Advising	Reorganized Advising function (initiated Jan.1998): Created and filled Director of Advising position; Hired 8 full time advisors rather than part time grad students; Initiated an advising fee to pay for increased services	Student surveys indicate an increase in satisfaction with Advising office
Student comments and complaints	Students not satisfied with career counseling and placement services	Reorganized Career services for SOM students (initiated April 1998): Hired a Director of Career Programs for SOM and an administrative assistant ; Initiated a career planning fee for increased services	Increases in several indicators such as number of students attending career counseling, number of companies interviewing on campus, number of student resumes referred to companies, and student awareness of Career Center services
Student comments	SOM did not have a formal procedure for encouraging student input	Appointed a student advisory committee (Fall 1999) Consists of undergrad and grad students and meets each semester	Issues arising from these discussions with students are followed up on and resolved
Employers, faculty, and alumni comments	SOM did not have a developed full-time, day time "Cohort" MBA program, compared to the large evening program	Instituted financial support for Cohort MBA students to build enrollment in full-time program (Fall 1996) Scholarships, TA positions	Since starting in the Fall of 1996 with 23 students, the program has grown to 40 in the Fall of 2000 and expects up to 50 for the Fall of 2001
Faculty and student input	Needed to build awareness of full-time "Cohort" MBA	Initiated numerous steps including advertising, meetings with	Applications have doubled in the past two years

	program	businesses, mailing out newsletters, applications, and resume book (initiated Fall 1999)	
Comments from Masters students	Students with excellent academic records were not being adequately recognized and rewarded	Began awarding Dean's excellence scholarship for Masters students (since 1997)	Two to three scholarships are awarded twice a year by the SOM Scholarship Committee
Ph.D. students input	Ph.D. students had a difficult time financially, making it more likely they would not finish the program	Increased the number of TA positions available to Ph.D. students by 100%	The number of Ph.D. students has increased from 53 in the Fall of 1996 to 67 in the Fall of 2000
Ph.D. student input	SOM needed to be competitive with other schools to attract the best students Ph.D. students possible	Increased TA salary rate for Ph.D. students by 40% over the last 5 years	Average GMAT score has increased about 20 points in the last 5 years

CHAPTER 7 INTELLECTUAL CONTRIBUTIONS

IC.1

Faculty members should make intellectual contributions on a continuing basis appropriate to the School's Mission. The outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners.

UTD was originally envisioned as a research institute. This led to the University developing its graduate programs first, with a vision of excellence, emphasizing intellectual contributions. This is also true of the SOM, which has sought to develop a faculty that is intellectually engaged and continues to make intellectual contributions.

As the Strategic Plan makes clear, the School's Mission is built on a foundation of program innovation and basic research. If the School's faculty is to meet the commitments expressed in this Mission, intellectual contributions need to include foundation research in theory and practice and pedagogical innovations that include programs designed to meet the needs of our business partners. Scholarly work should contribute to management education and the development of pedagogical materials that support innovative program delivery.

Accordingly, the faculty of the School seek to make intellectual contributions in three areas:

Fundamental scholarship that advances theory and practice. This work includes traditional basic research as well as applied research that defines new areas of practice and provides general frameworks that address a wide range of application problems.

Applied scholarship focusing on practical issues. This type of work provides "how to" frameworks for skilled practitioners, uses demonstration cases to show how theories can be applied, and defines new areas of application for existing tools and techniques.

Pedagogical scholarship and methods. This provides guidance and experience in program structures, course content and delivery methods. This category includes cases, experiential learning tools, and novel combinations of multimedia and technology applications that enhance the learning process, and course materials that improve and advance the School's delivery of management education.

Appendix IC2 in Volume II details the nature of intellectual contributions that are monitored by the School. The nature of these intellectual contributions encompasses articles, books, presentations, conferences, and a host of other activities as described in the appendix. These contributions are then summed and weighted to form scores for each faculty member. Based on these scores, faculty are classified as Doctoral Teaching Qualified, Academically Qualified, Professionally Qualified, or Not Qualified. The scores are analyzed below in more detail for the last five-year academic period (note that

data for 00/01 academic year is incomplete as faculty update their data only towards the end of the academic year) .

During the five-academic-year period 1996/97-2000/01, the School’s faculty produced a large number of intellectual contributions. Table IC1 details these by the three areas identified above. These data were computer coded from vita turned in by the faculty. In the area of fundamental scholarship, the School’s faculty does extremely well, averaging close to 30 contributions per faculty member over the five-year period. This pattern of intellectual contributions is consistent with the third leg of the School’s Mission, “conduct research enhancing management knowledge.”

	<u>Sum</u>	<u>Fundamental Scholarship</u>	<u>Applied Scholarship</u>	<u>Pedagogical Scholarship</u>
<i>Total</i>	2264	1,772	269	223
<i>Average</i>	27.26	27.26	4.14	3.43

An analysis was also run to check on the distribution of intellectual contributions by disciplinary Areas of the School. Table IC2 presents these results. The number of contribution are seen to be quite similar across areas, which speaks well to the breadth of the SOM’s academic strength.

	<u>ACC</u>	<u>MSIS</u>	<u>FIN/MECO</u>	<u>MKT</u>	<u>OSIM</u>	<u>Grand Total</u>
<i>Average of fundamental</i>	24.50	40.94	16.69	22.2	26.60	26.89
<i>Average of applied</i>	2.63	2.88	5.85	0.4	6.87	3.54
<i>Average of pedagogical</i>	3.25	2.75	3.46	2.60	4.60	3.37
<i>Count of faculty</i>	15.00	17.00	11	7.00	15.00	65.00

The ‘count of faculty row’ in Table IC2 shows how faculty are distributed by Area in the School (this table does not include visiting faculty contributions). Currently, MS/MIS (Management Science/Information Systems) and OSIM (Organizations, Strategy and International Management) are the two largest Areas by headcount in the School, reflecting the fact that both Areas are a combination of several specialty areas.

A more detailed breakdown is available in Table IC3 for fundamental contributions. Again, strength is found across the board.

Table IC3 - Fundamental Scholarship

	<u>ACC</u>	<u>MSIS</u>	<u>FIN/MECO</u>	<u>MKT</u>	<u>OSIM</u>	<u>Overall Average</u>
<i>Average of articles</i>	2.44	7.2	3.08	2.60	2.47	3.97
<i>Average of books</i>	0.38	0.2	0.23	0.00	0.07	0.20
<i>Average of ref chap</i>	0.57	0.8	0.23	0.20	1.07	0.65
<i>Average of proceedings</i>	1.38	3.00	0.15	0.00	0.67	1.37
<i>Average of wk pap</i>	3.13	4.93	2.30	2.00	3.73	3.54
<i>Average of art un rev</i>	3.69	3.6	1.46	3.40	2.13	2.89
<i>Average of ac pres</i>	4.81	7.33	3.92	3.80	5.20	5.29
<i>Average of ac conf</i>	2.25	2.73	2.39	0.40	3.53	2.51
<i>Average of res grnt</i>	0.38	0.53	0.00	0.40	0.93	0.52
<i>Average of ed pos</i>	2.31	3.07	0.69	2.60	1.73	2.06
<i>Average of ac adm</i>	1.0	2.07	0.30	0.4	1.87	1.31
<i>Average of diss sup</i>	0	1.0	1.00	2.00	1.00	1.00
<i>Average of diss comm</i>	0.88	0.93	1.00	3.00	1.87	1.29

Finally, the overall contributions was examined by disciplinary area using the weighting system created to classify faculty into doctoral teaching qualified, regular academically qualified, or professionally qualified. This weighting scheme is discussed in Vol. II Appendix IC1. Table IC4 represents the disciplinary area wide averages based on those weightings.

Table IC4 - Disciplinary Area Averages

	<u>ACC</u>	<u>MSIS</u>	<u>FIN/MECO</u>	<u>MKT</u>	<u>OSIM</u>
<i>Average of doctoral faculty rating</i>	62.66	134.60	54.92	45.40	59.62
<i>Average of overall ranking</i>	77.93	145.57	78.50	55.43	79.95
<i>Average of professional ranking</i>	24.65	14.39	45.5	11.4	31.28

Each row in Table IC4 represents a different weighting of the intellectual contributions. The doctoral row emphasizes academic publications above all else. The "overall ranking" row includes, along with academic contributions, contributions aimed at practitioners and also pedagogy. The 'professional ranking' row is limited to contributions aimed at practitioners. While there is some variation across disciplinary areas, all areas are strong. As discussed elsewhere, a score of 30 in the overall ranking is sufficient to be considered academically qualified and each of the disciplinary areas has an average at least three times that level. A score of 40 is the cutoff for being doctoral teaching qualified, and each area average is above this level (it should be noted, however, that only 37 out of 65 full-time faculty that have a teaching responsibility in one of our programs were classified as doctoral teaching qualified).

The above analysis reaffirms the belief that SOM faculty members are very active in their intellectual contributions. The School has endeavored to measure with some precision the activity and accomplishments of every faculty member over the past five years, and has used this information to assign faculty to teaching duties that can best utilize their considerable intellectual expertise in a manner responsive to our Mission.