

Academic and Student Success  
Committee Meeting  
Thursday, December 2, 2021 11:30 AM

Hilton University of Houston Hotel, Conrad  
Hilton Ballroom, Second Floor  
4800 Calhoun Rd  
Houston, TX 77204

## **Agenda**

### I. **Academic and Student Success Committee**

*Presenter: Chair Durga Agrawal*

#### I.A. Call to Order

*Presenter: Chair Durga Agrawal*

#### I.B. Approval of Committee Minutes

- May 20, 2021, Academic and Student Success Committee Meeting
- August 26, 2021, Academic and Student Success Committee Meeting

**Action:** Approval

*Presenter: Chair Durga Agrawal*

#### I.C. Approval of a Bachelor of Business Administration in Human Resource Management - University of Houston-Downtown

**Action:** Approval

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

#### I.D. Approval of UHD's Admissions Policy and Criteria- University of Houston-Downtown

**Action:** Approval

*Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

#### I.E. UHV Academic Structure Transition from Schools to Colleges with the Addition of a College of Natural and Applied Science - University of Houston-Victoria

**Action:** Approval

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost and*

*President Robert Glenn, President, UH-Victoria*

#### I.F. Approval of University of Houston Honorary Degrees - University of Houston

**Action:** Approval

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

I.G. Approval is requested to update the University of Houston System Board of Regents Academic and Student Success Committee Charter - University of Houston System

**Action:** Approval

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

I.H. Presentation of Low Producing Programs Report - University of Houston System

**Action:** Information

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

I.I. Introduction of Interim President and Interim Senior Vice President for Academic Affairs and Provost at the University of Houston-Clear Lake and the Introduction of Interim Vice Chancellor/Vice President for Student Affairs and Enrollment Services at the University of Houston - University of Houston System

**Action:** Information

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

I.J. Introduction of Dean, School of Arts and Sciences - University of Houston-Victoria

**Action:** Information

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

II. Presentation on the Institute for Global Engagement, An Aspire Initiative - University of Houston

**Action:** Information

*Presenter: Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs and Provost*

III. **Executive Session**

*Presenter: Chair Durga Agrawal*

III.A. 1. Consultation with System Attorney Regarding Legal Matters, and/or Contemplated Litigation or Settlement Offers.

Texas Gov't Code Section 551.071

2. Deliberations regarding the Purchase, Exchange, Sale or Value of Real Property.

Texas Gov't Code Section 551.072

3. Deliberation Regarding a Prospective Gift.

Texas Gov't Code Section 551.073

4. Personnel Matters Relating to appointment, Employment, Evaluation, Assignment, Duties, Discipline, or Dismissal of Officers or Employees including but not limited to the Chancellor, Presidents, Vice Chancellors, in the Division of Athletics and members of the Board of Regents.

Texas Gov't Code Section 551.074

IV. **Report and Action from Executive Session**

*Presenter: Chair Durga Agrawal*

V. **Adjourn**

**UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA**

**COMMITTEE:** Academic and Student Success

**ITEM:** Approval of a Bachelor of Business Administration in Human Resource Management – University of Houston-Downtown

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

The University of Houston-Downtown requests approval to establish a Bachelor of Business Administration in Human Resource Management. The proposed degree is designed in consideration of the Society for Human Resource Management's (SHRM) HR Curriculum (endorsed by AACSB International) and in order to be listed as an aligned program. SHRM programs are listed in their HR Program Directory and graduates of these programs are immediately eligible for a special student certification regardless of their work experience. Three independent sources of data were examined to determine demand: (1) National market data representing "employment" stakeholders, (2) Texas and Gulf Coast region market data and (3) Input from HR executives. Graduates will qualify to take on a number of roles, including but not limited to specialist roles in job analysis, recruitment, and selection, training and development, and compensation and benefits. Within UHD, the proposed BBA will provide a springboard from the existing HRM minor. Within UHS, the most closely related offering is UH's College of Technology's BS in HR Development, which is a related yet distinct field focused on training and development. Sam Houston State University offers a BBA in HRM but the proposed program targets a different population. The Bachelor of Business Administration in Human Resource Management expects to generate revenue starting in its second year.

**SUPPORTING**

**DOCUMENTATION:** Program Description and Financial Pro Forma

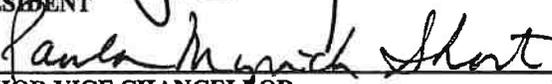
**FISCAL NOTE:** None

**RECOMMENDATION/  
ACTION REQUESTED:** Administration recommends approval of this item

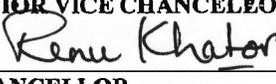
**COMPONENT:** University of Houston-Downtown

  
\_\_\_\_\_  
**PRESIDENT** Loren J. Blanchard

11/16/2021  
DATE

  
\_\_\_\_\_  
**SENIOR VICE CHANCELLOR** Paula Myrick Short

11-15-2021  
DATE

  
\_\_\_\_\_  
**CHANCELLOR** Renu Khator

11/24/2021  
DATE

# **BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT UNIVERSITY OF HOUSTON-DOWNTOWN**

## **Congruence with System Goals and University Mission**

Our proposed Bachelor of Business Administration (BBA) in Human Resource Management (HRM) aligns with UH System (UHS) goals, the UHD mission, and the Marilyn Davies College of Business (MDCOB) mission. Specifically, the major seeks to provide access and opportunity to the people of the Greater Houston Region (GHR) and the state (UHS goal #2: student success) by providing strong academic and career preparation (UHD mission) in the field of HRM. In support of UHS goal #1 (national competitiveness), the MGTI Department will hold itself accountable for student success by benchmarking program curriculum and competencies against the national Society for Human Resource Management (SHRM) and GHR industry leaders. In addition, the HRM major will impact the GHR community via the work of our graduates in creating opportunities through their organizations (UHS goal #3: community advancement). Finally, in support of UHD mission, our proposal includes curricular experiences (e.g., internships and collaborative projects) that involve engagement with the GHR. The HRM major also supports the MDCOB mission, specifically the portion related to providing a “reality-based education that enables a diverse student body to advance intellectually, professionally, and financially,” by advancing and improving our curricular offerings (MDCOB core strategy A) and providing programs that enhance academic and career opportunities (MDCOB core strategy B). More directly, the HRM major supports MDCOB strategy by adding a major recommended and guided by HRM professionals in our community and integrating applied opportunities that will lead to internships and improved hiring rates for our graduates.

## **Program Description**

This program aligns with SHRM and does not duplicate a similar program in the GHR. Key subject areas include HR analytics, legal issues, the strategic role of HRM, staff evaluation and development, and a deep level of analysis of diversity and inclusion, emphasizing its practical implications in organizational settings and HRM practices. In total, this program includes 120 credit hours, of which 42 are in the Texas Core Curriculum, 45 are in the business core, 24 are required in the major, and 9 are electives. Program objectives include: 1) understand the legal, regulatory, and ethical aspects of HRM processes, 2) design compensation and benefits systems that are internally fair and externally competitive, 3) examine the various forms of diversity and inclusion and their role in business, 4) create strategies to identify needs, design, implement and evaluate effective training and development programs, 5) develop practical skills to attract, select and manage talent, 6) outline the logic, metrics, methods, and data analysis conducive to strategic HR decision making, and 7) design HRM systems aligned to the strategic organizational intent. (LO3). We plan to make the program available FTF as well as online.

## **Student and Job Market Demand**

Our MGTI HRM faculty have closely monitored student comments regarding HRM courses and a potential major. During the past 4-6 semesters, students enrolled in the HRM minor classes have requested the expansion of HR-related courses and creation of this major. Data from our HRM minor enrollment (fall to fall) indicate HRM could be a popular major, with roughly 80 students (on average, fall to fall) declaring the minor in the last three years.

## **BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT UNIVERSITY OF HOUSTON-DOWNTOWN**

In examining the potential for the HRM major at UHD in terms of job market demand, we sought three independent sources of data: 1) national market data representing “employment” stakeholders, 2) Texas and Gulf Coast region market data, and 3) input from HR executives (i.e., those responsible for staffing organizations, including the HRM arm) in core industries in the Gulf Coast Region (GCR). We present some relevant findings below.

First, graduates of our BBA in HRM will be qualified to take on a number of roles, including but not limited to specialist roles in job analysis, recruitment and selection, training and development, and compensation and benefits. Given the number of UHD graduates with work experience –and our experiential requirements– it is also possible our program will prepare and have individuals who can move to HR generalist or manager roles soon after graduation. According to the Bureau of Labor Statistics (BLS) these occupations will experience a 6-9% growth from 2019 to 2029.

Further evidence for this national growth comes from O\*NET, which identifies *Bright Outlook Occupations*, a list of occupations which are expected to grow rapidly in the next ten-year period – specifically 100,000+ job openings over the period 2019-2029 in the US. The following jobs are included in O\*NET’s *Bright Outlook Occupations* list: Human Resources Managers; Human Resources Specialists; Compensation, Benefits, and Job Analysis Specialists; Training and Development Managers; and Training and Development Specialists.

Second, national growth pushes down to the GCR, which includes the 9 counties of the Greater Houston Region. At the state level, the Texas Workforce Commission (TWC) predicts a 14% to 20% (2018-2028) growth in HR jobs requiring a bachelor’s degree in the areas listed in the *Bright Outlook Occupations* list.

Third, we interviewed Houston HRM leaders from oil & gas and health industries (e.g., SVP HR at the Harris Health System; VP of HR at Summit Midstream Partners; Senior VP, CHRO, & Chief Diversity Office at MD Anderson). They indicated a tremendous need for an undergraduate HRM degree as many of their current employees or applicants lack this preparation. They indicated excitement about our proposed curriculum and, at the same time, suggested that we ensure the following topics are included: (a) legal issues in HRM, (b) HRM information systems, (c) job progressions, workforce planning, and performance management; (d) employee relations and workplace investigations, and (e) SHRM-CP preparation. Our program design includes these recommendations. Moreover, we are committed to continuing our engagement with industry leaders to guide and shepherd the HRM program through the dynamic employment landscape of present and future.

Overall, national, state, and regional trends in employment indicate future need for employees with HRM specializations. Our local leaders in HRM suggest that there is a desire for such qualified employees (i.e., with a BBA in HRM). In addition, a 2017 SHRM study uncovered that employers are more likely to employ mid and senior-level candidates with an HR degree for an HR position (SHRM HR Curriculum, 2018). Taken together, these data points – both quantitative and qualitative – indicate job market and student demand to support our proposed program proposal.

# **BACHELOR OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT UNIVERSITY OF HOUSTON-DOWNTOWN**

## **Program Duplication**

We considered program duplication within UHD, the UHS, and the extended GHR. Within UHD, we have an HRM minor (enrollment: fall 2020: 86; spring 2021: 62). Our proposal provides the springboard for expanding the number of offerings to make a robust BBA in HRM. Within the UHS, the most closely related offering is UH-College of Technology's BS in HR Development, which is a related yet distinct field focused on training and development, with knowledge delivered by experts in different fields (i.e., not Ph.D.'s in HRM), and not via SHRM-aligned curriculum. Finally, outside of the UHS and in the extended GHR, Sam Houston State University (SHSU) offers a BBA in HRM. Based on Fall 2020, SHSU enrolls approximately 167 HRM majors (~7% growth over 7 years). Note that SHSU offers an online program but is based in Huntsville; UHD would be the first BBA based in a university in the Houston metro area, which serves hundreds of non-profits and corporations.

## **Faculty Resources**

Currently, The UHD Department of Management and Insurance and Risk Management has four tenured/tenure-track faculty members with Ph.D. degrees in the area (or closely related area) of HRM in addition to many T/TT and full-time faculty in related fields, which allows for coverage of all courses. Importantly, the department meets all appropriate guidelines for AACSB faculty qualifications, which is essential for maintaining accreditation. Faculty research foci include compensation, performance, training, leadership, diversity, equity, inclusion, risk management, strategic human resources, and ethics. These research areas, coupled with extensive, award-winning teaching experience and meaningful community service, provide a strong basis for the establishment of the new program. Assuming enrollment targets are met, we will hire two additional T/TT faculty in HRM in the third and fourth years of the program.

## **State or National Need**

As established in section 3, there is strong demand for graduates of this program. In addition, the Texas Workforce Commission (TWC) provides a gap analysis tool to gauge workforce supply and demand. This TWC tool provides data from 2019 to 2028. According to these projections, in the next seven years (up to 2028), the annual demand of HRM professionals will exceed supply by 7,200+ at the Texas level and by 2,200+ at the Gulf Coast level. We have a great opportunity to introduce our program and work to satisfy the market's predicted need of HRM professionals at both entry and executive levels. This is especially key given the lack of other programs in the region.

**PRO FORMA FOR BBA inHR-UHD**

FY2023 ▼

			Year 0	Operating Years					
	Year 0	FY2023		FY2024	FY2025	FY2026	FY2027		
				Fall22	Fall23	Fall24	Fall25	Fall26	
<b>Enrollments</b>									
Cohort 1				26	23	21	19		
Cohort 2					43	39	35	31	
Cohort 3						46	41	37	
Cohort 4							50	45	
Cohort 5								69	
Cohort 6									
Total				26	66	106	145	183	
<b>Expenses</b>									
		Salary	Avg % effort	Year 0	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Faculty (9 month)</b>									
Yingchun Wang		111,218	26%	-	15,888	47,665	31,777	15,888	31,777
Julio Canedo		119,749	26%	-	17,107	51,321	34,214	17,107	34,214
Doug teDuits		113,981	20%	-	16,283	32,566	32,566	16,283	16,283
New T/TT; HRIS Specialities/Method		109,000	43%	-	-	-	77,857	77,857	77,857
New T/TT; OB/HR		109,000	26%	-	-	-	-	62,286	77,857
Adjunct Support		-	57%	-	9,600	12,800	12,800	12,800	16,000
		-	0%	-	-	-	-	-	-
		-	0%	-	-	-	-	-	-
		562,948	197%	-	58,878	144,352	189,214	202,221	253,988
<b>Faculty FTE</b>					0.9	1.7	2.1	2.3	2.9
<b>Staff (12 month)</b>									
Current Department Administrator		50,000	10%	-	5,000	5,000	5,100	5,100	5,202
Faculty Director Release (adjunct replace)		NA	14%	-	-	-	-	-	-
Subtotal		50,000	24%	-	5,000	5,000	5,100	5,100	5,202
<b>Staff FTE</b>					0.24	0.24	0.24	0.24	0.24
<b>Total Salaries</b>				-	63,878	149,352	194,314	207,321	259,190
<b>Benefits @ 28%</b>				-	17,886	41,819	54,408	58,050	72,573
<b>Total Personnel</b>				-	81,764	191,170	248,722	265,371	331,763
<b>Non-Personnel</b>									
Marketing/Recruiting					6,000	6,000	6,000	6,000	6,000
Scholarships and Tuition Assistance					-	-	-	-	-
Annual maintenance & operations					10,000	10,000	10,000	10,000	10,000
Library and Information Technology					1,000	1,000	1,000	1,000	1,000
Accreditation					500	500	500	500	500
Facilities					-	-	-	-	-
Laboratory and software					12,000	12,000	12,000	12,000	12,000
Other: faculty development					-	4,000	-	-	-
Total Non-Personnel				-	39,500	33,500	29,500	29,500	29,500
Allocated to university operations	35%				61,422	159,678	252,661	356,233	444,640
Total Annual Expense				\$ -	\$ 182,686	\$ 384,348	\$ 530,882	\$ 651,104	\$ 805,903
<b>Revenue</b>									
Formula Funding Generated					-	39,247	39,247	184,702	184,702
Statutory Tuition Applied to Formula					-	(31,200)	(31,200)	(146,832)	(146,832)
Subtotal: State General Revenue					-	8,047	8,047	37,870	37,870
UHD Tuition and Fees					193,245	493,518	786,061	1,079,080	1,357,227
Allocated to set aside per student					(17,755)	(45,343)	(72,221)	(99,143)	(124,698)
Total Revenue from Enrollment					175,490	456,222	721,887	1,017,808	1,270,399
Philanthropy and other External Revenue					-	-	-	-	-
Net Revenue					175,490	456,222	721,887	1,017,808	1,270,399
<b>Net Annual Gain/(Loss)</b>				-	\$ (7,196)	\$ 71,874	\$ 191,005	\$ 366,704	\$ 464,496
<b>Cumulative Gain/(Loss)</b>				-	\$ (7,196)	\$ 64,678	\$ 255,684	\$ 622,388	\$ 1,086,884

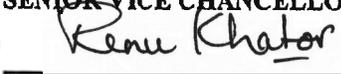
Campus Signoff \_\_\_\_\_ Date: \_\_\_\_\_  
 Daniel Chang, Program Director, Office of the Provost Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Vivianne Do, Executive Director, Office of the Provost Signature: \_\_\_\_\_ Date: \_\_\_\_\_

UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

**COMMITTEE:** Academic and Student Success  
**ITEM:** Approval of UHD's Admissions Policy and Criteria  
**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:** Approval is requested for the update to the University of Houston-Downtown's Admissions policy and criteria.

**SUPPORTING DOCUMENTATION:** Proposed Admissions Policy and Criteria  
**FISCAL NOTE:** None  
**RECOMMENDATION/ ACTION REQUESTED:** Administration recommends approval of this item  
**COMPONENT:** University of Houston-Downtown

 _____ <b>PRESIDENT</b>	Loren J. Blanchard	<u>11/17/2021</u> DATE
 _____ <b>SENIOR VICE CHANCELLOR</b>	Paula Myrick Short	<u>11-17-2021</u> DATE
 _____ <b>CHANCELLOR</b>	Renu Khator	11/24/2021 DATE

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**UNIVERSITY OF HOUSTON-DOWNTOWN MEMORANDUM**

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**TO:** BOARD OF REGENTS, UNIVERSITY OF HOUSTON SYSTEM

**FROM:** DR. DANIEL VILLANUEVA, VICE PRESIDENT OF ENROLLMENT  
MANAGEMENT

**SUBJECT:** CONDITIONAL ADMISSIONS CRITERIA FOR UHD

**DATE:** NOVEMBER 1, 2021

**CC:** DR. PAULA SHORT, SENIOR VICE CHANCELLOR FOR ACADEMIC  
AFFAIRS, UNIVERSITY OF HOUSTON SYSTEM

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The University of Houston-Downtown is recommending an option for Conditional Admission as part of its revised policy. Below are the specific criteria and conditions that will be applied to applicants via the process described in the updated policy:

Students who have been denied admission to UHD based on our posted criteria would be eligible to appeal to the Individual Review Committee (IRC) for conditional admission within the following parameters and expectations:

Eligibility for Conditional Admission:

- Students who have an overall high school GPA of 2.25-2.49 (or equivalent) and submit the required documentation for appeal would be automatically reviewed for conditional admission by the IRC.
- Students with high school GPA below a 2.25 (or equivalent) who appeal may also be considered by the IRC for conditional admission based on review of additional materials requested from the student as identified by the IRC.

Conditions:

- Students must agree to a restricted class schedule
- Students must be in good academic standing at the end of their first semester at UHD; students who are not in good academic standing will not be allowed to enroll in the subsequent semester and will be advised to attend a partner community college institution to allow them to establish a record of success prior to any reapplication for UHD admission

UHD is committed to supporting the success of students admitted under these conditions by providing additional programming and developing alternative pathways as appropriate.

Memo To: All UH-Downtown/PS Holders  
From: Loren J. Blanchard, President  
Subject: Admission of Undergraduate Students

UH-Downtown/PS 03.A.24  
Issue No. 10  
Effective Date: 07/20/21  
Page 1 of 10

## **1. PURPOSE**

This policy statement (PS) states the University of Houston-Downtown (UHD) policy on the admission of undergraduate students.

## **2. DEFINITIONS**

- 2.1 Former Student Applicant: A degree-seeking applicant returning to UHD after an interruption of at least two consecutive semesters (14 months), or after suspension.
- 2.2 Freshman Applicant: A degree-seeking applicant without college credit, or whose only college credit was received either prior to graduation from high school, or prior to the completion of an equivalent educational experience, such as (but not limited to) the completion of a General Educational Development (GED) or home schooling program.
- 2.3 Freshman-Transfer Applicant: A degree-seeking applicant who has graduated from high school or equivalent, who has enrolled in a post-secondary institution, who does not have a bachelor's degree, and who has earned fewer than 15 college-level credit hours.
- 2.4 International Student Applicant: A degree-seeking applicant who is not a citizen or permanent resident of the United States, has not applied for permanent residency, or does not qualify for Texas residency based on SB 1528.
- 2.5 Post-baccalaureate Student Applicant: An applicant who has completed the equivalent of a bachelor's degree. Post-baccalaureate students can take undergraduate courses, pursue a second degree, or be approved by a graduate program to take graduate courses. Number of graduate hours that may be taken as a post-baccalaureate student are subject to graduate program discretion.
- 2.6 Transient Student Applicant: Undergraduate students who are regularly enrolled as degree-seeking students at another college or university may enroll at UHD as transient students. These students generally intend to earn credit at UHD for transfer back to their home institution. Transient students are not eligible for financial aid and can take a maximum of 24 semester credit hours. To be considered for admission, transient students must be in good academic standing at their home institution.

- 2.7 Transfer Student Applicant: A degree-seeking applicant, who has graduated from high school or equivalent, who has enrolled in a post-secondary institution and earned 15 or more hours of credit-bearing college courses at an accredited institution of higher education, who does not have a bachelor's degree, and who is not a former UHD student.
- 2.8 Transfer GPA: A measure of the overall level of a student's academic achievement in post-secondary institutions, other than UHD. The transfer grade point average is calculated based on all transfer course work (See Acceptance of Transfer Credit Policy PS 03.A.10). For courses taken more than once, the highest grade will be transferred and used in computing the transfer grade point average (See Acceptance of Transfer Credit Policy PS 03.A.10). Remedial and developmental courses are not used in calculating the grade point average. When applicable, plus and minus grades are transferred as the letter grade (e.g. "C-" will transfer as "C"; "B+" will transfer as "B").
- 2.9 Special Admission Applicant: An applicant not meeting the requirements of any of the above categories may be considered for special admission on an individual basis by the Individual Review Committee.
- 2.10 Non-Degree Student Applicant: The Non-Degree Student option is intended for those not working toward a degree from the University of Houston - Downtown.
- 2.11 Conditional Admission: Admission offered to students who do not meet the established criteria for UHD admission with specifically identified expectations for moving from conditional to full admission status.
- 2.12 Individual Review Committee: committee of faculty who review and determine admission options for applicants who do not meet established UHD admissions requirements.
- 2.13 Admission Criteria Committee: committee of faculty and staff who review admissions criteria and recommend changes as needed.
- 2.14 SAT Superscore: SAT superscore is the practice by which UHD considers your highest section scores from any test date on which a student took the SAT. If students take the SAT more than once, then the UHD SAT superscore will take the student's highest Critical Reading score, highest Math score, and highest Writing score.

### 3. POLICY

- 3.1 Undergraduate Admission: Undergraduate admission to UHD means that the student is authorized to enroll in credit-bearing courses. Upon admitting a student, UHD retains the right to assess the student's academic ability and experience, and to specify which courses the student is eligible to take. In addition to meeting the requirements for admission

specified in this policy, the applicant must comply with all procedures established by Enrollment Management. In signing the application for admission, the applicant certifies that all of the information submitted in support of the application is complete and accurate. Any misrepresentation, falsification, or omission of information on the application for admission or any other documents is grounds for immediate dismissal. If admission is granted based on pre-final transcripts and the final GPA is lower than admission standards, admissions to the university will be retracted.

### 3.1.1 Freshman Admission:

3.1.1.1 Materials: To be considered for freshman admission an applicant must submit an application for admission; the non-refundable application fee; an official high school transcript, GED, or equivalent credential; and certified SAT/ACT scores (if applicable).

3.1.1.2 Criteria: To qualify for freshman admission, an applicant must submit all required materials and meet the UHD admission criteria below:

- a. Be a graduate of an accredited high school or provide evidence of completion of nontraditional Secondary Education (GED and Homeschool applicants).

3.1.1.3 For applicants who graduated from an accredited high school, the State of Texas Uniform Admission Policy [Texas Education Code (TEC) 51.803- 51.809] requires that they meet one of the following college readiness standards in order to be eligible for consideration for admission to a Texas four-year public institution:

- a. Successfully completed the recommended or advanced (distinguished high school program or completed the portion of the program that was available to them; or
- b. Successfully completed a curriculum that is equivalent in content and rigor to the recommended or advanced (distinguished) high school program at a high school that is exempt from offering such programs; or
- c. Satisfied the College Readiness Benchmarks on the SAT or ACT assessment.
- d. For Nontraditional Secondary Education: (e.g. GED and Homeschool Applicants) in accordance with Senate Bill 1543

(SB1543), applicants for admission who present evidence of completion of a nontraditional secondary education without an official class rank will have a class rank assigned by UHD. The class rank will be comparable to the average class rank of other applicants who have equivalent ACT or SAT scores. A nontraditional secondary education includes Homeschool and GED graduates. UHD requires an official homeschool or GED transcript to demonstrate evidence of completion.

- e. Meet UHD admissions criteria posted on the UHD admissions website. Decisions about potential for success may be based on high school grade point average, class rank, and/or ACT/SAT superscores. UHD may also consider other variables as specified on the website.

3.1.1.4 A student 25 years old or older may qualify for an SAT/ACT waiver.

3.1.1.5 Applicants who do not meet the admissions requirements may appeal. All appeals will be reviewed via the Individual Review Committee (IRC); the IRC may elect to offer conditional admission to freshman students whose are appealing their admission decision. Freshman students admitted conditionally may be required to complete specified requirements as defined by the Individual Review Committee.

3.1.1.6 Students admitted under a conditional admissions status will be informed by Enrollment Management of the conditions that must be met in order to move them out of conditional admissions as well as the timeline for doing so. Students who do not meet the conditional admissions requirements by the deadline for doing so will not be allowed to enroll in the subsequent semester at UHD.

### 3.1.2 Freshman-Transfer Admission:

3.1.2.1 To be considered for freshman-transfer admission an applicant with fewer than 15 earned college-level semester credit hours must submit an application for admission, the non-refundable application fee; an official high school transcript, GED transcript, or equivalent credential; certified SAT/ACT superscore if applicable; and an official transcript from all post-secondary institutions attended.

3.1.2.2 To qualify for freshman-transfer admission an applicant must have earned fewer than 15 college-level semester credit hours, must have a

minimum Transfer GPA of 2.0 at the last institution attended, and must meet all conditions outlined for Freshman Admissions.

### 3.1.3 Transfer Admission:

3.1.3.1 To be considered for transfer admission, an applicant with 15 or more earned college-level semester credit hours from an accredited higher education institution must submit an application for admission; the non-refundable application fee; and an official transcript from all post-secondary institutions attended.

3.1.3.2 To qualify for transfer admission, an applicant must have earned 15 or more college-level semester credit hours from an accredited higher education institution, and must have a minimum Transfer GPA of 2.0 at the last institution they attended, and must be in good academic standing at the last institution they attended.

### 3.1.4 International Undergraduate Admission:

3.1.4.1 To qualify for international undergraduate admission, in addition to meeting the relevant requirements for freshman or transfer admission, an international applicant must provide: a transcript evaluation, conducted by a UHD-approved certified evaluation service, for all transcripts from colleges and universities outside of the United States; an Affidavit of Support ; A Permission Release Form (if applicable); a certified bank letter; a current Test of English as a Foreign Language (TOEFL) score of at least 550 paper-based/213 computer-based, or other acceptable evidence of English proficiency at a level acceptable for university admission; evidence of mandatory health insurance; and any other documentation required to comply with policies and procedures of the United States Citizenship and Immigration Services.

### 3.1.5 Transient Admission

3.1.5.1 If a student's home institution is unaffiliated with UHD and has no program agreements with UHD the applicant must submit an application for admission, a course request form, transcript, a letter of academic standing from their current institution that also indicates which courses are approved for transfer, and the non-refundable application fee. Students admitted with a transient status are not eligible for financial aid, and the transient admission status expires after a student has earned

24 semester credit hours. Admitted transient students must maintain a 2.0 grade point average and earn no grade lower than a C on courses taken while at UHD. Transient students who do not meet this requirement will be notified by the International Admissions Office and may be asked to take additional actions to remain eligible for enrollment. Transient students are not required to meet UHD course prerequisites.

3.1.5.2 If a student's home institution has a formal partnership with UHD or is part of a degree program in partnership with UHD, the applicant must submit an application for admission, the non-refundable application fee, and documentation that they are in compliance with any relevant State requirements. Transient students admitted through partnerships between UHD and external programs can attend UHD as long as they remain in good standing at UHD and are eligible to take a maximum of 24 credit hours.

### 3.2 Admission Decision Appeals:

3.2.1 A freshman or freshman-transfer applicant who has been denied admission may request further consideration by submitting a Freshman Admissions Appeal Form. An appeal to reconsider the original admission decision may or may not change the decision. The applicant is encouraged to appeal only if:

- a. Their academic credentials (e.g., test scores and/or grades) have changed significantly or
- b. They wish to provide additional information that further explains personal circumstances that may have affected their ability to meet admission requirements or information about their potential to succeed at UHD that may not have been captured in the admissions process.

3.2.2 A transfer applicant who has been denied admission may request a new decision based on new grades, earning an associate's degree, and/or personal circumstances that may have affected their ability to meet admission requirements; the transfer applicant must submit a Transfer Admissions Appeal Form and provide proof of the significant aspect(s). An appeal to reconsider the original admission decision may or may not change the decision.

3.2.3 The Individual Review Committee is responsible for reviewing and making decisions on all admission decision appeals. All decisions on admission appeals are final with no additional options to appeal.

### 3.3 Post-baccalaureate Admission:

- 3.3.1 To be considered for post-baccalaureate admission an applicant must submit an application for admission, the non-refundable application fee, and an official transcript from the college or university granting the baccalaureate degree.
- 3.3.2 To qualify for post-baccalaureate admission, an applicant must have a minimum 2.0 Transfer GPA. Students taking graduate courses as a post-baccalaureate are subject to approval by the graduate program offering the courses and the number of graduate hours is subject to limits established by UHD graduate programs and policy.

3.4 The Non-Degree Seeking Student option is intended for those not working toward a degree from the University of Houston – Downtown. Students who have not earned a Bachelor's degree and wish to enroll in courses at the University of Houston – Downtown may be considered for admission as non-degree seeking students. Non-degree seekers are limited to a total of 24 semester hours and must reapply for admission each semester. Credit earned as a non-degree seeking student will not be considered for future admission to the University of Houston – Downtown but may be considered for degree purposes only after the student has reapplied and met general admission requirements. Those admitted under this option are not eligible for Financial Aid. For more information on admission requirements and application procedures, visit the Admissions Office.

### 3.5 Admissions Procedures and Criteria Review

- 3.5.1 Admissions criteria at UHD are overseen by Enrollment Management, in consultation with the Admissions Criteria Committee, and changes in admissions criteria and conditional admissions criteria are approved by the Provost and then the President after consultation with leadership in all divisions and inclusion of Student Government, Staff Council, and Faculty Senate input processes. All proposed changes must be approved by July 1 and submitted to the UHS Board of Regents for final approval and implementation.
- 3.5.2 Criteria for admissions should consider best practices in higher education admissions processes, potential for academic success of a diverse student population, rigor consistent with UHD's mission, and state-mandated enrollment goals.
- 3.5.3 Criteria must be posted by September 1 for the next academic year on the admissions website; the VP of Enrollment Management is responsible for ensuring accuracy and updating of the site as well as inclusion in the academic

catalog and updated with any external partners or processes.

- 3.5.4 The Admission Criteria Committee is a standing university committee that is appointed annually by the Office of the Provost. Membership includes one FT faculty member from each of the five academic colleges as well as the Faculty Senate President or designee, UC Dean or designee, one representative from the Office of the Provost, and three representatives recommended by the VP of Enrollment Management. The Office of the Provost will inform the committee of the expectations to maintain official documentation of all discussions and decisions and to meet deadlines for proposing any changes in criteria.
- 3.5.5 The Admissions Criteria Committee has the following scope:
  - 3.5.5.1 Reviews admissions criteria annually and recommends changes for consideration to the VP of Enrollment Management to start the approval process as in 3.4 of this policy.
  - 3.5.5.2 Makes recommendations related to conditions on admissions for students who do not meet posted admissions criteria (including incoming GPA, limits on hours enrolled, types of courses, supplemental supports needed, and/or success targets as condition of admission).
  - 3.5.5.3 Identifies and documents criteria and data used to make decisions pertaining to admissions decisions.
- 3.5.6 The Individual Review Committee (IRC) is a standing university committee that is appointed annually by the Office of the Provost with a chair elected from the voting membership at the first meeting. Voting membership includes the 5 FT faculty who serve on the Admissions Criteria Committee. The committee also includes one of the Enrollment Management representatives as a non-voting member to convene the committee, support the committee work and keep a record of all official procedures and decisions.
- 3.5.7 The IRC has the following scope:
  - 3.5.7.1 Establish and document criteria and procedures for reviewing appeals cases.
  - 3.5.7.2 Review and make decisions in an appropriate timeframe on all applicants who appeal the denial of their admission to UHD. In doing so, the committee may request additional materials from the applicants for consideration in their review of the appeal.

3.5.7.3 Determine level of admission (full admission or conditional admission) for students whose appeal is successful.

### 3.6 Maintenance and Oversight of UHD Admissions Processing.

3.6.1 The VP of Enrollment Management is responsible for establishing and maintaining a written procedure to ensure consistency and accuracy in processing of all admissions materials, as well as for ensuring that these procedures are executed as required and in compliance with UH System. The written procedures must include the following components:

- a. Training requirements for all employees who operate the auto evaluation process in the student information system
- b. Testing requirements for any modifications to student information system, including minimum number of records to test
- c. Limits on the number of employees who have access to critical data and processes within the student information system
- d. A testing result retention timeline for retaining results for student information system modifications and specification of which materials uploaded (test scripts, records tested, test criteria, and testing results) to the digital system modification repository
- e. Protocols for testing the modifications for each student category to ensure accurate admission status, including protocols for testing those who do not meet standards.
- f. Controls to prevent deletion of admission statuses within the student information system.
- g. Methods to ensure documentation of any manual changes to admissions records and review of these manual changes by the VP Enrollment Management or University Registrar.
- h. Method to retain records of all IRC decisions.
- i. Timeline and responsible parties for conducting annual access reviews.

#### 4. PROCEDURES

Procedures for this policy are embedded in the Policy section.

#### 5. REVIEW PROCESS

Responsible Party (Reviewer): Senior VP for Academic & Student Affairs & Provost

Review: As needed.

Signed original on file in Employment Services and Operations.

#### 6. POLICY HISTORY

Issue #1:	01/15/85
Issue #2:	05/15/85
Issue #3:	04/02/86
Issue #4:	11/14/86
Issue #5:	11/05/93
Issue #6:	03/15/95
Issue #7:	04/11/00
Issue #8:	06/27/14
Issue #9:	06/22/15

#### 7. REFERENCES

Texas Education Code (TEC) 51.803-51.809

Texas Senate Bill 1543

Acceptance of Transfer Credit Policy PS 03.A.10

UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: UHV Academic Structure Transition from Schools to Colleges with the  
Addition of a College of Natural and Applied Science

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

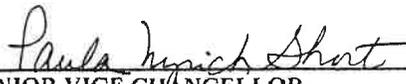
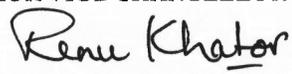
Request for University of Houston System Board of Regents approval of UHV academic structure transition from Schools to Colleges with the addition of a College of Natural and Applied Science

SUPPORTING DOCUMENTATION: Memorandum

FISCAL NOTE:

RECOMMENDATION/  
ACTION REQUESTED: Administration recommends approval of this item

COMPONENT: University of Houston-Victoria

 _____ PRESIDENT	Robert K. Glenn	<u>11/19/21</u> DATE
 _____ SENIOR VICE CHANCELLOR	Paula Myrick Short	<u>11/19/2021</u> DATE
 _____ CHANCELLOR	Renu Khator	<u>11/24/2021</u> DATE

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For Academic Affairs

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November 15, 2021

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**MEMORANDUM**

To: Dr. Paula Short – *Senior Vice Chancellor for Academic Affairs, UH System*

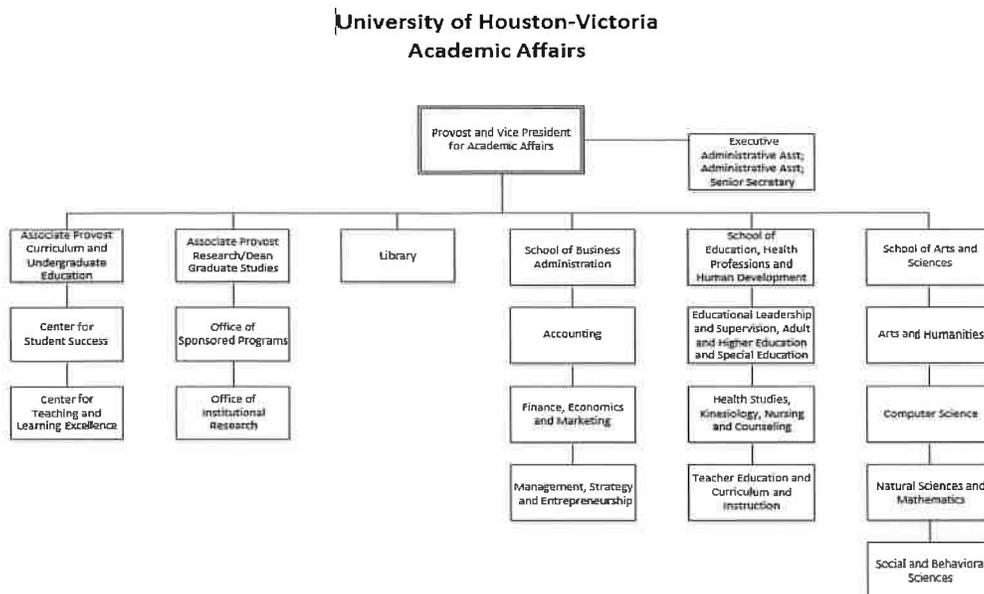
From: Dr. Chance M. Glenn, Sr. – *Provost and VP Academic Affairs, UHV*

Re: UHV Academic Structure Transition from Schools to Colleges with the Addition of a College of Natural and Applied Science

Dr. Short,

The Executive Committee of the University of Houston-Victoria approved and adopted a resolution to transform the academic structure of the university from three schools (the School of Business Administration, the School of Arts and Sciences, and the School of Education, Health Professions and Human Development) to that of four colleges (the College of Business, the College of Liberal Arts and Social Sciences, the College of Education and Health Professions, and the College of Natural and Applied Science). This resolution came after a nearly two-year process of development, discussion, and the garnering of support from university and regional stakeholders. This includes the letters of support from the Faculty Council, the Faculty Senate, the Staff Council, the Student Government Association, and the Executive Committee. Below you'll see the organizational chart for Academic Affairs which shows the proposed college structure and their respective departments.

*Current Structure*



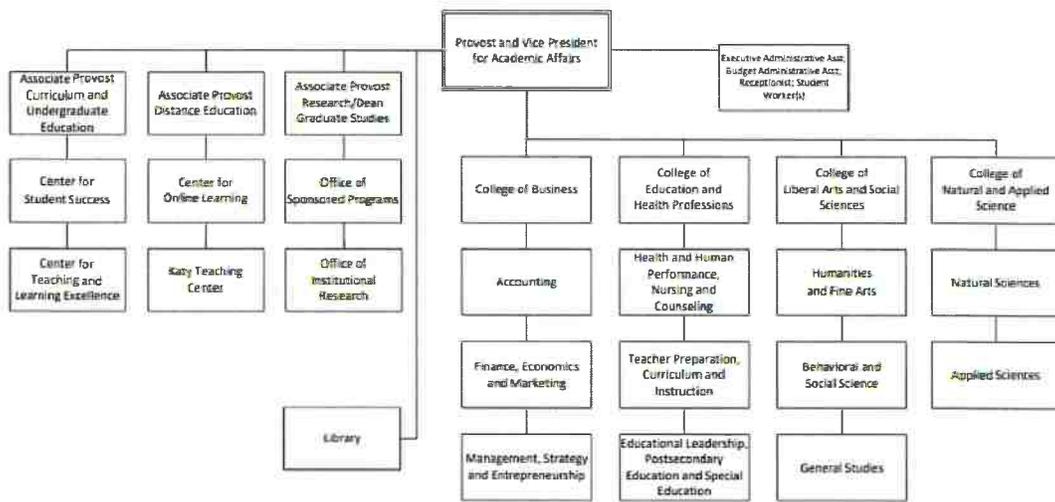
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*Proposed Structure*

**University of Houston-Victoria  
Academic Affairs**



**History**

UHV began as a small satellite center of the University of Houston in 1973, operating out of the basement of the Victoria College Library. In the beginning it only offered junior and senior level courses for transfer students. At that point, the University of Houston Victoria Center, as it was called, was comprised of divisions rather than colleges. The STEM divisions included Engineering, which offered bachelor’s and master’s degrees in chemical engineering, mechanical engineering, and general engineering; Mathematical Sciences, which offered bachelor’s and master’s degrees in computer science teacher education, computing science, mathematical sciences, and mathematical science teacher education; and Natural Sciences, which offered bachelor’s degrees in biology, chemistry, and general science.

Those divisions merged in 1977 to become the Divisions of Arts and Sciences, and the new consolidated division lost programs in agribusiness, drama, history, and political science, science, and engineering. Though courses continued to be offered in these fields, natural sciences did not make its way back into programming until the fall of 2000. By that point, the university had reorganized into schools, including the School of Arts and Sciences, the School of Business Administration, and the School of Education. Biology and computer science returned as majors at UHV at that. Almost a decade later, the university

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went through the process of downward expansion, bringing in freshman and sophomore students and an increased focus on building a residential campus in Victoria.

With the growth of the residential student population, and the desire to increase that growth even more, the UHV community undertook a major academic planning initiative. One of the main suggestions that emerged from that process was that UHV take the next step in transforming the schools into colleges and in separating the School of Arts and Sciences into the College of Liberal Arts and Social Sciences and the College of Natural and Applied Sciences.

### Rationale

The significant reasons for the decision to make these changes are as follows:

- The move from being organized as schools to being organized as colleges is in line with the sister institutions within the system as well as peer institutions within the region. This structure also aligns with best practices with major universities nationwide.
- The creation of the College of Natural and Applied Science leverages the healthy growing programs that we have in Computer Science, Data Science, Biology, Applied Science, and Mathematics, while allowing for the establishment and growth of new STEM based degree programs.

		FA 2016	FA 2017	FA 2018	FA 2019	FA 2020
Applied Arts and Sciences	Undergrad	160	173	179	156	178
Biology	Undergrad	183	163	141	139	148
Biomedical Sciences	Graduate	5	18	29	32	25
Communication	Undergrad	75	92	80	96	122
Communication Design	Undergrad	20	21	20	29	36
Computer Information Systems	Undergrad	71	69	76	77	69
	Graduate	62	46	30	30	29
Computer Science	Undergrad	174	195	222	257	215
	Graduate	15	16	23	22	28
Counseling Psychology	Graduate	51	47	33	28	27
Creative Writing	Graduate	22	21	20	19	30
Criminal Justice	Graduate					9
Criminal Justice Studies	Undergrad	187	190	185	168	164
Digital Gaming and Simulation	Undergrad					22
English	Undergrad	93	102	98	94	80
Forensic Psychology	Graduate	34	31	31	31	28
History	Undergrad	53	56	52	50	47
Interdisciplinary Studies	Graduate	31	34	36	26	21
Mathematics	Undergrad	36	35	27	37	37
Political Science	Undergrad	11	19	15	15	45
Psychology	Undergrad	312	372	360	351	344
Publishing	Graduate	22	16	9	6	6
School Psychology	Graduate		1	19	24	28
Spanish	Undergrad	13	12	12	16	19
University Studies	Undergrad				21	68



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Surveys from the College Board show us desired majors of students that select UHV as one of their potential universities:

CollegeBoard									
SAT® Score Senders - Major Categories									
University of Houston-Victoria					Southwestern Region				
Major Category	2017	2018	2019	YOY PCT Change		2017	2018	2019	YOY PCT Change
Health Professions	635	600	829	38%		45,211	48,255	54,717	13%
Business/Mgmt	234	302	495	64%		26,525	28,629	34,742	21%
Engineering	207	232	385	66%		29,565	30,781	34,952	14%
Biological Science	161	203	372	83%		19,831	22,093	27,074	23%
Visual/Perform Art	202	239	310	30%		20,084	20,614	24,501	19%
Protective Service	195	183	297	62%		10,869	11,261	14,383	28%
Undecided	176	219	288	32%		17,668	19,010	22,015	16%
Psychology	154	168	257	53%		13,178	13,066	14,494	11%
Education	170	158	253	60%		10,930	11,219	13,190	18%
Computer/Info Sys	88	118	180	53%		8,949	9,592	11,829	23%
Engineering Tech	67	65	127	95%		5,363	5,968	7,774	30%
Architecture	46	57	91	60%		5,284	5,643	7,290	29%
Social Sciences	47	58	90	55%		5,356	6,000	6,035	1%
Legal Professions	55	67	89	33%		6,812	7,063	7,359	4%
Other	86	86	86	0%		5,706	5,166	5,868	14%
Agriculture	46	48	76	58%		4,672	5,324	6,872	29%
Journalism/Comm	45	62	76	23%		6,310	6,459	7,229	12%

- The restructure allows us to recruit and retain administrative leadership as well faculty members in the appropriate disciplines, and to seek and apply resources more effectively.
- This structure affords us the foundation for a vibrant, residential, destination campus in Victoria while growing efficiently in Katy. This will aid us in recruiting and retaining students, particularly through the building of experiential learning opportunities and industry partnerships in the sciences.

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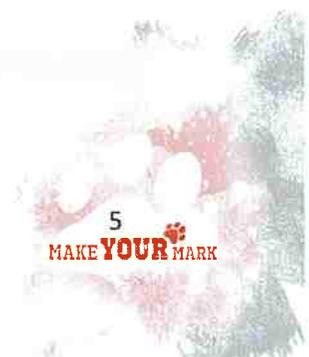
## Regional Industry

Labor market data for the Gulf Coast region reveals significant growth in labor needs in STEM fields, and UHV's new structure will help us educate students to serve those needs.<sup>1 2</sup>

Occupational Title	Employment Avg. 2016	Projected Avg. 2026	Number Chg.	Percentage Chg.
<b>Computer and Mathematical Occupations</b>				
Computer Occupations	77509	90144	12635	16.3013
Computer and Information Research Scientists	317	373	56	17.6656
Computer Systems Analysts	15630	17580	1950	12.476
Information Security Analysts	1366	1724	358	26.2079
Computer Programmers	5030	5204	174	3.4592
Software Developers, Applications	12585	16426	3841	30.5205
Software Developers, Systems Software	7212	8079	867	12.0216
Database Administrators	3278	3851	573	17.4802
Network and Computer Systems Administrators	8313	9300	987	11.873
Computer Network Architects	2107	2389	282	13.384
Computer Network Support Specialists	2984	3409	425	14.2426
Computer Occupations, All Other	3139	3667	528	16.8206
<b>Mathematical Science Occupations</b>				
Actuaries	308	402	94	30.5195
Operations Research Analysts	2166	2838	672	31.0249
Statisticians	474	682	208	43.8819
Mathematical Technicians	96	118	22	22.9167
<b>Architecture and Engineering Occupations</b>				
Architects, Surveyors, and Cartographers	5561	6638	1077	19.367
Architects, Except Landscape and Naval	3089	3592	503	16.2836
Landscape Architects	451	520	69	15.2993
Cartographers and Photogrammetrists	501	639	138	27.5449
Surveyors	1520	1887	367	24.1447
Engineers	56869	67686	10817	19.0209
Aerospace Engineers	3045	3427	382	12.5452
Biomedical Engineers	231	259	28	12.1212
Chemical Engineers	4061	4933	872	21.4725
Civil Engineers	10634	12841	2207	20.7542
Computer Hardware Engineers	790	785	-5	-0.6329
Electrical Engineers	4137	4987	850	20.5463
Electronics Engineers, Except Computer	2693	3246	553	20.5347
Environmental Engineers	818	945	127	15.5257
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	1419	1627	208	14.6582
Industrial Engineers	5093	6097	1004	19.7133
Marine Engineers and Naval Architects	827	976	149	18.0169
Materials Engineers	647	762	115	17.7743
Mechanical Engineers	8127	9950	1823	22.4314
Petroleum Engineers	10636	12567	1931	18.1553
Engineers, All Other	3129	3648	519	16.5868

<sup>1</sup>\* Data from Workforce Solutions , *Gulf Coast Region Occupational Projections 2026*

<sup>2</sup>Indicates those identified as fastest growing



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Life, Physical, and Social Science Occupations				
Life Scientists	3607	4162	555	15,3867
Food Scientists and Technologists	73	82	9	12,3288
Soil and Plant Scientists	238	277	39	16,3866
Microbiologists	140	161	21	15
Zoologists and Wildlife Biologists	86	97	11	12,7907
Biological Scientists, All Other	462	513	51	11,039
Conservation Scientists	306	341	35	11,4379
Epidemiologists	166	197	31	18,6747
<b>Physical Scientists</b>				
Atmospheric and Space Scientists	184	228	44	23,913
Chemists	2738	3197	459	16,7641
Materials Scientists	93	104	11	11,828
Environmental Scientists and Specialists, Including Health	2003	2296	293	14,6281
Geoscientists, Except Hydrologists & Geographers	6286	7525	1239	19,7105
Hydrologists	60	73	13	21,6667
Physical Scientists, All Other	198	222	24	12,1212
<b>Healthcare Practitioners and Technical Occupations</b>				
<b>Health Diagnosing and Treating Practitioners</b>				
Physician Assistants	1817	2527	710	39,0754
Occupational Therapists	1935	2450	515	26,615
Recreational Therapists	244	276	32	13,1148
Speech-Language Pathologists	2756	3499	743	26,9594
Exercise Physiologists	189	227	38	20,1058
Therapists, All Other	93	113	20	21,5054
Registered Nurses	52641	65839	13198	25,0717
Nurse Anesthetists	2131	2753	622	29,1882
Nurse Practitioners	2148	3048	900	41,8994
Health Diagnosing & Treating Practitioners, Other	784	957	173	22,0663
<b>Health Technologists and Technicians</b>				
Medical and Clinical Laboratory Technologists	3306	4028	722	21,8391
Orthotists and Prosthetists	53	67	14	26,4151

Data on industry needs at the state and national level also shows significant need in these fields: <sup>3</sup>

<sup>3</sup> \*Rank is of states with highest employment in that field. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*



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### Engineering

Field	Texas Rank	National Growth	State Growth
Aerospace	2nd	3%	4%
Agricultural	2nd	2%	No data
Bioengineers	1st	5%	12%
Chemical	1st	4%	3%
Civil	2nd	2%	12%
Electrical	2nd	3%	13%
Electronic	2nd	3%	13%
Environmental	3rd	3%	18%
Health & Safety	1st	4%	12%
Materials	2nd	2%	10%
Mechanical	3rd	4%	9%
Petroleum	1st	3%	14%

### Health Professions

*Bachelor's Degree Level*

Field	Texas Rank	National Growth	State Growth
Athletic Trainers	1st	16%	24%
Clinical Laboratory Technologist	2nd	7%	16%
Registered Nurse	2nd	7%	17%
Recreational Therapist	2nd	8%	15%
Exercise Physiologist	1st	11%	17%
Dietician & Nutritionist	2nd	8%	15%



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*Master’s Degree Level*

Field	Texas Rank	National Growth	State Growth
Genetic Counselors	4th	21%	36%
Nurse Anesthetists	2nd	45%	25%
Nurse Practitioners	3rd	45%	32%
Occupational Therapists	3rd	16%	19%
Orthotists & Prosthetists	1st	17%	28%
Physician Assistants	3rd	31%	37%
Speech-Language Pathologists	2nd	25%	32%

**Cost Impact**

The short-term cost impact of this structural change is in the compensation of administrative leadership for the new college, and for additional department chairs for the new departments. There exists enough leadership potential internally within the faculty ranks of the School of Arts and Sciences, therefore we will launch an internal search for an interim Dean of the College of Natural and Applied Science. The stipend for conversion of a 9-month full-time faculty member to the 12-month interim Dean appointment comes to around \$30,000. In addition, we need to offload the faculty member for at most three courses which will be covered by adjuncts or reallocation of current faculty loads. Given the current iteration of the Academic Strategic Plan only one new chair position is required in the College of Natural and Applied Science. That is the chair of the department of natural sciences. Chair stipends cost us approximately \$6,000 in addition to the cost for adjunct or overload to accommodate the associated course release. In addition to personnel we must factor in the costs for new marketing materials and paraphernalia with new college designations. During this current budget cycle, we reallocated approximately \$70,000 for structural changes called for by the Academic Strategic Plan.

**Process**

We are presently preparing for the changes to be made in the administrative areas such as cost centers, catalog and schedules, web presence, marketing, PeopleSoft processes, reporting lines, and information technology. We will officially launch and welcome students into their new departments and colleges in the Spring 2022 semester, with back-end process such as PeopleSoft being completed by the end of the semester. Budget lines and cost centers will be adjusted during the planning process for the next budget cycle and will be completely in place by 1 September 2022.



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### Request

We are requesting that you bring this before the University of Houston System Board of Regents for their information and approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Chance M. Glenn, Sr.", is written over a light blue horizontal line.

Dr. Chance M. Glenn, Sr.  
*Provost and Vice President of Academic Affairs, UHV*

cc. Dr. Robert Glenn – *President, UHV*

UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Approval of University of Houston Honorary Degrees

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The University of Houston requests approval to confer honorary degrees to individuals who have made significant contributions to the community and the University.

SUPPORTING  
DOCUMENTATION:

FISCAL NOTE: None

RECOMMENDATION/  
ACTION REQUESTED: Administration recommends approval of this item

COMPONENT: University of Houston

*Renu Khator*

11/24/2021

PRESIDENT

Renu Khator

DATE

*Paula Myrick Short*

SENIOR VICE CHANCELLOR

Paula Myrick Short

DATE

11-15-2021

*Renu Khator*

11/24/2021

CHANCELLOR

Renu Khator

DATE

**UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA**

**COMMITTEE:** Academic and Student Success

**ITEM:** Approval is requested to update the University of Houston System Board of Regents Academic and Student Success Committee Charter

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

Per UH System Board of Regents Bylaws 5.2.1, the charters of the standing committees should be reviewed by the committee annually and updated as necessary subject to approval by the Board.

**SUPPORTING DOCUMENTATION:** Academic and Student Success Committee Charter

**FISCAL NOTE:**

**RECOMMENDATION/  
ACTION REQUESTED:** Administration recommends approval of this item

**COMPONENT:** University of Houston System

*Renu Khator*

11/24/2021

**PRESIDENT**

Renu Khator

**DATE**

*Paula Myrick Short*

**SENIOR VICE CHANCELLOR**

Paula Myrick Short

**DATE**

*11-18-2021*

*Renu Khator*

**CHANCELLOR**

Renu Khator

**DATE**

**DATE**

## Academic and Student Success Committee Charter

**Charter:** The academic and student success committee has oversight of instruction, research, and service policy and performance, including review of the Chancellor's recommendations on academic programs. It also has oversight of all matters related to student success, including academic and student support programs.

More specifically, the committee shall:

- (a) review and recommend approval of the role and mission of the system and its component universities;
- (b) review and recommend approval of the academic organization of the universities at the college /school level;
- (c) review and recommend approval of major academic policies; proposed new or major changes in academic programs; and provide oversight of academic program reviews;
- (d) review and recommend approval of campus admissions policies and major policies pertaining to students, student activities and student organizations;
- (e) monitor student success indices and review and approve programs aimed at increasing retention and graduation rates and student satisfaction;
- (f) review the research agenda and priorities and review and accept reports on research contracts and grants;
- (g) review and accept reports on the service mission, including academically related activities in community engagement;
- (h) review and recommend approval on matters concerning the library, technology, intellectual property, and emerging issues;
- (i) review and recommend approval of certain academic personnel actions; and
- (j) consider and make recommendation on any other matters that arise concerning academic and student success. (11/14/14)
- (k) Review and recommend approval of the Academic and Student Success Committee Charter every year during the August meeting (8/23/18)
- (l) Review and recommend approval of the UH System Faculty Workload Report every August (8/23/18)

**UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA**

**COMMITTEE:** Academic and Student Success

**ITEM:** Presentation of Low Producing Programs Report

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

Presentation of report on programs identified as low producing at University of Houston System institutions.

**SUPPORTING DOCUMENTATION:** Low Producing Programs Report

**FISCAL NOTE:** None

**RECOMMENDATION/  
ACTION REQUESTED:** Information

**COMPONENT:** University of Houston System

*Renu Khator*

**PRESIDENT**

Renu Khator

11/24/2021

**DATE**

*Paula Myrick Short*

**SENIOR VICE CHANCELLOR**

Paula Myrick Short

11-15-2021

**DATE**

*Renu Khator*

**CHANCELLOR**

Renu Khator

11/24/2021

**DATE**

## Low Producing Programs Report University of Houston System

### Low Producing Programs in 2021

<b>Institution</b>	<b>Program</b>	<b>Recommendation</b>
University of Houston	Engineering Management (MS)	Continue monitoring status
University of Houston	Space Architecture (MS)	Continue monitoring status
University of Houston-Clear Lake	Reading (MS)	Discontinued (December 2022)

**UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA**

**COMMITTEE:** Academic and Student Success

**ITEM:** Introduction of Interim President and Interim Senior Vice President for Academic Affairs and Provost at the University of Houston-Clear Lake; and the Introduction of Interim Vice Chancellor/Vice President for Student Affairs and Enrollment Services at the University of Houston

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

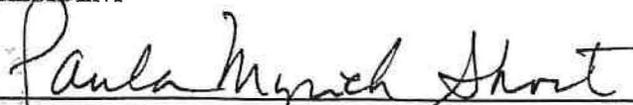
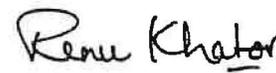
The Introduction of Dr. Richard Walker as the Interim President of the University of Houston-Clear Lake; and Dr. Christopher Maynard as the Interim Senior Vice President for Student Affairs and Provost at the University of Houston-Clear Lake, and the Introduction of Dr. Dan Maxwell as the Interim Vice Chancellor/Vice President for Student Affairs and Enrollment Services at the University of Houston

**SUPPORTING DOCUMENTATION:** None

**FISCAL NOTE:**

**RECOMMENDATION/  
ACTION REQUESTED:** Information

**COMPONENT:** University of Houston System

	11/24/2021
<hr/>	<hr/>
<b>PRESIDENT</b> Renu Khator	<b>DATE</b>
	11-15-2021
<hr/>	<hr/>
<b>SENIOR VICE CHANCELLOR</b> Paula Myrick Short	<b>DATE</b>
	11/24/2021
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<b>CHANCELLOR</b> Renu Khator	<b>DATE</b>

UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Introduction of Dean, School of Arts and Sciences - University of Houston-Victoria

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

Introduction of Dr. Kyoko Amano, new dean of the School of Arts and Sciences at the University of Houston-Victoria. Dr. Amano officially began her duties on August 1, 2021.

SUPPORTING DOCUMENTATION: Biographical Sketch and CV

FISCAL NOTE: None

RECOMMENDATION/  
ACTION REQUESTED: Administration recommends approval of this item

COMPONENT: University of Houston-Victoria

<u>Robert K. Glenn</u>		<u>11/17/21</u>
PRESIDENT	Robert K. Glenn	DATE
<u>Paula Myrick Short</u>		<u>11-17-21</u>
SENIOR VICE CHANCELLOR	Paula Myrick Short	DATE
<u>Renu Khator</u>		<u>11/24/2021</u>
CHANCELLOR	Renu Khator	DATE

# University of Houston System Board of Regents

## Introduction

Organization: University of Houston-Victoria

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Type of Appointment: Appointment  
Name: Kyoko Amano  
To Title: Dean, School of Arts and Sciences  
Effective Date: August 1, 2021

### Biographical Sketch:

Dr. Kyoko Amano joined the University of Houston-Victoria as the Dean of School of Arts and Sciences. She officially assumed this role on August 1, 2021.

Dr. Amano brings 26 years of higher education experience and a career of excellence in leadership. Dr. Amano has a doctoral degree in English from the State University of New York at Binghamton as well as two master's degrees in English, one from Indiana State University and another from Aoyama Gakuin University in Tokyo, Japan. She has held many positions in academia, including a variety of leadership roles from 2003 to 2017 as a faculty member at the University of Indianapolis, including professor of English, chair and acting chair of the Department of English, interim and associate director of the Honors College, and an honors faculty member. She also was on the faculty in 2002 at the University of Alabama at Birmingham and was a Cultural Diversity/Minority Fellow at the University of Pittsburgh-Bradford from 2000 to 2002.

In addition to her experience in higher education leadership, Dr. Amano served from 2009 to 2018 as a member of the National Collegiate Honors Council on the board of directors and as secretary. She has participated in many trainings and conferences, including attending the National Endowment for the Humanities in 2004 and 2013. She also has published several articles in publications, including *The Journal of Popular Culture*, *Glimmer Train Stories*, *The Dime Novel Round-up*, *Contemporary Literary Criticism* and *Notes on Contemporary Literature*. Her work has been presented at many national conferences.

Aside from her work as a leader in academia and her writing, Amano is a member of the American Association of University Women, a nonprofit organization that advances equity for women and girls through advocacy, education and research.

Most recently, Dr. Amano was elected to serve as a board member of Council for Colleges of Arts and Sciences for the next three years.

We are pleased to have Dr. Amano join the Academic Affairs leadership team as the Dean of the School of Arts and Sciences at UHV.

**Kyoko Amano, PhD**

Fellow, National Collegiate Honors Council  
Site Visitor, Council for the Accreditation of Educator Preparation  
Dean, College of Liberal Arts and Education  
Professor of English

Lock Haven University  
401 N. Fairview Street  
Lock Haven, Pennsylvania 17745  
Email: kyoko.amano.weller@gmail.com  
Phone: (765) 720-2272

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**SUMMARY OF QUALIFICATIONS**

- Administrative leadership experience in the English Department, Honors College, and College of Liberal Arts and Education
- Academic leadership experience in undergraduate and graduate curricula, research, and scholarship and creative activity
- A record of success in instituting inter-/multi-disciplinary programs and degrees such as Digital Media Studies, Social Practice Arts, Data Visualization, and Cultural Heritage Management
- Experience in strategic planning and envisioning / implementing common goals and initiatives in collaboration with multiple stakeholders
- Experience in the evaluation of academic programs, the assessment of student learning outcomes, and the accreditation process
- Experience working with unionized faculty and staff
- Strong commitment to diversity and inclusion
- Strong commitment and ability to mentoring faculty, staff, and students and providing high impact experiences for students
- Experience in budget planning and management
- Experience in fundraising and grant writing

**Appointments**

*Lock Haven University (2017-present)*

Dean, College of Liberal Arts and Education (2017-present)

Professor of English with Tenure (2017-present)

*University of Indianapolis (2003-2017)*

Professor of English (Fall 2014-2017)

Chair, Department of English (Fall 2013-2017)

Acting Chair, Department of English (Spring 2013)

Interim Director of Honors College (Spring 2012)

Associate Director of Honors College (2009-2011)

Associate Professor, with tenure (2008-2014)

Honors Faculty (2004-2012)

Assistant Professor of English (2003-2008)

*University of Alabama at Birmingham (Summer-Fall 2002)*

Assistant Professor of English

*University of Pittsburgh-Bradford (2000-2002)*

Cultural Diversity/Minority Fellow

*State University of New York at Binghamton (1998-2000)*

Teaching Assistant and Tutor for Educational Opportunities Program

*Indiana State University (1996-1998)*

Teaching Assistant and Writing Center Consultant

*Technical High School at the Tokyo Institute of Technology (1991-1995)*

Instructor of English

## **EDUCATION**

Ph.D., English, State University of New York at Binghamton, January 2002.

M.A., English, Indiana State University, Terre Haute, May 1997.

M.A., English, Aoyama Gakuin University, Tokyo, Japan, March 1992.

B.A., English, Aoyama Gakuin University, Tokyo, Japan, March 1989.

## **ADDITIONAL PROFESSIONAL EDUCATION/TRAINING**

Executive Leadership Academy, Center for Studies in Higher Education, University of California Berkeley. (Forthcoming, July 2021)

Council for Advancement And Support of Education (CASE) Principal Gifts and Stewardship Workshop. Online (2020)

CASE Development for Deans and Academic Leaders: Winter Session, Ft. Lauderdale, FL (2020)

Council for the Accreditation of Educator Preparation Site Visitor Training, Bethesda, MD (2019)

American Conference of Academic Deans (ACAD) Deans Institute at the Association of American Colleges and Universities (AAC&U) Conference, Atlanta, GA (2019)

Pentaculum 2019 Artist Residency, Arrowmont School of Arts and Crafts, Gatlinburg, TN (2019)

HERS Institute at Bryn Mawr College, Bryn Mawr, PA (2018)

Council of College of Arts and Science (CCAS) New Deans Workshop, Nashville, TN (2017)

Interfaith Leadership Institute (As Faculty Ally), Interfaith Youth Core, Chicago, IL (2016)

National Collegiate Honors Council (NCHC) Rotterdam Faculty Institute, Rotterdam, the Netherlands (2016)

49 Writers Flash Fiction Online, 49 Alaska Writing Center, Katey Schultz (2016)

Association of Department of English (ADE), Modern Language Association (MLA), Summer Seminar for Chairs, Kansas City, MO (2015)

The Council of Independent Colleges (CIC) Workshops for Department and Division Chairs. Charlotte, NC (2014)

National Endowment for the Humanities (NEH) Summer Institute, "Transcendentalism and Social Action in the Age of Emerson, Thoreau, and Fuller." Concord, MA (2013)

Professional Development Institute for Community Service and Service-Learning Professionals, Campus Compact, Brown University, Providence, RI (2006)

National Endowment for the Humanities (NEH) Summer Institute, "Regional Studies and Liberal Art: Appalachia Up Close" Ferrum College, Ferrum, VA (2004)

## **OTHER PROFESSIONAL ACTIVITIES/APPOINTMENTS**

Council of College of Arts and Science (CCAS)

Faculty, New Deans Workshop (August 2020) and Seminar for New Deans (December 2020)

Council for the Accreditation of Educator Preparation (CAEP)  
Site Visitor (2019-present)  
National Collegiate Honors Council (NCHC)  
Secretary, 2012-2015 and 2015-2018  
Board of Director, 2009-2012  
Horatio Alger Society, Director 2006-2009  
Reviewer (Longman, *Indiana English, College Literature*)  
Modern Language Association (MLA), Field Bibliographer 2004-2012

## **ACADEMIC AFFAIRS EXPERIENCE**

### ***Lock Haven University (2017-present)***

Lock Haven University is a medium-sized rural regional public university located in rural central Pennsylvania. LHU enrolls approximately 3,400 undergraduate students and 375 graduate students. Founded to train teachers for the Commonwealth in 1870, LHU has prepared students for success in work and life. There are three colleges within LHU: College of Liberal Arts and Education, Poorman College of Business, Information Systems and Human Services, and College of Natural, Behavioral, and Health Sciences. LHU has historical strengths in teacher preparation, liberal arts and sciences, and international engagement. In Fall 2022, Lock Haven University will be merged with Bloomsburg University and Mansfield University and a new, integrated university will be established.

### **Dean, College of Liberal Arts and Education (2017-present)**

The College of Liberal Arts and Education has approximately 65 tenured/tenure-track faculty members, 12 temporary faculty members, and 12 staff members in 8 Departments and 20+ programs including the Interdisciplinary Studies Program and the Exploratory Studies Program. The College offers all general education courses except natural sciences. There are 691 undergraduate majors and 37 graduate students within the College. All education programs are nationally recognized by CAEP and the Pennsylvania Department of Education (PDE).

### **Key Accomplishments:**

- Co-leading the integration of Lock Haven University, Mansfield University, and Bloomsburg University (in process to be completed by Fall 2022)
  - Chair, Academic Affairs, Humanities Working Group
  - Member, Academic Affairs, General Education Working Group, Interdisciplinary Studies Working Group, Visual and Performing Arts Working Group, and Education Working Group
  - Liaison, Education Working Group/Secondary Education in Language Arts
- Co-chairing the Dual Enrollment Strategic Planning Committee
- Developing plans for establishing the Center for Public Humanities
- Developing a Diversity, Equity, Inclusion, and Civility Communitarity (Community+University) curriculum proposal structure in response to global protests against racism (to be implemented in Fall 2021)
- Established the Inclusive Higher Education for Adults with Intellectual Disabilities (in collaboration with Millersville University)—implementation delayed due to COVID-19 (to be implemented in Fall 2021)
- Led the COVID-19 Fall Reopening Working Group on Faculty and Scheduling
- Co-authored Fall Reopening Statement for the Academic Affairs

- Developed Institute for the Study of Free Speech—This became the Presidential Task Force for Diversity, Equity, Inclusion and Freedom of Speech
- Established 4+1 Lock Haven University-Kutztown University program in BA/BFA in Fine Arts and MA in Art Administration
- Developed a BA in Communication - Social Media Concentration (in collaboration with the College of Business's Social Media Marketing sub-baccalaureate certificate program)
- Establishing a Data Visualization Graduate Certificate Program (in collaboration with the College of Business's Computer Science program)—in progress
- Established two Post-Baccalaureate Non-Certificate Programs in PreK-4 Education and in Secondary Education in Language Arts
- Established 4+1 in PreK-4/M.Ed. Dual Enrollment Program
- Established a Study Away Program with Millersville University and IUP for Minor in Theatre
- Established a Study Away Program with Bloomsburg University for French Minor
- Completed course sharing with the following universities to expand educational opportunities for LHU and PASSHE students:
  - Mansfield (Medical Ethics, Spring 2020; Special Education Fall 2020)
  - Clarion (Social Studies Method II, Fall 2018)
  - East Stroudsburg (Japanese I and Chinese I, Fall 2020)
  - Kutztown (French I, Fall 2020 and French II, Spring 2021)
  - Bloomsburg (French III, Fall 2020 and French IV Spring 2021)
  - Slippery Rock (Health and Physical Education, Fall 2020)
- Established Dual Enrollment Memoranda of Understanding with:
  - Keystone Central School District
  - Jersey Shore Area School District
  - Sugar Valley Charter School
  - Loyalsock School District
  - St. John Neumann Academy
  - Williamsport Area School District
- Established Student Teacher Substitute Teaching Memoranda of Understanding with the Keystone Central School District and Williamsport Area School District
- Established an International Student Teaching agreement with four K-12 schools-- two in South Korea, one in Indonesia, and one China

Responsibilities:

- Oversee eight departments and 20+programs within various departments. I reorganized the departments and moved the Philosophy Program from the Communication Department to the English Department. Until June 2020, I chaired the Exploratory Studies Program.

The eight departments (and programs) include:

- English and Philosophy (Secondary Education in English Program)
- Communication
- Health and Physical Education
- History, Political Science, International Studies, and Foreign Languages (Spanish Program and French Program)
- PreK-8 and Professional Studies (M.Ed. Program in Alternative Education; M.Ed. Program in Teaching and Learning; Elementary/Middle Level, Grades 4-8 Program)

Special Education (Community Disability Services Program)  
 Sociology, Anthropology, and Geography  
 Visual and Performing Arts (Music Program, Art Program and General  
 Education in Theatre)  
 Interdisciplinary Studies Program  
 Women and Gender Studies Program  
 Exploratory Studies Program

- Manage the College's budgets, including operational budget, student employment budget, academic equipment budget, and the College's Foundation accounts. Once allocated, all unused funds remain within the departments/programs year to year. I revised the academic equipment budget allocation system within the college and instituted the RFP for Academic Equipment Funds at the end of each academic year. The proposals are evaluated by the department chairs.
  - Operational budget of \$85,000 (not including personnel and benefits, including annual rollover funds) is distributed among 19 programs based on the budget requests and special project needs
  - Student employment budget of \$11,500 is distributed among 17 programs and lifeguards and is managed by respective department chair and staff
  - Academic equipment budget of \$40,000 is distributed among 14 programs within the College of Liberal Arts and Education; the music license for the university, computer program licenses, piano tuning, and health/physical education equipment safety inspection costs come out of the College of Liberal Arts and Education also
  - Personnel and benefit budgets of \$9.9M
  - There are 20+ foundation accounts (not including scholarship funds) within the College with the total amount of approximately \$610,000
- Schedule classes, including the Clearfield campus schedule, and monitor faculty workload
  - College of Liberal Arts and Education offers approximately 1,100 credit hours per semester
- Assess programs and curricula annually and wrote reports responding to the external reviewer's report and five-year/ten-year program review documents for the following departments and program:
  - Sociology Department (2017)
  - Communication Department (2017)
  - History Department (2018)
  - Interdisciplinary Programs (2019)
  - Office of Disability Services (2017)
  - M.Ed. Program (2019)
- Hired 10-12 temporary faculty members annually and 6 full-time faculty members between 2017 and 2019
- Mentor chairs and directors, particularly those who aspire to transition to higher education administration
- Evaluate faculty members and staff
  - Pre-tenure faculty members and part time faculty members are evaluated annually
  - Tenured faculty members are evaluated every 5 years
  - Conducted additional, interim evaluation of tenured faculty members
- Facilitate Dean's Council meeting and implemented the College's strategic plan

- Supervise Assistant to the Dean, Administrative Assistant, and student workers for the College of Liberal Arts and Education Office
- Handle student complaints, grade appeals, and academic dishonesty cases
- Manage over 200 internship agreements in central Pennsylvania, Harrisburg, and Washington, DC

***University of Indianapolis (2003-2017)***

University of Indianapolis is a private master's comprehensive university in Indianapolis, IN. UIndy enrolls approximately 4,300 undergraduates and 1,300 graduate students. A primarily residential undergraduate population is balanced between arts and sciences majors and those pursuing professional studies. The English Department has 18 full time faculty members, 5 instructors, and 3-5 adjunct instructors who provide instruction at the main campus, as well as at sister university campuses in China. The English Department offers both a B.A. and M.A. in Professional Writing, Creative Writing, Teaching English as Second or Other Language, English Teaching, and Literary Studies and participates in various interdisciplinary programs, such as the Environmental Sustainability Program, Social Practice Arts, Digital Media Studies, and Women's Studies. The English Department has a budget of \$1M.

**Chair, English Department (Fall 2013-2017)**

- Managed the departmental budget of \$1M (including personnel and benefits) and faculty spending requests
- Oversaw four directors within the department (Professional Writing, Graduate Program, Composition, Creative Writing & Kellogg Writers Series)
- Facilitated the departmental meetings
- Scheduled all English classes and some Freshman Year Seminar classes and monitored faculty teaching load
- Assessed programs and curriculum
- Hired adjuncts, associate adjuncts, three full-time tenure track faculty (one retirement replacement and two new positions) and four full-time non-tenure track faculty (all new positions)
- Supervised administrative assistant and student workers
- Mentored and evaluated faculty and instructors
- Handled student complaints, grade protests, and plagiarism reports
- Managed technology and library book requests
- Collaborated with the School of Education for English Teaching SPA Report (NCTE)
- Conducted the English Department Program Review in preparation for the university's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools

**Acting Co-Chair (with Dr. Jennifer Camden), English Department (Winter 2013)**

- Managed the departmental budget, including faculty spending requests
- Organized the English Annual Reception
- Administered the English Essay Contests
- Updated the advisee appointments
- Managed technology and library book requests
- Handled student complaints, grade protests, and plagiarism reports with co-chair

- Led a full-time faculty search committee (Ningbo Institute of Technology/UIndy joint position) and an associate adjunct search committee (Zhejiang University position)

**Interim Director, Honors College (Winter 2012)**

- Served as the Secretary, the Executive Committee member, the Executive Director Search Committee member of the National Collegiate Honors Council
- Served as a board member of the National Collegiate Honors Council
- Administered multiple Honors scholarships, including Oxford University Scholarship, International Travel Scholarship, Washington Semester Program Scholarship
- Served as a liaison for Harris Manchester College/Oxford University and American University Washington Semester Program
- Assessed programs and curriculums within the Honors College and prepared annual report and other reports
- Scheduled all honors classes and hired adjuncts if necessary (American Sign Language I and II)
- Served as an academic advisor for freshman, sophomore, and prospective honors students (approximately 120+ students each semester)
- Oversaw operations of the Honors College Office
- Mentored and supervised administrative assistant, associate director, and honors faculty
- Managed budget (excluding personnel and scholarships)
- Collaborated with the Admissions Office and Presidential Scholar Committee and recruited honors students
- Collaborated with Residence Life to monitor housing placements on the Honors Floor
- Served as a faculty sponsor for Phi Alpha Epsilon and Alpha Chi Honors Societies

**Associate Director, Honors College (2009-2011)**

- Chaired Honors College Faculty Committee
- Convened the Honors College admission subcommittee to review all applications
- Organized honors related events, including honors project presentations, welcome week, honors speaker series, and induction ceremony
- Served as an academic advisor for upper-class honors students
- Instituted inter-/multi-disciplinary, collaborative honors capstone project options

**Honors Faculty (2004-2012)**

- Advised Honors projects
  - Anna Brunsman, "Images of Africa" (2009)
  - Lindsey Allen, "Teacher-teacher: A Memoir" (2010)
  - Nathan Scott, "Otaku in Anime: An Analysis" (2012)
- Taught honors pro-seminar (honors project proposal course)
- Taught honors freshman literature course (ENGL 102: Western World Literature)
- Taught Honors spring term travel course, Hiroshima Peace Study
- Served on Honors College Faculty Committee

**Faculty member, English Department (2003-present)**

- Served on a provost search committee, promotion and tenure committee, service learning council and other committees
- Advised undergraduate and graduate English majors, minors, and English teaching majors
- Directed many undergraduate senior capstone projects and graduate theses

- Mentored junior colleagues
- Served as a faculty sponsor of Sigma Tau Delta English Honors Society
- Served on an Interdisciplinary Studies Task Force and various task forces

## **ACADEMIC HONORS AND FELLOWSHIPS**

### *Extramural*

American Conference of Academic Deans (ACAD) Award for Excellence in Academic Leadership (Nominated 2020, In progress)  
 NCHC Fellow, National Collegiate Honors Council, 2019  
 Institutional Small Project Grant for the Japanese Studies, Japan Foundation New York Office, 2015 (\$24,000)  
 Japan-America Collegiate Travel Grant (for Hiroshima Peace Study), Japan Foundation New York Office, 2013 (\$34,500)  
 Japan-America Collegiate Travel Grant (for Hiroshima Peace Study), Center of Global Partnership, Japan Foundation, 2012 (\$38,500)  
 Horatio Alger Fellowship for the Study of American Popular Culture, Northern Illinois University Libraries, 2008 (\$2,000)  
 Indiana Campus Compact Scholarship of Engagement Faculty Grant, 2007 (\$3,000)  
 Modern Language Association Field Bibliography Fellowship, MLA 2004-2007 (\$500)  
 Pre-doctoral Cultural Diversity/Minority Fellow, U of Pittsburgh-Bradford, 2000-2002  
 Horatio Alger Fellowship for the Study of American Popular Culture, Northern Illinois University Libraries, 2000 (\$1,500)  
 Sigma Tau Delta Honor Society member

### *Intramural*

Interfaith Leader Award, 2017  
 Shaheen College of Arts and Sciences Grant, "Communiversality: Jane Austen's *Emma*" with Dr. Jennifer Camden 2016 (\$5200)  
 Zervas Grant for International Travel, "Rotterdam Institute" 2016 (\$2,000)  
 International Travel Faculty Co-leader Grant, 2015 (\$2500)  
 Team Teaching Grant, 2014 (with Dr. Peter Vakunta for Postcolonial Literature course)  
 Summer Research Grant, 2014 (\$4000)  
 Faculty Achievement Award, 2012 (\$1,000)  
 Zervas Grant for International Travel, "A Culinary Adventure in Thailand," 2011 (\$2,000)  
 InQuery Grant (Lilly Endowment) for Alpha Chi Conference Travel, 2011 (\$1,750)  
 Mentee Grant for International Travel Course, 2009 (\$3,000)  
 Summer Research Grant, 2009 (\$3,500)  
 InQuery Grant (Lilly Endowment) for Service Learning in English, 2006 (\$5,000)  
 Summer Research Grant, 2005 (\$3,000)  
 Graduate Arts and Sciences Summer Curriculum Development Grant, 2004 (\$500)  
 International Student Leader Award, Indiana State University, 1997  
 Hazel Tesh Pfennig Scholar, Indiana State University, 1996

Aoyama Gakuin Bandai Scholar, Aoyama Gakuin University, 1985-1987

## PUBLICATIONS AND PRESENTATIONS

### Book Manuscript:

*Hiroshima, Nagasaki, and Atomic Bomb Literature in America* (forthcoming).  
Kawade Shobo Shinsha, Japan.

### Book Chapter:

"Teaching Ibuse's *Black Rain* in Hiroshima." *Teaching Post-war Japanese Literature* (forthcoming). Ed. Alex Bates. Modern Language Association.

### Articles:

- "Hiroshima Peace Study." *Model Honors Study Abroad Courses*. Ed. Kim Klein. National Collegiate Honors Council Monograph Series. Lincoln: U of Nebraska-Lincoln, 2013.
- "Potential Source of Alger's *Helen Ford: Oliver Optic's Katy Redburn*." *The Dime Novel Round-up* 78.2 (2009): 51-57.
- "Bret Harte's 'The Heathen Chinese' in Horatio Alger, Jr.'s Pacific Series." *The Journal of Popular Culture*. 42.2 (2009): 219-38.
- "Ruth Ozeki: Interview." *Glimmer Train Stories* 66 (2008): 84-97.
- "Robert Frost's 'Acquainted with the Night'." *Explicator* 65.1 (2006): 39-42.  
Also available: [Academic Search Premier](#). EBSCOhost.
- "Alger's Shadows in Jane Smiley's *A Thousand Acres*." *Critique* 47.1 (2005): 23-39. Also available: [Academic Search Premier](#). EBSCOhost. Reprinted in "Jane Smiley." *Contemporary Literary Criticism* vol. 236. Ed. Jeffrey W. Hunter. Detroit: Thomson Gale, 2007.
- "Cut and Create; or, Alger's Editors Make Success Heroes." *Newsboy* 42.5 (Sept.-Oct 2004): 5-7.
- "Teaching the Toolbox: Strategies for an Introductory Theory and Criticism Course" (with Martin Bidney, Eva Tettenborn, and Liana Vrajitoru). *CEA Critic* 62.1 (Fall 1999): 34-44.
- "*The Robber Bride*: the Power and the Powerless." *Notes on Contemporary Literature* 29.5 (Nov. 1999): 7-9.
- "Being a High School Teacher." *Indiana English* 20 (1996): 32-33.

### Book review:

"*The Karma of Brown Folk* by Vijay Prashad." (1,000 words). *College Literature* 29.4 (Fall 2002): 155-57. Also available: [Academic Search Premier](#). EBSCOhost.

### Encyclopedia and reference book entries:

- "Gish Jen." *Oxford Bibliography of American Literature*. Ed. Gary Scharnhorst and Paul Lauter. Oxford UP, 2013.
- "Lonny Kaneko" (1,200 words), "Edward Sakamoto" (1,000 words), "Lane Nishikawa" (1,000 words), and "Philip Kan Gotanda" (3,500 words). *Encyclopedia of Asian American Literature*. Ed. Guiyou Huang. Westport: Greenwood P, 2008.
- "Lonny Kaneko" (600 words), "Wakako Yamauchi" (600 words), and "*And the Soul Shall Dance*" (600 words), "Edward Sakamoto" (600 words). *Facts on File*. Ed. Seiwoong Oh.
- "Philip Kan Gotanda" (500 words), "Lane Nishikawa" (500 words), and

- "Edward Sakamoto" (500 words). *Encyclopedia of Ethnic American Literature*. Ed. Emmanuel Nelson. New York: Greenwood P, 2005.
- "Lois-Ann Yamanaka" (5,000 words) and "Lonny Kaneko" (1,500 words). *American Short Story Writers*. Ed. Guiyou Huang. New York: Greenwood P, 2003.

Creative writing:

- "Different Summers—Hiroshima" (Creative Non-fiction). *New Madrid: Journal of Contemporary Literature* 7.1 (2012): 47-54.
- "Potatoes" (Poem). *MELUS Cookbook*. The Society for the Study of Multi-Ethnic Literature in the United States. 2000.

Selected Papers and Presentations:

Guest Lecture/Key Note Speech and others:

- Faculty. Council of Colleges of Arts and Sciences (CCAS) Seminar for New Deans. Online. (December 2020).
- "Transition to the Deanship: Internal vs. External Hires," Council of Colleges of Arts and Sciences (CCAS) Discussions for Deans. Online. August, 2020.
- "Creative and Marketing Genius of Louisa May Alcott: From *Jamie's Wonder Book* to *Will's Wonder Book*." Summer Conversational Series and Teachers' Institute at Orchard House. Concord, MA. July, 2014.
- "Women's Place in Social Reform: Nathaniel Hawthorne and Louisa May Alcott." Summer Conversational Series and Teachers' Institute at Orchard House. Concord, MA. July, 2013.
- "The Alcotts, Orchard House, and Women's Work" Summer Conversational Series and Teachers' Institute at Orchard House. Concord, MA. July, 2012.
- "Louisa May Alcott and Social Reform: A Utopian Life in Plumfield. Summer Conversational Series and Teachers' Institute at Orchard House. Concord, MA. July, 2011.
- "Cut and Create; or, Alger's Editors Make Success Heroes PART II." Horatio Alger Society Annual Convention. Northern Illinois University. May 2004.

Conference Presentations:

- "Presidential Panel: Future of NCHC." National Collegiate Honors Council Convention. Atlanta, GA. Nov. 2017.
- "Developing in Honors: Online, Hybrid, and Innovative Courses." National Collegiate Honors Council Convention. Seattle, WA. Oct. 2016.
- "Honors College in the Age of Wiki." (round-table discussion leader). National Collegiate Honors Council Convention. Chicago, IL. Nov. 2015.
- "Developing in Honors: Internationalizing Your Honors Program/College." (discussant). National Collegiate Honors Council National Convention. Phoenix, AZ. Oct. 2011.
- "Hiroshima Peace Study" (presentation) and "Developing in Honors: Involvement Opportunities Roundtable Discussion" (discussant). National Collegiate Honors Council National Convention. Kansas City, MO. Oct. 20-23, 2010.
- "Working Women: Work Ethics in Novels by Alcott and Alger." Popular Culture Association/American Culture Association National Convention. St. Louis, MO. March 31-April 3, 2010.
- "Selling 19<sup>th</sup> Century Stories to 20<sup>th</sup> Century Readers." Reception Studies Society Conference. West Lafayette, IN. September 11-13, 2009.
- "Becoming American: Alger's Treatment of Marriage." Popular Culture

- Association/American Culture Association National Convention. April 8-12, 2009.
- "It's Alive!" (presentation) with Dr. Greta Pennell. National Collegiate Honors Council National Convention. San Antonio, TX. October, 2008.
- "College English and Middle School Language Arts." The Second International Symposium on Service Learning. Indianapolis, IN. May 2007.
- "Chinamen in Dime Novels: Horatio Alger, Jr. and Philip S. Warne." Popular Culture/American Culture Association National Convention. Boston, MA. March-April, 2007.
- "Ruth Ozeki's Fiction and the Twenty-First Century Künstlerroman." Fourth Annual Conference. Dissolvance: Constructing Literature, Culture and Communication of the Future through Imagination. Athens, Greece. University of Indianapolis, Athens Campus. November 2005.
- "The Faithful Chinaman in Alger's Pacific Series." Popular Culture Association/American Culture Association National Convention. San Diego, CA. March 2005.
- "Marry and Be Merry; or, Alger's Hero Makes a Heroine Happy." American Studies Association National Convention. Atlanta, GA. November 2004.
- "Alger's Shadows in Gish Jen's *Typical American*." The Twentieth-Century Literature Conference. The University of Louisville. Louisville, KY. February 2004.
- "American-ness in Multicultural Literature." Indiana College English Association. Indianapolis, IN. September, 2003.
- "Cut and Create; or, Alger's Editors Make Success Heroes." Popular Culture Association/American Culture Association National Convention. New Orleans, LA. April, 2003.
- "Sequential Analysis of *Maggie: A Girl of the Street*." The Twenty-Second Annual Colloquium on Modern Literature and Film. West Virginia University, Morgantown, West Virginia. October, 1997.
- "Theodore Dreiser's Use of Horatio Alger in *The Financier*." The Seventh Annual Central New York Conference on Language and Literature. Cortland College, Cortland, New York. October, 1997.
- "Hemingway's Sun will Rise over the Waste Land." The Twenty-Fifth Annual Twentieth-Century Literature Conference. The University of Louisville, Louisville, Kentucky. February, 1997.
- "Japanese Culture in *Rising Sun*." Indiana College English Association Conference, Vincennes University, Vincennes, Indiana. October, 1996.
- Local Presentations (Selection):
- "Cut and Create; or, Alger's Editors Make Success Heroes PART II." Faculty Forum. University of Indianapolis. Indianapolis, IN. April 2004.
- "Horatio Alger and the Formation of the Twentieth-Century American Dream of Success." Third Thursday. University of Pittsburgh-Bradford, Bradford, PA. April, 2001.

#### **TEACHING AND RESEARCH INTERESTS**

Multicultural American Literature  
Women's Studies

Postcolonial Literature  
Hiroshima/Nagasaki Peace Study

**LANGUAGES**

Japanese (Native)      English (Native)      German (Beginner)

**MEMBERSHIPS**

National Collegiate Honors Council (NCHC Lifetime Professional Member)  
Modern Language Association (MLA)  
Horatio Alger Society  
Sigma Tau Delta Honor Society (Lifetime Member)  
Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)  
Council of Colleges of Arts and Sciences (CCAS)  
American Association of Educators (AAE)  
American Conference of Academic Deans (ACAD)

**PROFESSIONAL REFERENCES**

Available upon request

UNIVERSITY OF HOUSTON SYSTEM  
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Presentation on the Institute for Global Engagement, An Aspire Initiative

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

Ambassador Michael Pelletier, Executive Director for the Institute for Global Engagement, An Aspire Initiative; will present on the Institute.

SUPPORTING DOCUMENTATION: N/A

FISCAL NOTE:

RECOMMENDATION/  
ACTION REQUESTED: Information

COMPONENT: University of Houston

Renu Khator  
PRESIDENT Renu Khator

11/24/2021

DATE

Paula Myrick Short  
SENIOR VICE CHANCELLOR Paula Myrick Short

11-15-2021  
DATE

Renu Khator  
CHANCELLOR Renu Khator

11/24/2021

DATE