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# AGENDA

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## UNIVERSITY OF HOUSTON SYSTEM ACADEMIC AND STUDENT SUCCESS COMMITTEE MEETING

**DATE:** Thursday, February 23, 2023  
**TIME:** 11:00 AM  
**PLACE:** University of Houston Downtown  
UHS Science & Technology Building  
Fondren Commons, STB 118  
315 N. Main Street  
Houston, TX 77002

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**Chair:** Durga D. Agrawal  
**Vice Chair:** Beth Madison  
**Members:** Alonzo Cantu  
John A. McCall, Jr.  
Ricky A. Raven  
Edward Carrizales – Non-voting  
Tilman J. Fertitta, Ex Officio

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### I. Academic and Student Success Committee

*Presenter: Chair Durga Agrawal*

A. Call to Order  
*Presenter: Chair Durga Agrawal*

B. Approval of Committee Minutes

- November 30, 2022, Academic and Student Success Committee Meeting

**Action:** Approval  
*Presenter: Chair Durga Agrawal*

C. Approval of a Bachelor of Science in Integrated Studies- University of Houston 4

**Action:** Approval  
*Presenter: Dr. Diane Chase, Senior Vice Chancellor for Academic Affairs and Provost*

D. Approval of a Bachelor of Science in Atmospheric Science - University of Houston 8

**Action:** Approval

*Presenter: Dr. Diane Chase, Senior Vice Chancellor for Academic Affairs and Provost*

- E. Approval of the merger of the Cullen College of Engineering and the College of Technology - University of Houston 12

**Action:** Approval

*Presenter: Dr. Diane Chase, Senior Vice Chancellor for Academic Affairs and Provost*

- F. Approval of Mission and Vision Statements – UH System, University of Houston, University of Houston Clear Lake, and University of Houston Victoria 15

**Action:** Approval

*Presenter: Dr. Diane Chase, Senior Vice Chancellor for Academic Programs and Provost*

- G. Approval of Faculty Post Tenure Review Policies – University of Houston Clear Lake and University of Houston Downtown 18

**Action:** Approval

*Presenter: Dr. Diane Chase, Senior Vice Chancellor of Academic Affairs and Provost*

- H. Recap of the outcomes of the University of Houston Victoria 2016-2021 Strategic Plan 39

**Action:** Information

*Presenter: Dr. Bob Glenn, President, University of Houston-Victoria*

## II. **Executive Session**

*Presenter: Chair Durga Agrawal*

- 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

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

*Presenter: Chair Durga Agrawal*

IV. **Adjourn**

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

**COMMITTEE:** Academic and Student Success

**ITEM:** Approval of a Bachelor of Science in Integrated Studies – University of Houston

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

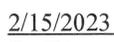
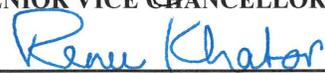
The University of Houston requests approval to establish a Bachelor of Science in Integrated Studies. The proposed degree will enable students to graduate with transferrable knowledge and skills highly desired by many employers and marketable across diverse industries and professions, including critical thinking, problem solving, oral and written communication skills, collaboration and teamwork, leadership, multicultural and diversity competencies, adaptability, and work ethic. As such, this type of undergraduate degree prepares graduates to enter the changing 21<sup>st</sup> century global marketplace with the well-rounded educational backgrounds that employers seek. According to the Texas Workforce Commission, employment in Texas is expected to grow by 1.7 million jobs by 2028 with 40.7% of these jobs requiring some form of postsecondary education and training. To ensure the prosperity of the state going forward, it is essential to achieve the *Building a Talent Strong Texas* goal that, “at least 60 percent of Texans ages 25-64 have a postsecondary credential of value by 2030.” Whereas the goal of proposing a new academic program is typically to fill an unmet need with a program that does not exist regionally, this program addresses an unmet need among University of Houston students. Degrees of this nature are widely available across the state of Texas including UH-Downtown and UH-Victoria. The program expects to generate revenue in its first year of operation.

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

**FISCAL NOTE:** None

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

**COMPONENT:** University of Houston

		
_____ <b>PRESIDENT</b>	Renu Khator	_____ <b>DATE</b>
		
_____ <b>SENIOR VICE CHANCELLOR</b>	Diane Z. Chase	_____ <b>DATE</b>
		
_____ <b>CHANCELLOR</b>	Renu Khator	_____ <b>DATE</b>

# **BACHELOR OF SCIENCE IN INTEGRATED STUDIES**

## **UNIVERSITY OF HOUSTON**

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

In support of the University of Houston (UH) System mission to provide, “access to comprehensive higher education programs and services to the diverse community of students in the Houston metropolitan area and beyond,” student success is a key goal. As such, the UH System is committed to providing access, making student success a priority, and developing transfer pathways. Consistent with UH System goals, student success is central to the UH mission focused on connecting potential with opportunity toward the vision of building a top 50 public university. The UH Strategic Plan, “Together, We Rise, Together, We Soar,” outlines a roadmap for achieving this vision with an emphasis on student success as articulated in Goal 1.

The primary goal of the proposed Bachelor of Science (B.S.) in Integrated Studies is to provide students with a flexible option for completing an undergraduate degree in a timely manner while obtaining marketable skills. The degree will allow students to strategically combine different areas of study incorporating courses across multiple disciplines, resulting in a reduction in excess credit along with increased retention and graduation rates for both first-time-in-college and transfer populations. Students in this degree program will synthesize skills with career goals aligned to the real-world job market, allowing them to be competitive in the marketplace or for subsequent graduate study.

### **Program Description**

The proposed B.S. in Integrated Studies is a four-year degree comprised of 120 credit hours and consists of four curriculum areas including: Texas Core Curriculum, multiple concentration areas, bachelor of science special requirements, and electives. It will integrate coursework from a range of academic disciplines to allow graduates to complete a degree with the skillset to participate in the workforce or advance to graduate study.

This is designed for students interested in a degree that utilizes coursework across multiple disciplines to pursue diverse career paths. To earn this degree, students are required to have a cumulative grade point average of at least 2.0, complete a minimum of 36 upper division credit hours, and meet the university’s residency requirements as well as all other requirements for a Bachelor of Science degree.

### **Student and Job Market Demand**

The proposed B.S. in Integrated Studies degree aims to provide a flexible degree option enabling first-time-in-college (FTIC) and transfer students to graduate in a timely manner without accumulating excess credit. Completion data from institutions with enrollment comparable to UH indicates a demand for flexible degree programs. From 2017-2021, 1,743 students graduated with a B.S. in University Studies from UT Arlington while there were 1,238 graduates with B.S. and B.A. degrees from Texas Tech University. Strong demand is also anticipated at UH from both FTIC and transfer student populations.

A general studies degree such as the B.S. in Integrated Studies intends to offer flexible degree attainment for students with a wide range of professional interests. This proposed degree will enable students to graduate with transferrable knowledge and skills including critical thinking, problem solving, communication, teamwork, leadership, and work ethic. Such skills are marketable across many industries and professions.

## **BACHELOR OF SCIENCE IN INTEGRATED STUDIES UNIVERSITY OF HOUSTON**

The pandemic crisis has created a unique time of transition that can be an invitation to reflect on career goals and purpose. More than ever, employers are looking for transferable skills in addition to experience. Workers across multiple industries must reimagine their role in rapidly changing employment conditions, which may involve reimagining a future with a completed bachelor's degree.

### **Program Duplication**

Whereas the goal of proposing a new academic program is typically to fill an unmet need with a program that does not exist regionally, this B.S. in Integrated Studies addresses an unmet need among University of Houston students.

***State of Texas.*** Degrees of this nature are widely available across the state of Texas. Notable examples include:

- Lamar University: B.S./B.A. in University Studies
- Prairie View A&M University: B.S./B.A. in General Studies
- Stephen F. Austin State University: B.S. in General Studies
- Tarleton State University: B.S. in General Studies
- Texas A&M University-Corpus Christi: B.S./B.A. in University Studies
- Texas Tech University: B.S./B.A. in University Studies
- University of North Texas: B.S./B.A. in Integrative Studies
- UT Arlington: B.S. in University Studies
- UT Dallas: B.S./B.A. in Interdisciplinary Studies

***UH System.*** Other UH System schools offer flexible degree programs including the following:

- UH Downtown: B.S. in Interdisciplinary Studies
- UH Victoria: B.S./B.A. in University Studies

***UH programs.*** The B.S. in Liberal Studies major, offered in the College of Liberal Arts and Social Sciences (CLASS), employs a degree plan structured around three minors. Although Liberal Studies is interdisciplinary in approach, the express intent of the program is the study of liberal arts, and as such, the major requires two of the three minors to be located in CLASS. It is possible that some of the stop-out students who are attracted back to UH by the Integrated Studies option would be good candidates for the Liberal Studies program, and so the programs will work in tandem to advise and refer students accordingly.

### **Faculty Resources**

The B.S. in Integrated Studies degree will be comprised of courses already offered by other degree-granting programs at the University of Houston. As such, no additional faculty resources are anticipated.

### **State or National Need**

Employment in Texas is expected to grow by 1.7 million jobs by 2028 with 40.7% of these jobs requiring some form of postsecondary education and training. To ensure the prosperity of the state going forward, it is essential to achieve the *Building a Talent Strong Texas* goal that, “at least 60 percent of Texans ages 25-64 have a postsecondary credential of value by 2030.”

**PRO FORMA FOR BS in Integrated Studies**

		Operating Years							
		Year 0	FY2024	FY2025	FY2026	FY2027	FY2028		
			Fall23	Fall24	Fall25	Fall26	Fall27		
<b>Enrollments</b>									
Cohort 1			50	45	40	35			
Cohort 2				50	45	40	35		
Cohort 3					50	45	40		
Cohort 4						50	45		
Cohort 5							50		
Cohort 6									
Total			50	95	135	170	170		
<b>Expenses</b>									
<b>Faculty (9 month)</b>		Salary	% effort	Year 0	FY2024	FY2025	FY2026	FY2027	FY2028
Program Director, Donna Smith - 1		62,424	5%		3,121	3,184	3,247	3,312	3,378
Adjuncts - 2		1,667	100%		1,667	1,700	1,734	1,769	1,804
Adjuncts - 3		1,667	100%		1,667	1,700	1,734	1,769	1,804
Position 4		-	-		-	-	-	-	-
Position 5		-	-		-	-	-	-	-
Position 6		-	-		-	-	-	-	-
Adjuncts		-	-		-	-	-	-	-
Subtotal		65,758	205%	-	6,455	6,584	6,716	6,850	6,987
<b>Faculty FTE</b>					0.11	0.11	0.11	0.11	0.11
<b>Staff (12 month)</b>									
Student Success Advocate 2, Nina Howard - 1		71,419	10%		7,142	7,285	7,430	7,579	7,731
Student Success Advocate 1, Lateki Lewis - 2		51,730	100%		51,730	52,765	53,820	54,896	55,994
Position 3		-	-		-	-	-	-	-
Position 4		-	-		-	-	-	-	-
Position 5		-	-		-	-	-	-	-
Position 6		-	-		-	-	-	-	-
Graduate Students		-	-		-	-	-	-	-
Subtotal		123,149	110%	-	58,872	60,049	61,250	62,475	63,725
<b>Staff FTE</b>					1.10	1.10	1.10	1.10	1.10
Total Salaries		-	-	-	65,327	66,634	67,966	69,326	70,712
Benefits @ 20.5%		-	-	-	13,392	13,660	13,933	14,212	14,496
Total Personnel		-	-	-	78,719	80,294	81,899	83,537	85,208
<b>Non-Personnel</b>									
Marketing/Recruiting				5,000	5,000	5,000	5,000	5,000	5,000
Scholarships & Tuition Assistantships				-	-	-	-	-	-
Annual maintenance & operations				-	-	-	-	-	-
Library and Information Technology				-	-	-	-	-	-
Accreditation				-	-	-	-	-	-
Facilities				-	-	-	-	-	-
Laboratory and other equipment				-	-	-	-	-	-
Other				-	-	-	-	-	-
Total Non-Personnel				5,000	5,000	5,000	5,000	5,000	5,000
Allocated to university operations	10%				51,399	97,659	140,239	176,218	177,526
Total Annual Expense				\$ 5,000	\$ 135,119	\$ 182,952	\$ 227,138	\$ 264,756	\$ 267,734
<b>Revenue</b>									
Formula Funding Generated					-	-	143,603	143,603	272,177
Statutory Tuition Applied to Formula					-	-	(129,000)	(129,000)	(244,500)
Subtotal: State General Revenue					-	-	14,603	14,603	27,677
UH Tuition and Fees					578,385	1,098,932	1,561,640	1,966,509	1,966,509
Allocated to set aside per student					(64,391)	(122,342)	(173,855)	(218,929)	(218,929)
Total Revenue from Enrollment					513,994	976,589	1,402,387	1,762,183	1,775,258
Philanthropy and other External Revenue					-	-	-	-	-
Net Revenue					513,994	976,589	1,402,387	1,762,183	1,775,258
Net Annual Gain/(Loss)				(5,000)	\$ 378,876	\$ 793,637	\$ 1,175,249	\$ 1,497,427	\$ 1,507,524
Cumulative Gain/(Loss)				(5,000)	\$ 373,876	\$ 1,167,512	\$ 2,342,761	\$ 3,840,189	\$ 5,347,712

College Business Administrator Signature: \_\_\_\_\_

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 a Bachelor of Science in Atmospheric Science – University of Houston

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

The University of Houston requests approval to establish a Bachelor of Science in Atmospheric Science. The proposed degree is designed to offer fundamental education in the physics of the atmosphere including dynamics, thermodynamics, radiation, mesoscale meteorology, and remote sensing of the atmosphere and robust training in mathematics. This degree program meets the occupational GS-1340 position requirements to become a Meteorologist with the National Weather Service (NWS) and the National Oceanic and Atmospheric Administration (NOAA). According to the Texas Workforce Commission, the number of workers employed in the category Atmospheric and Space scientists is expected to grow by 30.95% by 2028 in the Gulf Coast Region. There are currently three Texas institutions offering a B.S. degree in Atmospheric Science or Meteorology: Texas A&M, College Station, Texas A&M, Corpus Christi, and University of the Incarnate Word, San Antonio. The program expects to generate revenue starting in its fourth year.

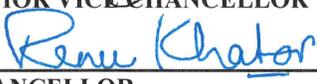
**SUPPORTING**

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

**FISCAL NOTE:** None

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

**COMPONENT:** University of Houston

		<u>2/16/23</u>
<b>PRESIDENT</b>	Renu Khator	<b>DATE</b>
		<u>2/15/2023</u>
<b>SENIOR VICE CHANCELLOR</b>	Diane Z. Chase	<b>DATE</b>
		<u>2/16/23</u>
<b>CHANCELLOR</b>	Renu Khator	<b>DATE</b>

# **BACHELOR OF SCIENCE IN ATMOSPHERIC SCIENCE**

## **UNIVERSITY OF HOUSTON**

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

The envisaged Bachelor of Science (B.S.) in Atmospheric Science is well aligned with the UH System Goals. Together with the existing master's and doctoral degree programs in Atmospheric Science, it completes a full range of educational programs in this field at the University of Houston. It will (i) foster innovative research in Houston's areas of strength: energy, infrastructure, health, and data sciences, (ii) support sustainable solutions for local, national and global challenges, (iii) contribute to infrastructure and networks to promote interdisciplinary and inter-institutional research, (iv) support faculty and staff to compete for research honors and recognitions at the highest level, and (v) build an immersive culture of research and innovation for all students.

### **Program Description**

The proposed degree is 120 semester credit hours and will offer similar fundamental education in the physics of the atmosphere including dynamics, thermodynamics, radiation, mesoscale meteorology, and remote sensing of the atmosphere and robust training in mathematics like the other peer programs in Texas and nationally. This B.S. degree program meets the occupational GS-1340 position requirements to become a Meteorologist with the National Weather Service (NWS) and the National Oceanic and Atmospheric Administration (NOAA).

In addition to the suite of fundamental coursework, the B.S. degree in Atmospheric Science at will offer students an opportunity to obtain a holistic education in the fields of meteorology, physics, geology, chemistry and biology, which allows students to develop the tools necessary for understanding the complex interrelation between terrestrial compartments and their interplay that shapes atmospheric conditions. They will gain insights into the interaction between life and the atmosphere, and how to protect this sensitive equilibrium. The program includes courses that align with the overarching atmospheric research at the University of Houston, which includes air chemistry, air quality and climate modeling, and tropical meteorology.

### **Student and Job Market Demand**

The strong increase in the student enrollment in GEOL 1302 (Introduction to Climate Change) and GEOL 1350 (Introduction to Meteorology) reflect the increased interest of students in this field. The Department of Earth and Atmospheric Science already has successful graduate programs in Atmospheric Science. Our department receives many enquiries about a B.S. degree in Atmospheric Science. Unfortunately, those students currently end up going to other universities.

According to the Texas Workforce Commission, the number of workers employed in the category Atmospheric and Space scientists is expected to grow by 30.95% by 2028 in the Gulf Coast Region. Positions like Weather Forecaster with the National Weather Service or Weather Officers with military services would require classes, which the envisaged BS degree program in Atmospheric Science would provide. Other potential employers include private meteorological consulting and weather forecasting companies, weather equipment manufacturers, air quality consulting firms, airlines, insurance companies, ocean shipping firms, TV stations, energy trading companies, and agricultural firms. Our envisaged program would also prepare students for graduate studies.

# BACHELOR OF SCIENCE IN ATMOSPHERIC SCIENCE

## UNIVERSITY OF HOUSTON

### **Program Duplication**

There are currently three Texas institutions offering a BS degree in Atmospheric Science or Meteorology:

- Texas A&M, College Station, BS Meteorology
- Texas A&M, Corpus Christi, BS Atmospheric Science
- University of the Incarnate Word, San Antonio, BS Meteorology, BS in Broadcast Meteorology

Texas A&M, College Station offers a curriculum in meteorology emphasizing weather and weather forecasting, but also includes courses in climatology, atmospheric chemistry, cloud physics and remote sensing of the atmosphere with radar and satellites. Texas A&M, Corpus Christi provides students with an in-depth knowledge of the physical characteristics, motions and processes of air; as well as the interactions of this protective layer with the underlying oceans and continents. The University of the Incarnate Word, San Antonio, offers two programs: (1) a B.S. in Meteorology as a 132-hour interdisciplinary degree program that prepares students for entering professional careers as well as graduate programs in weather modeling and forecasting, air pollution studies, broadcast meteorology, hydrology, Geographic Information Systems (GIS) applications in meteorology, and education; and (2) a B.S. in Broadcast Meteorology which is a 129- hour degree program that integrates meteorological studies in forecasting, climatology, and satellite, radar, and synoptic meteorology, with higher mathematics, video production and advanced communications. The program prepares students for work in the field and in front (or behind) the camera.

Texas Tech University offers an Undergraduate Minor in Atmospheric Science, which includes a total of 18 hours and includes the following courses as required courses: Introduction to Atmospheric Science, Atmospheric Science Laboratory, Weather, Climate, and Human Activities, Severe and Hazardous Weather, and General Meteorology.

### **Faculty Resources**

Currently, the college has four full-time faculty members due to a recent passing. It is anticipated that the number of faculty will increase as the program matures.

### **State or National Need**

On the state and national level there is an increased demand in expertise in atmosphere and climate for emergency preparedness and response, and to address environmental and societal challenges of great concern under changing climate conditions (e.g. impact of extreme single meteorological events and long-term atmospheric changes on energy resources and public health).

**PRO FORMA FOR BS in Atmospheric Science**

FY2024			Operating Years							
			Year 0	FY2024	FY2025	FY2026	FY2027	FY2028		
				Fall23	Fall24	Fall25	Fall26	Fall27		
<b>Enrollments</b>										
Cohort 1				6	6	6	6	6		
Cohort 2					7	7	7	7		
Cohort 3						8	8	8		
Cohort 4							9	9		
Cohort 5								10		
Cohort 6										
Total				6	13	21	30	34		
<b>Expenses</b>										
<b>Faculty (9 month)</b>			Salary	% effort	Year 0	FY2024	FY2025	FY2026	FY2027	FY2028
Yunsoo Choi (Associate Professor)	102,749	20%				20,550	20,961	21,380	21,808	22,244
Xun Jiang (Professor)	107,874	20%				21,575	22,006	22,446	22,895	23,353
Bernhard Rappenglueck (Professor)	119,516	20%				23,903	24,381	24,869	25,366	25,873
Yuxuan Wang (Associate Professor)	98,735	20%				19,747	20,142	20,545	20,956	21,375
Replacement Junior Faculty (Assistant Prof)	75,000	20%				15,000	15,300	15,606	15,918	16,236
Replacement Junior Faculty (Assistant Prof)	75,000	20%				15,000	15,300	15,606	15,918	16,236
Adjuncts						-	-	-	-	-
Subtotal	578,873	120%	-	-	-	115,775	118,090	120,452	122,861	125,318
<b>Faculty FTE</b>						1.20	1.20	1.20	1.20	1.20
<b>Staff (12 month)</b>										
Karen Maldonado (Academic Advisor)	51,000	20%				10,200	10,404	10,612	10,824	11,041
Position 2						-	-	-	-	-
Position 3						-	-	-	-	-
Position 4						-	-	-	-	-
Position 5						-	-	-	-	-
Position 6						-	-	-	-	-
Graduate Students						-	-	-	-	-
Subtotal	51,000	20%	-	-	-	10,200	10,404	10,612	10,824	11,041
<b>Staff FTE</b>						0.20	0.20	0.20	0.20	0.20
Total Salaries			-	-	-	125,975	128,494	131,064	133,685	136,359
Benefits @ 20.5%			-	-	-	25,825	26,341	26,868	27,405	27,954
Total Personnel			-	-	-	151,799	154,835	157,932	161,091	164,312
<b>Non-Personnel</b>										
Marketing/Recruiting			500	500		500	500	500	500	500
Scholarships & Tuition Assistantships						-	-	-	-	-
Annual maintenance & operations						5,000	5,000	5,000	5,000	5,000
Library and Information Technology						-	-	-	-	-
Accreditation						-	-	-	-	-
Facilities						-	-	-	-	-
Laboratory and other equipment						-	-	-	-	-
Other						-	-	-	-	-
Total Non-Personnel			500	5,500		5,500	5,500	5,500	5,500	5,500
Allocated to university operations		10%				6,168	13,364	23,176	32,428	38,617
Total Annual Expense			\$ 500	\$ 163,467	\$ 173,699	\$ 186,608	\$ 199,019	\$ 208,429		
<b>Revenue</b>										
Formula Funding Generated						-	-	35,383	35,383	81,653
Statutory Tuition Applied to Formula						-	-	(19,500)	(19,500)	(45,000)
Subtotal: State General Revenue						-	-	15,883	15,883	36,653
UH Tuition and Fees						69,406	150,380	242,922	347,031	393,302
Allocated to set aside per student						(7,727)	(16,742)	(27,044)	(38,634)	(43,786)
Total Revenue from Enrollment						61,679	133,638	231,761	324,280	386,169
Philanthropy and other External Revenue						-	-	-	-	-
Net Revenue						61,679	133,638	231,761	324,280	386,169
Net Annual Gain/(Loss)			(500)	\$ (101,788)	\$ (40,061)	\$ 45,153	\$ 125,261	\$ 177,740		
Cumulative Gain/(Loss)			(500)	\$ (102,288)	\$ (142,349)	\$ (97,196)	\$ 28,065	\$ 205,805		

College Business Administrator Signature: \_\_\_\_\_ 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 the merger of the Cullen College of Engineering and the College of Technology – University of Houston

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

The University of Houston requests approval to merge two colleges: the Cullen College of Engineering and the College of Technology. The merged college will be named the Cullen College of Engineering (CCE). Within the CCE, there will be a Technology Division that will house the four departments currently in Technology.

**SUPPORTING DOCUMENTATION:**

**FISCAL NOTE:** None

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

**COMPONENT:** University of Houston

		<u>2/16/23</u>
<b>PRESIDENT</b>	Renu Khator	<b>DATE</b>
		<u>2/15/2023</u>
<b>SENIOR VICE CHANCELLOR</b>	Diane Z. Chase	<b>DATE</b>
		<u>2/16/23</u>
<b>CHANCELLOR</b>	Renu Khator	<b>DATE</b>

## **University of Houston Cullen College of Engineering and College of Technology Proposed Merger and Renaming**

The University of Houston requests approval to merge two colleges: the Cullen College of Engineering and the College of Technology. The merged college will be named the Cullen College of Engineering.

### **Why Merge?**

Aligned with the goals of our strategic plan to become a Top 50 public university, the University of Houston explored the possibility of creating a single college to house our current and future academic programs in the engineering and technology disciplines. A review of the top 100 universities ranked by U.S. News & World Report revealed that in those institutions with academic programs in both the *Engineering Technologies* and *Engineering Related Fields*, these programs were housed within a single college commonly named the College of Engineering.

In merging the Cullen College of Engineering and the College of Technology, the University seeks to create additional opportunities and benefits for students and faculty through leveraging joint resources, reducing duplication, and increasing alignment with the needs of employers. A unified “institutional brand” for all UH engineering and technology programs will also make the University more easily recognizable at the state, national, and international levels. For example, combining engineering and technology programs in 2021 would have ranked UH the third largest in the State of Texas surpassed only by Texas A&M University and The University of Texas at Austin. Total enrollment for all programs impacted by the proposed merger exceeded 9,000 in Fall 2021.

*Student Benefits:* A merged college is expected to contribute to enrollment growth in both undergraduate and graduate programs by providing students with a wide array of degree program options. Synergies gained by the development of multiple completion pathways and the sharing of common courses will also help enhance retention and graduation rates for programs, departments, and the merged college. The merger will also allow for the development of new programs that incorporate both the theoretical and practical views of the discipline. Students will further benefit through access to combined career resources leading to greater employment opportunities for graduates.

### **Consultative Review Process**

To explore a potential merger of the Cullen College of Engineering and the College of Technology, we engaged in a collaborative review process guided by the following principles: (1) the university’s commitment toward student success and national competitiveness must be maintained; (2) the change has to make programs in both colleges stronger; and (3) the process should be transparent and inclusive.

We began with meetings of upper administration, college deans, and college leadership teams. Based on the feedback from both colleges, it was determined the question was worthy of further

exploration and required wider input. A cross-college task force was then formed and charged with gathering input from relevant stakeholders and completing a SWOT analysis. At the conclusion of the analysis, the decision was in favor of a merged entity. With this decision, multiple town hall meetings were held to seek additional input from the UH community. A transition committee was then formed to identify implementation considerations related to governance, faculty and staff advancement, student success, and branding.

### **Administrative Structure**

The merged college will be named the Cullen College of Engineering. The College of Technology will reside within the Cullen College of Engineering as a Technology Division which will house the four departments currently in Technology:

- Construction Management
- Engineering Technology
- Human Development and Consumer Sciences
- Information and Logistics Technology

The seven departments within the current Cullen College of Engineering (Biomedical Engineering, Brookshire Chemical and Biomolecular Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Industrial Engineering, Mechanical Engineering, and Petroleum Engineering) will not change.

### **Next Steps**

If approved, we will work to ensure a smooth implementation of the proposed merger and realizing expected benefits. The process of accreditations in the two colleges is largely expected to remain the same with minor adjustments.

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

**COMMITTEE:** Academic and Student Success

**ITEM:** Approval of Mission and Vision Statements – UH System, University of Houston, University of Houston Clear Lake, and University of Houston Victoria

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

Review and approval is being requested for the UH System, University of Houston, University of Houston Clear Lake, and the University of Houston Victoria mission and vision statements.

**SUPPORTING DOCUMENTATION:** Mission and Vision Statements

**FISCAL NOTE:** None

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

**COMPONENT:** University of Houston System

  
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**SENIOR VICE CHANCELLOR** Diane Z. Chase

2/15/2023  
\_\_\_\_\_  
**DATE**

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

2/20/23  
\_\_\_\_\_  
**DATE**

# University of Houston System Mission and Vision Statements

## University of Houston System

### **Mission Statement**

The University of Houston System provides, through the complementary missions of its four universities, access to comprehensive higher education programs and services to the diverse community of students in the Houston metropolitan area and beyond. The UH System's research and scholarship are globally significant, nationally competitive, and serve as an engine for economic development, while its public service activities enhance the quality of life in the region.

## University of Houston

### **Mission Statement**

Connecting Potential with Opportunity

The University of Houston draws strength from its diversity to transform lives and communities through education, research, service and innovation in a real world setting. UH is an engine for discovery, conversation and change that informs and leads local, state, national and global partnerships.

### **Vision Statement**

Building a Top 50 Public University

## University of Houston Clear Lake

### **Mission Statement**

The University of Houston-Clear Lake places its highest priority on serving a diverse body of students in every aspect of their university experience. UHCL's teacher scholars provide high quality, student-centered undergraduate and graduate programs that prepare students to thrive in a competitive workplace and to make meaningful contributions to their communities. UHCL fosters critical thinking and lifelong learning through a strong legacy of vibrant community partnerships complementing its historical focus on teaching, research, creative activity, and service.

### **Vision Statement**

The University of Houston-Clear Lake will lead as a learner-centered university dedicated to achieving national prominence in transformative education grounded in creative activities, innovative research, and community partnerships that serve regional, state, and global locations. UHCL launches your future!

## University of Houston Victoria

### **Mission Statement**

The University of Houston-Victoria (UHV), a dynamic destination institution serving Texas and the world, is dedicated to providing every student educational and leadership opportunities to become a successful professional and an engaged global citizen. Innovative educational activities challenge students to make meaningful connections between their learning and their lives in a complex world. University of Houston-Victoria promotes economic development and advances quality of life through teaching, research, and service excellence.

# University of Houston System

## Mission and Vision Statements

### Vision Statement

#### UHV Core Values

- Academic excellence accessible to a diverse community.
- Continuous improvement and responsiveness to emerging issues.
- Freedom of inquiry and expression of truth in a culture of mutual respect, cooperation, and teamwork.
- The highest standards of ethics, integrity, and accountability.

#### Standing Goals

Goal 1: Teaching and Learning UHV will provide high-quality instruction and learning support in all degree programs, with an emphasis on outreach, collaboration, and responsiveness to the needs of the communities served by the institution.

Goal 2: Research, Scholarly Activities and External Grant Funding UHV will contribute through research and scholarly activities to the advancement of knowledge in academic and professional fields, in teaching and learning, and in professional communities— commensurate with UHV’s mission. This goal includes an increase in the number and amount of externally funded grants.

Goal 3: Community Engagement and Partnerships UHV will help to serve the regional needs for access to information resources and professional expertise. The university will collaborate with other educational, entrepreneurial, governmental, and non-profit entities in promoting the educational, economic, and cultural development of the region.

Goal 4: Enrollment Management and Student Services UHV will optimally shape the size and characteristics of the student body to ensure diversity and reflect the needs of the leaders of tomorrow, with an emphasis on student access and success, as well as student participation through athletics, student organizations and academic success initiatives.

Goal 5: Financial and Administrative Support Services UHV will demonstrate efficient and accountable stewardship of fiscal, human, and physical resources in its efforts to meet educational needs, to comply with oversight authorities, and to maintain public trust.

Goal 6: University Advancement and Development UHV will complement public support of the institution with private support; provide accurate and timely information to institutional constituencies; expand the donor base; enhance positive visibility within the region; and, build a strong alumni community.

Goal 7: Planning, Assessment, and Accountability UHV will maintain systematic processes for planning and budgeting, for institutional and employee assessment, and for professional development. UHV will strive for greater accountability and transparency to stakeholders.

Goal 8: Growth and Program Expansion UHV will continue to expand its reach and services as a destination campus in Victoria, as well as meet the growing regional needs of students in the Greater Houston area and online.

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

**COMMITTEE:** Academic and Student Success

**ITEM:** Approval of Faculty Post Tenure Review Policies – University of Houston  
Clear Lake and University of Houston Downtown

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

Review and approval is being requested for the University of Houston Clear Lake and the University of Houston Downtown Faculty Post Tenure Review Policies.

**SUPPORTING  
DOCUMENTATION:**

**FISCAL NOTE:** None

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

**COMPONENT:** University of Houston System

  
\_\_\_\_\_  
**SENIOR VICE CHANCELLOR** Diane Z. Chase

2/15/2023  
\_\_\_\_\_  
**DATE**

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

2/16/23  
\_\_\_\_\_  
**DATE**

## **5.4 UNIVERSITY OF HOUSTON-CLEAR LAKE – POST-TENURE PERFORMANCE REVIEW**

Approved by University Council April 9, 1998 Policy No. FSEC. 1998.001

Approved by UHS Board of Regents April 16, 1998

### 4.1 Purpose and Scope

#### 5.0 Performance Standards

#### 6.0 Criteria for Initiating an Enhanced Performance Evaluation

#### 7.0 Enhanced Performance Evaluation Notification and Committee Formation

#### 8.0 Enhanced Performance Evaluation Process

### 4.1 Purpose and Scope

All faculty at UHCL are required to undergo a comprehensive, annual faculty performance review appropriate to the type of faculty appointment, academic rank, academic discipline, and career stage of the individual faculty member. Tenured faculty members, however, typically hold roles and responsibilities in three overlapping professional domains—(1) teaching and educational activities, (2) research, scholarly, or artistic activities, and (3) service—consisting of work and commitments that span multiple annual performance review periods. As such, identification of performance issues in one or more of these professional domains during any single annual faculty performance review period may not accurately or fairly reflect the long-term performance and productivity of an individual tenured faculty member.

The Post-Tenure Performance Review policy establishes a process for evaluating the performance of tenured faculty over multiple annual review periods, identifying tenured faculty who exhibit a pattern of repeatedly failing to meet the minimum expectations for their contracted professional responsibilities, and providing those individuals with a clear path to return to the performance and productivity levels expected of them by their academic unit and the university. In addition, this policy details which faculty review bodies and academic administrators are responsible for keeping track of faculty performance and, if necessary, developing, implementing, monitoring, and evaluating any subsequent professional development plan. Finally, this policy describes the possible outcomes of Post-Tenure Performance Review's Enhanced Performance Evaluation process and the potential administrative actions that may be taken once that process is fully complete.

As prescribed in §51.942 of the Texas Education Code and defined in UHS BOR Policy 21.11, this policy and the procedures it describes are directed toward the professional development of the faculty member and grounded in three principal academic values: peer review, academic freedom, and due process.

### 4.2 Definitions

#### 4.2.1 Annual Faculty Review [AFR]

AFR refers to the comprehensive annual evaluation of faculty performance in the three professional domains of (1) teaching and educational activities, (2) research, scholarly, or artistic activities, and (3) service. AFR yields annual ratings in each professional domain which, over multiple review periods, may indicate deficiencies in faculty performance that necessitate a mandatory enhanced performance evaluation and professional development plan.

#### 4.2.2 Post-Tenure Performance Review [PTPR]

PTPR refers to the ongoing, comprehensive performance evaluation of tenured faculty. PTPR provides a uniform framework, process, and set of procedures to be followed for ensuring that the performance and productivity of a tenured faculty member over multiple annual review periods continues to satisfy expectations for their contracted professional responsibilities following the award of tenure. This includes monitoring comprehensive AFR reports, identifying when the outcomes of those AFR reports require a faculty member to undergo a supplemental Enhanced Performance Evaluation process, and conducting that process.

#### 4.2.3 Enhanced Performance Evaluation [EPE]

EPE is a process within PTPR triggered (under conditions specified below) by repeated unsatisfactory performance in one or more of the three professional domains of (1) teaching and educational activities, (2) research, scholarly, or artistic activities, and (3) service. EPE is a peer review process that examines recorded deficits in faculty performance over multiple AFR periods and assists faculty in returning to acceptable levels of performance through the creation and completion of a professional development plan.

#### 4.2.4 Professional Development Plan [PDP]

PDP refers to the written plan for addressing performance deficits identified through the EPE process, created in collaboration between the EPE committee, the tenured faculty member under review, and the tenured faculty member's Professional Development Plan Supervisor.

#### 4.2.5 Professional Development Plan Supervisor [PDPS]

After the EPE Committee has created its initial recommendations for an EPE process, the PDPS works with the tenured faculty member and EPE Committee to supervise the creation and completion of the PDP.

The default PDPS will be the tenured faculty member's Department Chair. The tenured faculty member and their Department Chair, however, both have the right to request that their Dean appoint a substitute (either the Associate Dean or a different Department Chair in the college) for the PDPS role. This request may be made for any reason. If the tenured faculty member or their Department Chair wish to make such a substitution, they will submit their request to the Dean in writing within five working days after transmission of the EPE Committee's final recommendations. The Dean will appoint a substitute for the tenured faculty member's Department Chair within five working days of receiving such a request.

## 5.0 Performance Standards

Each college shall develop, maintain, and publish an AFR policy that clearly defines the performance and productivity expectations for all faculty within a 12-month period. College AFR policies will rate a faculty member's performance in the three separate professional domains of (1) teaching and educational activities, (2) research, scholarly, or artistic activities, and (3) service each year. The AFR policy must clearly define the performance and productivity standards for each rating designation. These standards should embrace the entire scope of faculty contributions in the three professional domains, and account for differences in faculty commitments and assignments within the college and university. College AFR policies and standards, moreover, must be consistent with standards for promotion and tenure, as well as the university's faculty workload policy.

The lowest possible rating on a college's AFR rating scale will be called "unsatisfactory." An "unsatisfactory" rating indicates that a faculty member has not met the minimum expectations for performance and productivity within a given professional domain during the 12-month review period.

## 6.0 Criteria for Initiating an EPE

The criteria used to initiate a mandatory EPE process will be based solely on the accumulated outcomes of the standard AFR.

Within each college, the Dean (or Dean's designee) will track submissions of AFR reports and each faculty member's AFR ratings. The Dean (or Dean's designee) will initiate a mandatory EPE process if a tenured faculty member meets one or more of the following conditions:

1. Following the award of tenure and, if applicable, conclusion of any prior EPE process, the faculty member receives:
  - a. "unsatisfactory" AFR ratings for Teaching and Educational Activities in two consecutive AFR periods, or
  - b. "unsatisfactory" AFR ratings for Research, Scholarly, or Artistic Activities in three consecutive AFR periods, or
  - c. "unsatisfactory" AFR ratings for Service in two consecutive AFR periods.
2. The faculty member fails to submit two AFR reports.

Within a given year, the Dean (or Dean's designee) shall not initiate an EPE process until the college's AFR appeals process has concluded and AFR ratings for the year are final.

For the purposes of triggering a mandatory EPE process, the accumulation of two or three "unsatisfactory" ratings in a single professional domain within two or three consecutive AFR periods (the number of ratings and periods depending on the professional domain, as prescribed

above) will indicate the potential of "incompetency" or "continuing or repeated substantial neglect of professional responsibilities" in the given professional domain, as contained in §51.942 of the Texas Education Code.

## 7.0 EPE Notification and Committee Formation

If a tenured faculty member's accumulated AFR ratings meet the criteria for triggering a mandatory EPE, the Dean (or Dean's designee) will formally notify the faculty member and Provost of this determination in writing within 30 calendar days of the conclusion of the college's AFR appeals process.

Once the Dean (or Dean's designee) initiates an EPE, an EPE faculty committee will form to oversee the administration of the EPE process. Committee membership can be determined in one of two ways by the tenured faculty member undergoing review:

1. The EPE committee can be set up in the same manner as a tenure committee in the college, or
2. The EPE committee can be set up as a seven-member committee with four of the members chosen based upon the procedures for selecting faculty members for a tenure committee in the college and one additional faculty member selected from each of the other three colleges or from other programs within the same college.

## 8.0 EPE Process

### 8.1 Determining Whether to Proceed with an EPE:

The EPE committee will review all relevant AFR materials generated in the previous three consecutive AFR cycles, including applicable policies, AFR reports submitted by the tenured faculty member, final AFR scores and evaluation narratives produced by the Department Chair, and any grievance materials related to disputed AFR scores and evaluation narratives generated during this three-year period in order to determine whether the criteria for triggering an EPE process have been appropriately met. The committee may request materials from additional years, if needed.

If the EPE committee determines that the criteria for initiating an EPE process have not been met, the committee will provide the Dean (or Dean's designee) with a detailed, written explanation for the basis of their determination. Any committee recommendation not to proceed with a mandatory EPE process must be reviewed by the Provost, who reserves the right to return the recommendation to the EPE committee for reconsideration along with a written rationale for why a reconsideration is justified.

After any reconsideration, if agreement between the EPE committee and the Provost cannot be reached concerning whether or not to move forward with the EPE process, the Provost will initiate a formal faculty grievance procedure, as specified in the UHCL Faculty Handbook §9.1.

If the decision has been made not to proceed with an EPE process, then the faculty member's EPE is complete and their future post-tenure performance review will be based on AFRs completed subsequent to this EPE.

## 8.2 Creating Initial Recommendations:

Once the decision has been made to proceed with an EPE process, the EPE committee will be responsible for creating a set of initial recommendations about how the overall process will be implemented. These recommendations will be based on relevant department, college, and university policies concerning performance and productivity expectations appropriate to the academic discipline, rank, and career stage of the tenured faculty member. The committee's initial recommendations will include the following elements:

1. Identification and description of the specific deficits to be addressed by the tenured faculty member during the EPE process;
2. Definition of specific, objective success measures that will be used to judge whether the tenured faculty member has successfully remediated the identified performance deficits;
3. Determination of a reasonable time period for the tenured faculty member to successfully accomplish the required remediation and complete the EPE process. A typical PDP will normally last from one to three calendar years (maximum), depending on the nature of the performance deficits to be addressed;
4. Identification of any resources that the tenured faculty member might reasonably expect to be provided to them in order to successfully remediate the performance deficits identified.

The committee chair will share the initial written recommendations with both the tenured faculty member and the Department Chair so both parties may provide feedback to the committee to correct any matters of fact, provide any additional pertinent information, or address any questions or concerns they may have. Feedback from the tenured faculty member or Department Chair must be provided to the committee within five working days of receiving the initial recommendations, although either party may choose to omit this step by informing the committee chair of their decision in writing.

After the committee has considered any feedback or suggested modifications to their initial recommendations, the committee will provide their final recommendations to the tenured faculty member and the Department Chair for comment. The committee's final recommendations shall include a rationale for why the committee decided to incorporate or not incorporate any suggested modifications from either party into their final recommendations. After a comment period of five working days, the committee will then formally submit their final recommendations and any comments received to the Dean for review and approval. The final committee recommendations approved by the Dean shall be transmitted to the tenured faculty member, the Department Chair, and the Provost.

### 8.3 Creating the PDP

After transmission of the EPE Committee's final recommendations, the tenured faculty member and their Department Chair both have the right to request that their Dean appoint a substitute (either the Associate Dean or a different Department Chair in the college) for the PDPS role. This request may be made for any reason. If the tenured faculty member or their Department Chair wish to make such a substitution, they will submit their request to the Dean in writing within five working days after transmission of the EPE Committee's final recommendations. The Dean will appoint a substitute for the tenured faculty member's Department Chair within five working days of receiving such a request.

Based on the final approved recommendations developed by the EPE committee, the PDPS, who will be responsible for overseeing a tenured faculty member's PDP, shall work collaboratively with the tenured faculty member to jointly develop a detailed, written PDP designed to address the performance issues identified by the EPE committee. The specific contents of any particular PDP are expected to differ depending on the circumstances surrounding each individual case. However, in order to ensure that there is no ambiguity as to expectations, responsibilities, and outcomes required for the tenured faculty member to successfully complete their PDP, the PDP shall at a minimum contain the following elements that explicitly map back to the final approved recommendations from the EPE committee:

1. A detailed description of the specific steps or actions to be undertaken by the tenured faculty member relative to remediating their performance during the course of their PDP;
2. A list of explicit outcomes and/or success metrics which the faculty member must meet in order to successfully complete the terms of the PDP;
3. An overall timeline for executing the PDP, including any specific deadlines for completion of individual remediation steps or actions required during the course of the PDP, and a final date by which the PDP must be fully completed;
4. A description of any resources that the tenured faculty member might reasonably expect be provided to them in order to successfully complete the terms of the PDP, including how and when those additional resources will be provided during the course of the PDP;
5. A timeline for the tenured faculty member to receive formal written feedback from their PDPS regarding their progress towards successful completion of their PDP, which must be provided no later than 6 months in the case of a one-year PDP, and no less than annually in the case of a multi-year PDP.

Once the terms of the PDP have been jointly agreed upon by the tenured faculty member and their PDPS, the PDP shall be reviewed and approved by the Dean. Approval of the final PDP by the Dean shall be contingent on the Dean agreeing that the final approved recommendations

originally provided by the EPE committee have been fully addressed by the terms and conditions of the PDP. The Dean will submit the approved PDP to the Provost for final review and approval within five working days after the Dean has received the PDP.

Once reviewed and approved by the Provost, a copy of the final approved PDP will be transmitted to the tenured faculty member. The tenured faculty member is required to acknowledge that they fully understand the terms and conditions of their approved PDP by returning a signed copy to the Provost, Dean, Department Chair, and PDPS within five working days. Those tenured faculty members participating in an approved PDP shall continue to also receive feedback on their performance through the typical AFR process.

Tenured faculty members are expected to fully participate and comply with the terms of their approved PDP. Willful non-compliance by the tenured faculty member with the terms of an approved PDP as well as failure to cooperate in jointly developing the PDP may result in the tenured faculty member being subject to disciplinary action based on neglect of their professional responsibilities as described in the UHS BOR Policy 21.07 Faculty Dismissal. Willful non-compliance means intentional failure or refusal to comply or participate.

#### 8.4 Changing the Terms and Conditions of an Ongoing PDP

Situations when a change to an ongoing approved PDP may be allowable include, but are not limited to, circumstances beyond the control of the tenured faculty member. In such cases, the tenured faculty member is required to provide relevant documentary evidence supporting their request. Where such documentary evidence involves protected personal information, all reasonable care must be taken to prevent the unauthorized disclosure of such protected personal information beyond the tenured faculty member's PDPS, Dean, and the Provost.

Any request made by a tenured faculty member to change the terms, conditions or timelines contained in an ongoing approved PDP must provide details on the specific changes being proposed and be supported by their PDPS. Any changes shall be reviewed and approved by the EPE committee to ensure that the proposed changes do not impact the overall intent and desired outcomes of the PDP originally recommended by the EPE committee. Protected personal information provided by the tenured faculty member supporting their request to change the terms and conditions of their approved PDP shall not be shared with the EPE committee.

All PDP change requests are subject to review and approval of the Dean, with final review and approval by the Provost. After final approval by the Provost, copies of the modified approved PDP will be transmitted to the tenured faculty member, PDPS, Department Chair, EPE committee, and Dean.

#### 8.5 Discontinuing the EPE Process

During any stage of an ongoing EPE process, the tenured faculty member may choose to meet with their PDPS, Department Chair, and Dean to discuss options for discontinuing the EPE process. Under such circumstances, the tenured faculty member may choose to negotiate terms

related to either of the following options with their Department Chair and Dean, subject to final approval by the Provost:

1. If aligned with the programmatic needs of the academic unit and approved by the Dean and Provost, the tenured faculty member may immediately and irrevocably resign from their tenured faculty position, and simultaneously be appointed as a non-tenure track (NTT) faculty member at the equivalent academic rank (i.e. senior lecturer, clinical associate professor, or clinical professor) with an initial appointment term of 3 years. The roles, responsibilities and compensation associated with such an NTT faculty appointment shall be approved by the Dean and Provost, and must be aligned with those of similar NTT faculty members at the same rank in the academic unit as described in the UHCL Faculty Handbook, §3.4.
2. If eligible, the tenured faculty member may choose to immediately and irrevocably retire from their tenured faculty position, and simultaneously enter a voluntary modification of employment contract at less than 0.5 full time effort (FTE), as defined in the UHCL Faculty Handbook, §3.9.

Regardless of which option for discontinuing the EPE process is mutually agreed upon, the terms of this agreement shall be captured in writing, acknowledged and signed by the tenured faculty member, and approved by both the Dean and the Provost.

#### 8.6 Completing the PDP

At the conclusion of an approved PDP, the tenured faculty member shall prepare a written final PDP outcomes report detailing how they believe they have met the specific terms, conditions, and required outcomes of their approved PDP, which shall be submitted to the PDPS within 30 calendar days after the final date to fully complete the PDP.

The PDPS will review the tenured faculty member's final PDP outcomes report and prepare an independent written evaluation concerning whether or not the tenured faculty member has met the terms of their approved PDP. This evaluation, along with copies of the final approved PDP, the tenured faculty member's final PDP outcomes report, and all written feedback provided by the PDPS to the tenured faculty member during the course of their PDP, will be transmitted to the chair of the EPE committee and the tenured faculty member within 15 working days after the PDPS received the PDP outcomes report from the tenured faculty member.

If for whatever reason the EPE committee has lost any of its original members by the time a PDP is completed and submitted for review, eligible replacement faculty members shall be selected for the committee according to the same procedures used for forming the original committee. The EPE committee shall conduct an independent review of the PDP materials and prepare a final written recommendation and vote tally indicating whether or not the tenured faculty member has successfully completed their approved PDP. This recommendation will be submitted to the Dean, and copied to the tenured faculty member and their PDPS within 30 calendar days of the EPE committee receiving the PDP materials.

If after review the Dean agrees with the EPE committee's final recommendation, the Dean will submit the PDP materials, the EPE committee's final recommendation, and the Dean's approval to the Provost for final review and approval. Alternatively, if after review the Dean disagrees with the EPE committee's final recommendation, the Dean will submit the PDP materials, the EPE committee's recommendation, and their dissenting opinion to the Provost for final review and approval. Under either circumstance, these materials will be submitted to the Provost, and copied to the tenured faculty member, PDPS, Department Chair, and the chair of the EPE committee, within 15 working days of the Dean receiving the EPE committee's final recommendation.

The Provost will then conduct an independent review of all written materials related to the EPE process, including the initial EPE committee recommendations, the completed PDP materials, the EPE committee's final recommendation, and the Dean's approval or dissenting opinion regarding those final recommendations. After review, the Provost will make a determination as to whether or not the EPE process was conducted appropriately, and whether or not the tenured faculty member successfully completed the terms and conditions of their PDP. The Provost will transmit their decision in writing to the tenured faculty member, PDPS, Department Chair, chair of the EPE committee, and Dean, within 15 working days of the Provost receiving the EPE materials for review.

If the decision of the Provost is that the EPE process was conducted appropriately, and that the tenured faculty member successfully met the terms and conditions of their approved PDP, the tenured faculty member will immediately revert to the typical level of annual performance review required under college and university AFR policies and their future post-tenure performance review will be based on AFRs completed subsequent to this EPE.

If the decision of the Provost is that the EPE process was conducted appropriately, but the tenured faculty member failed to meet the terms and conditions of their approved PDP, the Provost reserves the right to pursue dismissal for cause charges against the tenured faculty member based on "substantial or manifest neglect of their professional or academic responsibilities" as per the policies and procedures defined in UHS BOR Policy 21.07 Faculty Dismissal and the UHCL Faculty Handbook §5.6. The tenured faculty member may grieve this decision by submitting a formal written grievance to the Office of the Provost within five working days of receiving notification from the Provost. The Provost will then initiate a formal faculty grievance procedure, as specified in the UHCL Faculty Handbook §9.1.

After review of the case (following the procedure and timeline for formal grievances specified in the UHCL Faculty Handbook, §9.1), the University Grievance Committee will provide their recommendations to the Provost regarding whether or not the committee believes that the EPE process was conducted appropriately, and whether or not the committee believes that the tenured faculty member successfully met the terms and conditions of their approved PDP.

Within 15 working days of receipt and consideration of the Grievance Committee and Provost's recommendations, the President will make a final decision concerning whether or not the tenured faculty member has successfully completed their approved PDP, and notify the tenured faculty

member, PDPS, Department Chair, chair of the EPE committee, Dean, and the Provost of that decision.

If the final decision of the President is that the tenured faculty member failed to meet the terms and conditions of their approved PDP, the President will inform the tenured faculty member, PDPS, Department Chair, chair of the EPE committee, Dean, and the Provost of that decision and the case will revert to the Provost. Provost reserves the right to pursue dismissal for cause charges against the tenured faculty member based on “substantial or manifest neglect of their professional or academic responsibilities” as per the policies and procedures defined in UHS BOR Policy 21.07 Faculty Dismissal and the UHCL Faculty Handbook §5.6.

DRAFT

Memo To: All UH-Downtown PS Holders UH-Downtown/PS 10.A.16  
Issue No. 3  
From: Loren J. Blanchard, President Effective Date: 08/01/23  
Page 1 of 9  
Subject: Performance Evaluation/Post-Tenure Review  
of Tenured Faculty

## 1. PURPOSE

This policy is intended to promote a tenured faculty member's continued and enhanced performance for the benefit of the university -- the expectation set forth by PS 10.A.01 - Rank and Tenure System.

In compliance with Texas Education Code §51.942 and UHS Board of Regents Policy, Section III, rule 21.11.3, the University of Houston-Downtown (UHD) has adopted rules and procedures providing for a periodic performance evaluation process for all tenured faculty. The evaluation process is based on the professional responsibilities of the faculty member in teaching, scholarly/creative activities, and service/professional activities. It includes peer review, incorporates commonly recognized academic due process rights, and is directed toward the continued professional development of tenured faculty.

To that end, PS 10.A.16 enables a tenured faculty member who is not meeting minimum performance expectations to utilize a peer-coordinated faculty development plan devised in concert with the affected faculty member, with the primary goal of helping the faculty member return to expected performance levels.

## 2. DEFINITIONS

There are no definitions associated with this policy.

## 3. POLICY /PROCEDURES

### 3.1 Post-Tenure Annual Review

#### 3.1.1 Performance Evaluation Reports

Each tenured faculty member at UHD undergoes a comprehensive performance evaluation process conducted once every year. This process is governed by PS 10.A.05 (Faculty Performance Evaluation Policy) for all faculty whose principal responsibility is teaching, while department chairs are evaluated according to the procedures set forth in PS 10.A.17 (Department Chair Policy).

After submitting their annual activity report, each faculty member receives a performance evaluation report with numerical ratings for each of the three areas of assessment. Performance categories and corresponding rating scores

are outlined in PS 10.A.05. Scores for teaching, scholarly/creative activities, and service/professional activities are based upon the criteria established by individual departments and articulated in departmental evaluation rubrics.

### 3.1.2 Review of Evaluation Reports

The faculty development plan (described in section 3.2) shall be initiated if at least one of the following conditions applies:

- a. the two out of the three most recent annual performance evaluation reports (omitting those exempted under 3.1.3) indicate that the faculty member has not been meeting expectations in at least one area of assessment (i.e., as defined in PS 10.A.05, received a rating of 2 or lower for the same area on both reports); or
- b. a faculty development plan is indicated by PS 10.A.05 (section 3.1.4).  
If neither condition applies, then no further action is necessary with respect to this policy.

### 3.1.3 Exemptions

Before a tenured faculty member submits their annual activity report, they may request to omit the corresponding performance evaluation report from the review under section 3.1.2. This process is the exception to the rule and may be used only in extraordinary circumstances. Requests must be made in writing before the review period and submitted directly to the provost. Circumstances that may justify an omission include, but are not limited to, family emergencies, becoming a parent, serious illness or injury, or other serious disruptions or personal emergencies beyond the faculty member's control.

The provost will review the request and determine whether an approval will be granted. If denied, the provost will notify the faculty member that all performance reports must be submitted. If approved the provost will notify the department chair of the request, but not the reason for the request, within five working days. The department chair will acknowledge the omission of the performance evaluation report in writing, with copies to the dean and the faculty member.

The omission of a performance evaluation report may occur only once (for a total of one year of omission) during any six consecutive years, with each omission occasioned by the circumstances listed above.

An exemption granted under this section pertains only to the review of evaluation reports as per section 3.1.2.

## 3.2 Faculty Development Plan

The goal of a faculty development plan is to restore the faculty member's performance to the level that meets or exceeds expectations as articulated in the

departmental rubric. The plan's purpose is to make specific the activities and accomplishments necessary to restore performance to that level. The plan is to be drafted by an ad-hoc post-tenure development committee (defined in section 3.3 below) in collaboration with the affected faculty member, the department chair, and the dean. It is the faculty member's obligation to assist in developing a meaningful and effective plan and to make a good-faith effort to implement the plan. The plan should be in writing and must:

- 3.2.1 list specific deficiencies to be addressed;
- 3.2.2 define specific goals/outcomes necessary to remedy the deficiencies;
- 3.2.3 list specific actions/activities, if any, a faculty member must undertake to achieve the goals/outcomes;
- 3.2.4 identify institutional resources to be committed in support of the plan;
- 3.2.5 indicate the criteria for assessment of progress in the plan; and
- 3.2.6 set the timeline for achieving goals/outcomes.  
The timeline shall not exceed three years, after which time the faculty member's performance must meet or exceed expectations in all areas (as indicated by a score of 3 or above in each area of assessment).

### 3.3 Post-Tenure Development Committee

The three-member ad-hoc post-tenure development committee (committee) is charged with drafting the faculty development plan in collaboration with the affected faculty member, the department chair, and the dean, and monitoring and assessing progress toward achievement of the plan's goals in accordance with procedures outlined in Section 4 of this policy.

The committee is appointed by the dean in consultation with the department chair and the affected faculty member. The committee members shall be selected based on their objectivity, relevance of their area of expertise, and academic qualifications. The committee shall be comprised only of faculty of the same or higher rank as the affected faculty member. When appropriate or necessary, the committee may include faculty from other departments or colleges.

## 4. PROCEDURES

If the affected faculty member is a department chair, then the responsibilities of the chair described in this policy shall be performed by the dean.

### 4.1 Notification

If a faculty development plan is indicated upon review of performance evaluation reports (see section 3.1.2), it begins either when a faculty member chooses not to appeal the annual performance evaluation rating scores or upon completion of the appeal process if the final performance evaluation scores still call for a faculty development plan as per section 4.1.2.

The department chair shall alert the dean of any faculty member whose performance calls for establishing the faculty development plan.

The dean, after consultation with the department chair, will notify the affected faculty member in writing that they are subject to a faculty development plan and inform them of the procedure. A copy of the notification will be sent to the provost. Once the faculty member has been notified, the committee is formed as per section 4.3 of this policy.

#### 4.2 Establishment of Faculty Development Plan

The department chair shall provide the committee, at minimum, with relevant annual activity reports submitted by the affected faculty member, copies of any available corresponding performance evaluations by departmental review committees, and performance evaluation reports which initiated this plan (see sections 3.1.3, 3.1.7, and 3.1.8 of PS 10.A.05).

The committee shall consider these materials and, in collaboration with the affected faculty member and the department chair, draft an individualized faculty development plan which satisfies the requirements outlined in section 3.2 above. The faculty member can provide the committee with any additional materials at any time before the plan's draft is sent to the dean.

The draft of the plan will be sent to the dean who will either accept it as written or send it back to the chair, the committee and the faculty member with comments and suggestions on how to adjust. Once the plan has been approved by the dean, the dean shall send it to the faculty member, with a copy to the provost.

If the faculty member does not agree with the plan approved by the dean, the plan and the faculty member's written comments must be forwarded to the provost for a final determination and decision.

The faculty member is expected to fully participate and comply with the terms of the approved faculty development plan. Willful non-compliance may result in the faculty member being subject to disciplinary action based on neglect of their professional responsibilities.

#### 4.3 Progress Assessment

Once a faculty development plan has been initiated, the faculty member's progress in

the plan will be assessed at least once a year for the duration of the plan, during the regular annual review cycle. The affected faculty member shall submit a plan progress report along with their annual activity report, both to be reviewed by the department chair (or the dean if the affected faculty member is the chair) and the post-tenure development committee.

If the committee has lost any of its original members, then eligible replacement faculty members shall be appointed by the dean before the progress assessment and performance evaluation begin.

The evaluation of a faculty member's annual performance in the three areas shall be carried out by the department chair in consultation with the post-tenure development committee in the manner established by the applicable policy (PS 10.A.05 or PS 10.A.17).

The committee will also consult with the department chair concerning the faculty member's progress toward achieving the goals and meeting the milestones set forth by the faculty development plan. The general assessment of the faculty member's progress in the plan shall be included in the chair's performance evaluation report for the faculty member.

The chair must also send the progress assessment to the dean, in writing, and formally state one of the following findings:

#### 4.3.1 Satisfactory progress in meeting the goals of the faculty development plan

Upon review and approval, the dean will communicate this finding to the faculty member in writing, with a copy to the provost. This finding requires no further action. However, if requested by the faculty member and approved by the department chair and the committee, this finding may be accompanied by the chair's written request to the dean to approve the change in terms of the ongoing faculty development plan (see section 4.4).

#### 4.3.2 Unsatisfactory progress in meeting the goals of the faculty development plan

This finding may be accompanied by chair's written request to the dean to make certain specific modifications to the terms of the ongoing faculty development plan. The proposed modifications are either requested by the faculty member and approved by the department chair and the committee or are requested by the chair and the committee and agreed upon by the affected faculty member. Upon approval, the dean will communicate the finding of unsatisfactory progress to the faculty member in writing, with a copy to the provost.

Alternatively, this finding may be followed by a written recommendation to the dean to terminate the plan. All the relevant materials (e.g., annual reports, performance evaluation reports, previous progress assessments etc.) shall be

included with the recommendation. Upon review, the dean will communicate the finding of unsatisfactory progress to the faculty member, with a copy to the provost, or initiate completion of the faculty development plan procedure outlined in section 4.5 below.

#### 4.3.3 Plan completion

When the goals of the plan have been achieved or when the agreed timeline is exceeded, the department chair, in consultation with the committee, shall send the plan completion report to the dean, and include all the relevant materials (see section 4.5 – Completion of the Faculty Development Plan, below).

While the faculty development plan is ongoing, a copy of each annual performance evaluation report, chair's assessment of the faculty member's progress on the plan, and dean's communication of findings to the faculty member shall be sent to the provost.

#### 4.4 Changes in the Approved Faculty Development Plan

During any periodic progress assessments, the faculty member may request a change in terms of the ongoing faculty development plan. The requested changes shall be specific and should be included in the plan progress report to be reviewed by the committee and the chair. Situations when a change to an ongoing faculty development plan may be approved include, but are not limited to, circumstances beyond the affected faculty member's control. In such cases, the faculty member is required to provide relevant documentary evidence supporting their request. Where such documentary evidence involves protected personal information, all reasonable care must be taken to prevent the unauthorized disclosure of such protected personal information beyond the department chair, the dean, and the provost.

The request to change the terms of an ongoing faculty development plan may also be initiated by the chair and/or the committee in concert with the affected faculty member if it is deemed beneficial for the successful completion of the plan.

All change requests are subject to approval of the dean, with final approval by the provost. After final approval by the provost, copies of the modified plan will be sent to the affected faculty member, the dean, the department chair, and the committee.

#### 4.5 Completion of the Faculty Development Plan

If the dean receives a plan completion report as per section 4.3.3 or a recommendation to terminate the plan as per 4.3.2 then the dean must make a determination:

##### 4.5.1 Satisfactory Completion of the Plan.

If, upon reviewing the chair's plan completion report along with other relevant materials, the dean agrees that (a) the tenured faculty member has met the goals of the faculty development plan within the timeframe set forth by the plan, and (b) their performance meets the departmental expectations in all

three areas of assessment, the dean will inform the faculty member of that finding in writing, with a copy to the provost.

A satisfactory completion of the plan is a positive outcome to which all faculty and administrators involved in the process shall be committed.

#### 4.5.2 Unsatisfactory Completion of the Plan

If, upon reviewing the chair's plan completion report or the chair's recommendation to terminate the plan as per 4.3.2 along with all the relevant materials and discussing them with the affected faculty member, the dean agrees that the faculty member (a) has failed to meet the goals set forth in the faculty development plan according to the established timeline, and (b) still fails to meet departmental performance expectations, then the dean will report this finding to the provost, in writing, with a copy to the affected faculty member.

In this case, the faculty member will be subject to disciplinary action, including those outlined in PS 10.A.06 (UHD Faculty Dismissal Policy and Procedures).

- 4.5.3 If, upon reviewing the chair's plan completion report or recommendation to terminate the plan, the dean disagrees with the chair's finding then the provost will review all the available materials and make the determination in consultation with the dean and the department chair.

#### 4.6 Appeals

- 4.6.1. The timeline and the appeal procedure for annual performance evaluation reports are governed by the applicable evaluation policy (PS 10.A.05 or PS 10.A.17).
- 4.6.2. Faculty development plan progress assessment and findings may be appealed to the provost.
- 4.6.3. If the faculty member wishes to contest the composition of the post-tenure development committee, an appeal may be made to the provost. After consultation with the faculty member, department chair, and dean, the provost will determine the committee composition.
- 4.6.4. If at the final determination of an unsuccessful completion of the plan, the faculty member believes the provisions of this policy were unfairly applied, a grievance may be filed under the provisions of PS.10.A.02 (Faculty Grievance Policy).

#### 4.7 Specific Reasons and Nonbinding Alternative Dispute Resolution

The Board of Regents of the University of Houston System must give specific

reasons in writing for any decision to terminate a tenured faculty member based on the outcome of the procedures outlined in this policy. The faculty member shall have the opportunity for referral of the matter to a nonbinding, alternative-dispute-resolution process as described in Chapter 154, Civil Practice and Remedies Code.

The opportunity for nonbinding alternative dispute resolution shall be available only after all internal appeal procedures are exhausted.

#### 4.8 Timetable

In any year:

- |              |   |
|--------------|---|
| May 20       | The faculty member and the provost are notified as per section 4.1 that initiating a faculty development plan is indicated.<br>Note: May 20 <sup>th</sup> is the deadline for the decision on the appeal of annual performance evaluations. |
| September 1  | The post-tenure development committee is identified, and relevant materials are shared with the committee as per 4.2  |
| September 15 | The post-tenure review peer committee submits the first draft of a faculty development plan to the dean per 4.2.  |
| October 1    | The approved faculty development plan is shared with the affected faculty member, the department chair, the dean, and the provost.  |

In a year when a faculty development plan is ongoing:

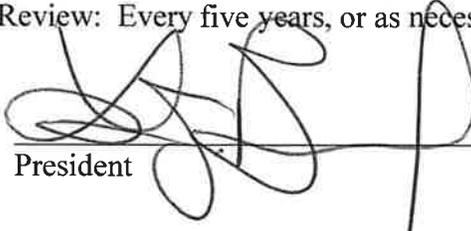
The chair's communication of progress assessment and/or final plan completion report must be submitted to the dean by the date specified in PS 10.A.05 for chairs to submit preliminary ratings to their dean.

The dean's communication of findings regarding the faculty member's progress assessment must be submitted to the faculty member by the date specified in PS 10.A.05 for chairs to submit written performance evaluation reports to the individual faculty member.

#### 4. REVIEW PROCESS

Responsible Party (Reviewer): Senior Vice President for Academic Affairs and Provost

Review: Every five years, or as necessary

  
\_\_\_\_\_  
President

## 5. POLICY HISTORY

Issue #2: April 16, 1998

## 6. REFERENCES

[PS 10.A.01- Rank and Tenure System Policy](#)

[PS 10.A.02- Faculty Grievance Policy](#)

[PS 10.A.05- Faculty Performance Evaluations Policy](#)

[10.A.06 Faculty Dismissal policy](#)

[UHS Board of Regents Policy 21.11.3 – Post Tenure Review](#)

Chapter 154, Civil Practice and Remedies Code

Texas Education Code §51.942



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

**COMMITTEE:** Academic and Student Success

**ITEM:** Recap of the outcomes of the University of Houston Victoria 2016-2021 Strategic Plan

**DATE PREVIOUSLY SUBMITTED:**

**SUMMARY:**

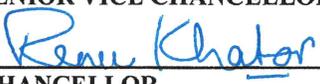
Presentation of the University of Houston – Victoria’s 2016-2021 Strategic Plan Closeout Report, presented by President Bob Glenn.

**SUPPORTING DOCUMENTATION:** PowerPoint Presentation

**FISCAL NOTE:** None

**RECOMMENDATION/  
ACTION REQUESTED:** Information

**COMPONENT:** University of Houston-Victoria

	 Robert K. Glenn	2/9/23
<b>PRESIDENT</b>		<b>DATE</b>
<b>SENIOR VICE CHANCELLOR</b>	Diane Z. Chase	<b>DATE</b>
<b>CHANCELLOR</b>	 Renu Khator	2/16/23
		<b>DATE</b>

# UNIVERSITY OF HOUSTON -VICTORIA

Long Range Strategic Plan Closeout Report 2016-  
2021

Dr. Robert Glenn



# MISSION STATEMENT

The University of Houston-Victoria (UHV), a dynamic destination institution serving Texas and the world, is dedicated to providing every student educational and leadership opportunities to become a successful professional and an engaged global citizen. Innovative educational activities challenge students to make meaningful connections between their learning and their lives in a complex world. University of Houston-Victoria promotes economic development and advances quality of life through teaching, research, and service excellence.





# CORE VALUES

Excellence

Diversity

Continuous Improvement

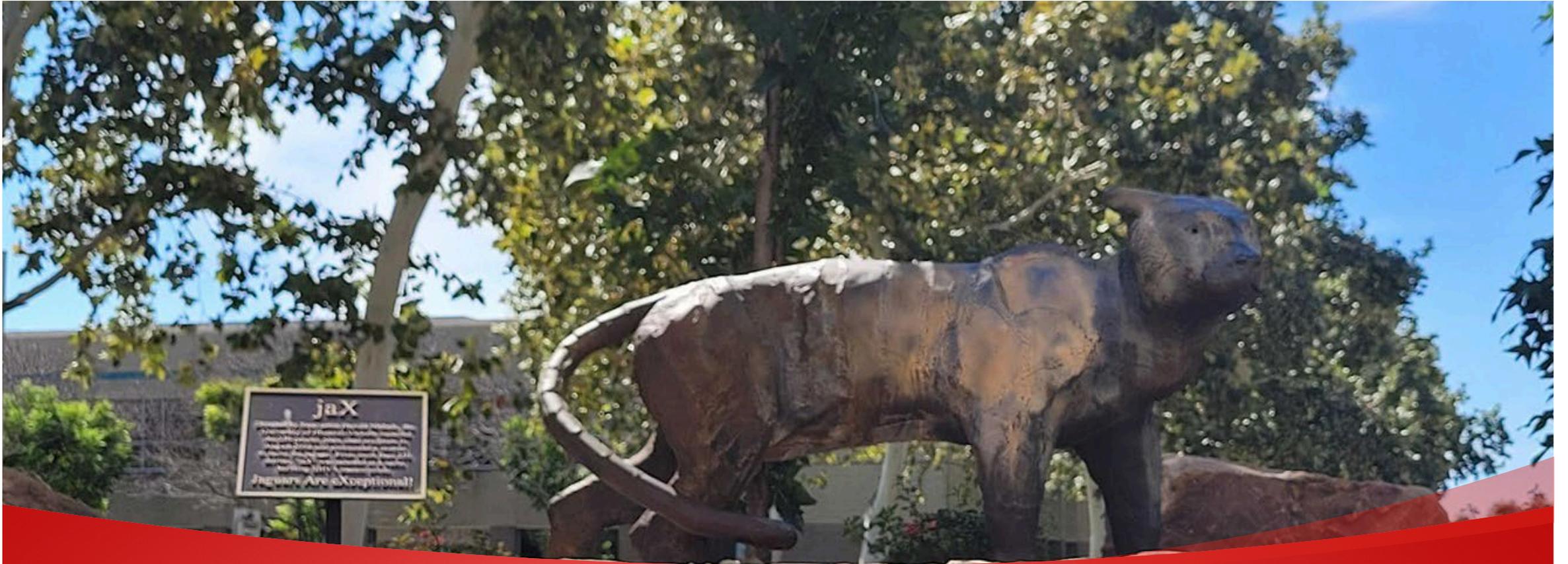
Responsiveness

Academic Freedom

Civility

Collaboration

Integrity



# STANDING GOALS

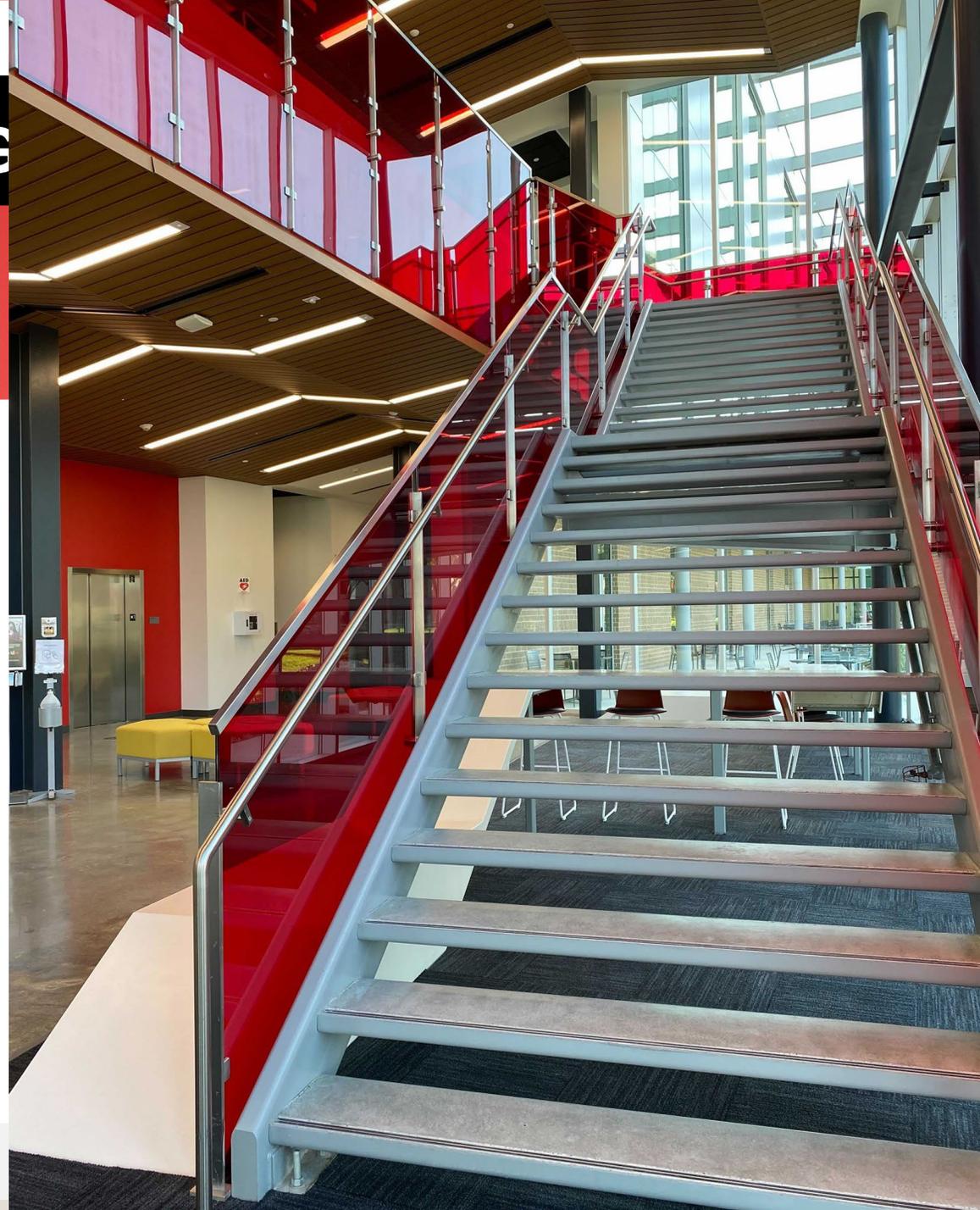
Long Range Strategic Plan Closeout Report 2016-2021

# GOAL 1: TEACHING AND LEARNING

UHV will provide high-quality instruction and learning support in all degree programs, with an emphasis on outreach, collaboration, and responsiveness to the needs of the communities served by the institution.

## Outcome - Goal Met

- ▶ Completed and implemented Academic Master Plan.
- ▶ Approval for Academic Transition from a three School structure to a four College structure , the new college is College of Natural and Applied Sciences
- ▶ Maintained accreditation by the Southern Association of Colleges and Schools Commission on Colleges, AACSB, and CACREP
- ▶ Expanded accreditation from CCNE (nursing) to the RN-to-BSN program
- ▶ Obtained accreditation from NASP (school psychology) in July 2021
- ▶ Completed the application to ABET (computer science), received accreditation in October 2022.





## GOAL 2: RESEARCH, SCHOLARLY ACTIVITIES, AND EXTERNAL GRANT FUNDING

UHV will contribute through research and scholarly activities to the advancement of knowledge in academic and professional fields, in teaching and learning, and in professional communities—commensurate with UHV's mission. This goal includes an increase in the number and amount of externally funded grants.

### Outcome - Goal Met

- Increased both program-based and research-oriented grant awards by 5.7%; the total grant awards increased from \$1,729,777 in 2016 to \$1,828,890 in 2021.
- Expanded to three fully funded endowed professorships: the Johnson Foundation Endowed Professorship for Nursing, the Sardesai Endowed Professorship, and the Regency Endowed Professorship.
- Value of endowed scholarships increased \$995,501.27 from 2016-2021 (a 16.7% increase).

# GOAL 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

UHV will help to serve the regional needs for access to information resources and professional expertise. The university will collaborate with other educational, entrepreneurial, governmental, and non-profit entities in promoting the educational, economic, and cultural development of the region.

## Outcome - **Goal Met**

- ▶ The Center for Regional Collaboration partnered with Texas Rural Funders and Connected Nation Texas to develop Technology Action Plans that recognized obstacles and solutions to expand internet access in rural areas.
- ▶ Secured agreement with Innovation Collective. The Schools (now Colleges) and departments have expanded outreach to state, regional, county, and district stakeholders. Working with the community about the needs in the area will inspire individuals to attend UHV, develop professional students at UHV, and encourage UHV graduates to stay in the area.

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# GOAL 4: ENROLLMENT MANAGEMENT AND STUDENT SERVICES



UHV will optimally shape the size and characteristics of the student body to ensure diversity and reflect the needs of the leaders of tomorrow, with an emphasis on student access and success, as well as student participation through athletics, student organizations, and academic success initiatives.

## Outcome - **Goal Met**

- ▶ Increased transfer student population 4% from 2016-2021.
- ▶ Joined Houston Guided Pathways to Success (GPS).
- ▶ Implemented enhanced advising software, EAB Navigate, across the institution.
- ▶ Awarded \$2.25 million Title III grant to enhance peer tutoring, provide supplemental instruction, and faculty development.

# GOAL 5: FINANCIAL AND ADMINISTRATIVE SUPPORT SERVICES

UHV will demonstrate efficient and accountable stewardship of financial, human, and physical resources in its efforts to meet educational needs, to comply with oversight authorities, and to maintain public trust.

## Outcome - Goal Met

- ▶ Affordability: UHV's total tuition and fees for a resident undergraduate student continues to be below the statewide average and in the lowest cost bracket for schools in the state.
- ▶ For resident undergraduates:
  - ▶ From 2016 to 2021, both the statewide average and UHV increased 18.9% (\$826 statewide; \$698 UHV).
  - ▶ In 2021, of the 36 Texas Public universities, only 2 institutions had lower total academic charges.

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# GOAL 6: UNIVERSITY ADVANCEMENT AND DEVELOPMENT



UHV will complement public support of the institution with private support; provide accurate and timely information to institutional constituencies; expand the donor base; enhance positive visibility within the region; and build a strong alumni community.

## Outcome - **Goal Met**

- ▶ Increased total for non-individual giving by \$1,856,888 (a 285% increase) from FY16 to Fy21.
- ▶ Decreased number of corporate and foundation gifts from 107 in FY16 to 100 in FY21 (a 6.54% decrease).
- ▶ UHV endowment value increased by \$5,513,647 (a 49.8% increase) from FY16 to FY21.

# GOAL 7: PLANNING, ASSESSMENT, AND ACCOUNTABILITY

UHV will maintain systematic processes for planning and budgeting, for institutional and employee assessment, and for professional development. UHV will strive for greater accountability and transparency to stakeholders.

## Outcome - **Goal Met**

- Annual assessment/reporting cycle that requires each academic program and student service area to report data related to student learning outcomes.
- More rigorous evaluations of the assessment reports are being incorporated.
- Programs are increasingly expected to identify strategies and tactics for continuous improvements (action plans) each year, and report on the progress related to previous action plans.



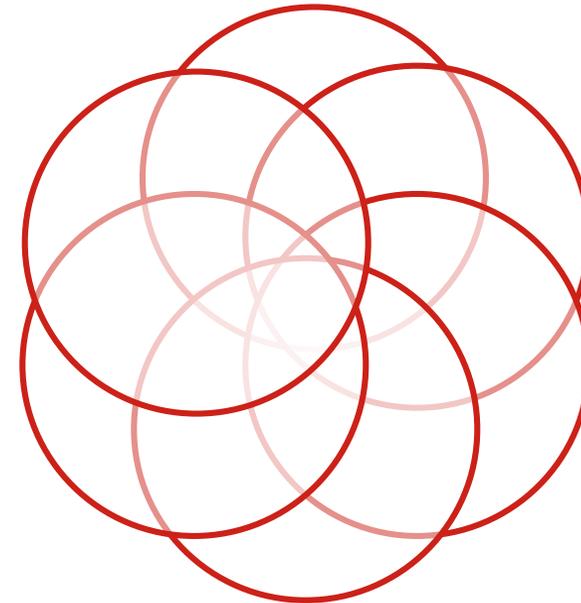
# GOAL 8: GROWTH AND PROGRAM EXPANSION

UHV will continue to expand its reach and services as a destination campus in Victoria, as well as meet the growing regional needs of students in the Greater Houston area and online.

Outcome - **Goal Met**

Approval for Health and Wellness Center that should be completed in Spring of 2024.

Collaborated with the City of Victoria on the Ben Wilson Corridor Improvement Project which broke ground in June 2022.



Three new buildings have been added to keep up with students' needs: Smith Hall, University Commons, and University South.

Growth of UHV Katy Instructional site has allowed for the additional program offerings in Biology, Kinesiology, and Health Studies.

Expanded dual-credit partnerships with Goliad ISD, Bay City ISD, and St. Joseph High School.

Developing MOUs with two-year college partners: Houston Community College, Lone Star College, Blinn College, and Victoria College.



THANK YOU

Dr. Robert Glenn

UHV.edu