

2.8

Number of Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

The University of Houston-Downtown has adequate full-time faculty to support its institutional mission and to ensure the quality and integrity of all its academic programs.

As of Fall 2014, two-thirds of the University’s courses are taught by full-time faculty members whose primary commitment is to the University and its mission. This solid core of educators provides the critical mass necessary to ensure the quality and integrity of UHD’s programs and meets the comprehensive standard for faculty qualifications.

Definitions of Faculty

UHD has six categories, or ranks, of full-time faculty and two categories of part-time faculty. At UHD, there is specialized use of terminology in the Policy Statements that may cause confusion for those who read the UHD Policy Statements (PS documents) out of context or out sequence. In the PS documents, the term “Faculty” is specified as referring exclusively, unless otherwise noted, to “those who have tenured and tenure-track positions” (PS 10.A.03, §2.2.1). However, in discussions in this standard and elsewhere in the Compliance Report, the term “faculty” will be used in the more generally understood colloquial sense of “those employed as teachers of record” rather than in the specialized and limited sense of tenured/tenure-track faculty used in UHD Policy Statements. (PS 10.A.03 is currently under review and will be revised in in AY2015-2016.)

The six full-time faculty ranks at UHD are: professor, associate professor, assistant professor, instructor, lecturer, and visiting faculty. The two categories of part-time faculty at UHD are: adjunct lecturer and special faculty, formerly tenured faculty whose status is modified due to retirement (see Table 1 below).

Table 1: Definitions of Faculty Rank				
Title	No. at Rank, F2014	Full-time or Part-time	Relation to tenure system	Description and Workload specification
1. Professor	64	Full-time	Tenured	Highest rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §3.3.1)
2. Associate Professor	105	Full-time	Tenured	Second highest rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)
3. Assistant Professor	68	Full-time	Tenure-track and tenure eligible	Probationary rank in the tenure system at UHD. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)

4. Instructor	1	Full-time	Tenure-track but not tenure eligible until degree completion	Rank for those who are hired as ABDs with the understanding that they will be promoted to Assistant professor upon completing their terminal degree. Teaching load: 21 semester credit hours of classroom instruction or the equivalent per academic year. (PS 10.A.03, §2.3.1)
5. Lecturer	92	Full-time	Non-tenure-track	Full-time faculty focused primarily on instruction. Annual contracts. Teaching load: 30 semester credit hours per academic year.
6. Visiting Faculty	7	Full-time	Non-tenure-track	Full-time faculty focused primarily on instruction with a fixed-period appointment. Teaching load: 21 semester credit hours of instruction or equivalent. (PS 10.A.03, §2.2.2)
7. Adjunct faculty	324	Part-time	Non-tenure-track	Part-time faculty hired with renewable semester-by-semester contracts based on enrollment needs. Teaching load: not to exceed 6 semester credit hours unless emergency circumstances warrant additional section assignments. (10.A.15 §2.2.5.1)
8. Special faculty — Modified retirement	6	Part-time	Non-tenure-track (resigned tenure)	Formerly tenured (at UHD) faculty who have undergone a “voluntary modification of employment”—retiring and resigning tenure and teaching on a part-time basis. Contracts are renewable semester-by-semester. Teaching load: no more than 50% FTE, or 7.5 semester credit hours.

Table 2 and Table 3 (below) show the distribution of faculty, by rank, across the five degree-granting colleges at UHD for the 2014-2015 academic year. The exception is University College, which only began housing degree programs in 2011. The BAAS in Applied Administration and BS in Interdisciplinary Studies programs offered through University College are, primarily, interdisciplinary, and do not have faculty departments with tenured or tenure-track faculty. However, two administrators attached to the College are ranked professors. All courses except one in the BS in Interdisciplinary Studies program are offered through other colleges, with the majority taught by faculty in the College of Humanities and Social Sciences.

Table 2: Number of Faculty at Each Rank by College for Fall 2014

Source: Office of Institutional Research

RANK	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Total
Professor	16	16	10	16*	0	58
Associate Professor	21	45	16	22	0	104
Assistant Professor	12	28	15	13	0	68
Instructor	0	0	0	0	0	0
Lecturer	21	34	5	28	5	93
Visiting Assistant Professor	5	2	0	0	0	7
Adjunct (part-time)	76	111	57	78	2	324
Special faculty — modified retirement (part-time)	0	6	0	0	0	6
Total	151	242	103	157	7	667

*One Administrator in University College is tenured in and teaches courses in College of Science and Technology

Table 3: Number of Faculty at Each Rank by College for Spring 2015

Source: Office of Institutional Research

RANK	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Total
Professor	17	15	10	14*	0	56
Associate Professor	21	45	15	22	0	103
Assistant Professor	12	26	15	13	0	66
Instructor	1	0	0	0	0	1
Lecturer	25	33	6	28	5	97
Visiting Assistant Professor	5	2	0	0	0	7
Adjunct (part-time)	72	117	68	78	4	339
Special faculty — modified retirement (part-time)	0	6	0	0	0	6
Total	153	244	114	155	9	675

*One Administrator in University College is tenured in and teaches courses in College of Science and Technology

Course Coverage

In 2006, UHD's goal was 60 percent full-time coverage of semester credit hours produced. As Table 4 below indicates, the University as a whole has surpassed that goal, with two-thirds of the semester credit hours (SCHs) taught by full-time faculty. Of the 144,400 SCHs taught in the Fall 2014 semester, full-time faculty taught 96,115, or approximately 67 percent, of UHD's semester credit hours.

Table 4: Fall 2014 SCH Coverage, Full-time and Part-time						
Source: Office of Institutional Research						
	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Combined
# of SCHs by full-time	24,351	34,329	11,372	25,094	969	96,115
% of SCHs by full-time	67%	63.9%	62.4%	71.7%	85.4%	66.6%
# of SCHs by part-time	11,979	19,387	6,846	9,909	165	48,286
% of SCHs by part-time	33%	66.1%	37.6%	28.3%	14.6%	33.4%
Total SCHs	36,330	53,716	18,218	35,002	1,134	144,400

As Table 5 demonstrates, in the Spring 2015 semester the University's full-time faculty coverage rate was 69 percent of the 132,892 semester credit hours produced, a percentage that also surpasses the institutional goal of 60 percent full-time coverage.

Table 5: Spring 2015 SCH Coverage, Full-time and Part-time						
Source: Office of Institutional Research						
College	Business	Humanities & Social Sciences	Public Service	Science & Technology	University College	UHD Combined
# of SCHs by full-time	26,226	31,346	10,495	23,227	783	92,077
% of SCH by full-time	75.0%	65.0%	60.2%	74.2%	80.6%	69.3%
# of SCHs by part-time	8,733	16,870	6,952	8,071	189	40,815
% of SCH by part-time	25.0%	35.0%	39.8%	25.8%	19.4%	30.7%
Total SCHs	34,959	48,216	17,447	31,298	972	132,892

Table 6 (below) provides greater detail for the Fall 2014 full-time faculty coverage rates and shows the semester credit hours produced by full-time and part-time faculty in each degree program, and the percentage of semester credit hours taught by full-time and part-time faculty.

Table 6:Fall 2014 SCHs by Full-time/Part-time Faculty, and by College & Degree Programs

Semester Credit Hours (undergraduate)

Program	Full-time		Part-time		Total
	#	%	#	%	#
ACC - Accounting	4,893	72%	1,932	28%	6,825
EIS - Enterprise Information Systems	2,265	69%	1,014	31%	3,279
FINA - Finance	2,814	90%	324	10%	3,138
GBUS - General Business	4,152	53%	3,720	47%	7,872
IRM - Insurance and Risk Management	150	52%	141	48%	291
MGT - Management	2,571	57%	1,947	43%	4,518
MKT - Marketing	1,584	63%	930	37%	2,514
SCM - Supply Chain Management	654	57%	486	43%	1,140
COMM - Communication Studies	5,298	82%	1,167	18%	6,465
ENG - English	9,426	79%	2,547	21%	11,973
FA - Fine Arts	2,904	68%	1,347	32%	4,251
HIST - History	3,021	53%	2,703	47%	5,724
HUMA - Humanities	591	67%	297	33%	888
PHIL - Philosophy	1,089	48%	1,191	52%	2,280
POLS - Political Science	2,788	53%	2,448	47%	5,236
PSY - Psychology	4,764	60%	3,213	40%	7,977
SOC - Sociology	633	31%	1,398	69%	2,031
SOS - Social Sciences	318	25%	951	75%	1,269
SPAN - Spanish	899	58%	649	42%	1,548
CJ - Criminal Justice	3,603	50%	3,642	50%	7,245
ISAE - Interdisciplinary Studies (Education)	6,001	71%	2,421	29%	8,422
SOCW - Social Work	793	50%	783	50%	1,576
ASTA - Applied Statistics	1,878	73%	681	27%	2,559
BIOL - Biology	2,973	64%	1,704	36%	4,677
CHE - Chemistry	1,960	61%	1,267	39%	3,227
CS - Computer Science	2,855	93%	209	7%	3,064
CIET-Control and Instrumentation Engineerin	456	100%	-	0%	456
SAFE - Safety Management	1,501	72%	590	28%	2,091
SAD - Structural Analysis and Design	93	63%	54	37%	147
GEOS - Geosciences	1,123	74%	389	26%	1,512
MATH - Mathematics	9,516	70%	4,042	30%	13,558
AA - Applied Administration	879	84%	165	16%	1,044

The Spring 2015 full-time faculty coverage rates are shown in Table 7 below as well as the number of semester credit hours produced by the full-time and part-time faculty in each degree program, and the percentage of full-time coverage in each of the programs.

Table 7:Spring 2015 SCHs by Full-time/Part-time Faculty, and by College & Degree Program

Semester Credit Hours (Undergraduate)

Full-time	Part-time	Total
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Program	#	%	#	%	#
ACC - Accounting	5,337	82%	1,152	18%	6,489
EIS - Enterprise Information Systems	2,046	74%	705	26%	2,751
FINA - Finance	3,018	88%	411	12%	3,429
GBUS - General Business	4,287	58%	3,096	42%	7,383
IRM - Insurance and Risk Management	135	64%	75	36%	210
MGT - Management	2,559	57%	1,944	43%	4,503
MKT - Marketing	2,145	91%	210	9%	2,355
SCM - Supply Chain Management	702	66%	366	34%	1,068
COMM - Communication Studies	5,025	80%	1,287	20%	6,312
ENG - English	8,592	83%	1,734	17%	10,326
FA - Fine Arts	2,667	71%	1,113	29%	3,780
HIST - History	3,048	56%	2,349	44%	5,397
HUMA - Humanities	627	74%	225	26%	852
PHIL - Philosophy	906	37%	1,569	63%	2,475
POLS - Political Science	2,845	62%	1,767	38%	4,612
PSY - Psychology	4,299	58%	3,066	42%	7,365
SOC - Sociology	1,092	50%	1,101	50%	2,193
SOS - Social Sciences	375	32%	795	68%	1,170
SPAN - Spanish	871	55%	716	45%	1,587
CJ - Criminal Justice	4,275	60%	2,811	40%	7,086
ISAE - Interdisciplinary Studies (Education)	4,436	55%	3,559	45%	7,995
SOCW - Social Work	1,187	68%	567	32%	1,754
ASTA - Applied Statistics	1,854	71%	753	29%	2,607
BIOL - Biology	3,019	71%	1,229	29%	4,248
CHE - Chemistry	2,255	70%	988	30%	3,243
CS - Computer Science	2,564	80%	639	20%	3,203
CIET - Control and Instrumentation Engineering	280	100%	-	0%	280
SAFE - Safety Management	1,532	79%	402	21%	1,934
SAD - Structural Analysis and Design	144	49%	150	51%	294
GEOS - Geosciences	1,105	65%	592	35%	1,697
MATH - Mathematics	8,079	76%	2,596	24%	10,675
AA - Applied Administration	783	81%	189	19%	972

UHD's full-time coverage rates ensure programmatic quality and integrity for UHD's degree programs, and provide students with a consistently high level of academic instruction by dedicated professors.

Fall 2014 full-time faculty taught more than half of the semester credit hours produced at distance sites (52 percent) (see Table 8a for Fall 2014 SCHs by campus) and 68 percent of semester credit hours taught in delivery modes other than only face-to-face, including online, hybrid, ITV, and hybrid ITV (see Table 8b), thus ensuring students receive high quality educational experiences with programmatic integrity at all locations and across all learning modalities.

Table 8a:

Fall 2014 SCHs, Full-time/Part-time by Campus

Campus	Full-time SCHs	Part-time SCHs	Total SCHs	% of SCHs by Full-time Faculty	% of SCHs by Part-time Faculty
Downtown	68,908	34,529	103,436	66.6%	33.4%
Lone Star College - Atascocita Center	93	264	357	26.1%	73.9%
Lone Star College – Cy-Fair	0	213	213	0.0%	100.0%
Lone Star College - Kingwood	337	366	703	47.9%	52.1%
Online	24,042	10,009	34,051	70.6%	29.4%
Other (dual-credit, consortial courses and student teaching hours)	282	819	1,101	25.6%	74.4%
UHD Northwest	2,594	1,945	4,539	57.1%	42.9%
Total	96,256	48,145	144,400	66.7%	33.3%

Table 8b:

Fall 2014 SCHs by Full-time/Part-time and by Delivery Mode

Delivery mode	Full-time SCHs	Part-time SCHs	Total SCHs	% of SCHs by Full-time Faculty	% of SCHs by Part-time Faculty
Online	24,042	10,009	34,051	70.6%	29.4%
Face-to-Face	60,929	31,841	92,769	65.7%	34.3%
Hybrid ITV	15	0	15	100.0%	0.0%
Hybrid Face-to-Face	11,258	6,255	17,513	64.3%	35.7%
ITV (Synchronous broadcast of face to face course)	12	40	52	23.1%	76.9%
Total	96,256	48,145	144,400	66.7%	33.3%

In Spring 2015, full-time faculty taught 56 percent of semester credit hours at distance locations, a 4 percent increase over Fall 2014 (see Table 9a), demonstrating a commitment to the distance sites and to achieving and maintaining comparable full-time coverage for all UHD students, regardless of location or delivery modality. As Table 9b below shows, full-time UHD faculty taught 76 percent of all courses offered in other modalities (online, hybrid, ITV, and hybrid ITV) than only face-to-face instruction, a figure that is consistent with full-time SCH coverage for face-to-face courses at the University.

Table 9a:

Spring 2015 SCHs, Full-time/Part-time by Campus

Campus	Full-time SCHs	Part-time SCHs	Total SCHs	% SCHs by Full-time Faculty	% SCHs by Part-time Faculty
Downtown	62,066	29,000	91,066	68.2%	31.8%
Lone Star College - Atascocita Center	183	201	384	47.7%	52.3%
Lone Star College – Cy-Fair	63	168	231	27.3%	72.7%
Lone Star College - Kingwood	198	609	807	24.5%	75.5%
Online	26,432	8,308	34,740	76.1%	23.9%
Other (dual-credit, consortial courses and student teaching hours)	252	837	1,089	23.1%	76.9%
UHD Northwest	2,883	1,692	4,575	63.0%	37.0%
Total	92,077	40,815	132,892	69.3%	30.7%

Table 9b:

Spring 2015 SCHs, Full-time/Part-time by Delivery Mode

Delivery mode	Full-time SCHs	Part-time SCHs	Total SCHs	% SCHs by Full-time Faculty	% SCHs by Part-time Faculty
Online	26,432	8,308	34,740	76.1%	23.9%
Face-to-Face	53,080	28,602	81,682	65.0%	35.0%
Hybrid ITV	21	0	21	100.0%	0.0%
Hybrid Face-to-Face	12,544	3,905	16,449	76.3%	23.7%
Total	92,077	40,815	132,892	69.3%	30.7%

Given the mission of the University, programs offered at UHD are often more applied in nature. As such, some of the courses require hiring adjuncts who not only have the professional credentials in terms of education, licensure, and certifications but also the expertise and industry/business experience that reflects and meets the expectations of potential employers in the field. For example, the degree programs in Urban Education and Social Work are required to hire field supervisors, often with very specific ratios of credentialed supervisors to students. This requirement increases the ratio of part-time coverage in those departments. Similarly, the College of Business follows the practice of most business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) by hiring business executives to teach some of its courses, bringing an essential element of industry and business expertise to its “reality-based” programs.

Student to Faculty Ratio and Average Class Size

According to [UHD's Institutional Resume](#) on the Texas Higher Education Coordinating Board's website, the UHD student-to-faculty ratio was 21:1 in Fall 2013. The Texas Higher Educational Coordinating Board calculates this ratio by dividing full-time-student equivalents (FTSEs) by the full-time equivalent faculty (FTE), with undergraduate FTSEs based on 15 semester credit hours and graduate FTSEs based on 12.[1] As the Texas Higher Education Coordinating Board's Accountability System indicates, UHD's student-to-faculty ratio has hovered between 20:1 and 21:1 since 2004. Though the ratio may not be as low as a few other institutions in the peer group, the ratio alone does not tell the whole story. UHD's Institutional Resume shows that UHD still manages to keep class sizes relatively low, with almost a quarter of the classes (23.9 percent) with fewer than 20 enrolled students. Only 6.4 percent of UHD courses have more than 50 students enrolled in them (UHD 2014 Institutional Resume). The average class size at UHD in Fall 2014 was 27.1 students. The University determines appropriate class size by best practices in the field and professional/disciplinary accreditation standards, and considers mode and level of instruction in making these determinations. Thus, for example, labs are limited to 28 students, and freshman composition courses are limited to 25 students, while lecture-heavy introductory history courses may have over 100 students in some sections. Although the University aims to reduce class sizes when possible and to increase full-time faculty hiring, the students enrolled in UHD programs are served well by qualified faculty teaching appropriately sized classes.

Workload for Tenured/Tenure Track Faculty

As specified in the UHD Rank and Tenure System policy ([PS 10.A.01](#)), all tenured and tenure-track (T/TT) faculty—those at the rank of professor, associate, assistant, and instructor—are required to engage in teaching, scholarly and/or creative activities, and service to the institution and the profession. The Rank and Tenure policy, as well as the Faculty Performance Evaluation policy ([PS 10.A.05](#)), specifies the performance of faculty be judged in all three areas, based on departmentally-developed, discipline-specific criteria. The [UHD Faculty Handbook](#) provides faculty with a detailed discussion of these expectations, and departmental colleagues provide mentoring and advice to new faculty members. A brief overview of the workload expectations for each evaluation category follows.

Teaching Workload

The UHD mission focuses in part on teaching excellence, so faculty members' primary duty is teaching. The University's Rank and Tenure policy ([PS 10.A.05](#)) specifies that 50 percent of the annual evaluation score for tenured/tenure-track faculty is based on teaching performance. The teaching workload for tenured/tenure-track faculty is defined by UHD's Faculty Teaching Workload policy ([PS 10.A.04](#)), [§3.3.1](#): "The standard course load for a faculty member during the combined long semesters is 21 semester credit hours (9/12 or 12/9) of classroom instruction or the equivalent. It is the responsibility of the department chair, in consultation with the faculty and the dean, to ensure academic programs have appropriate coverage. In addition, faculty members are expected to maintain scheduled office hours, perform other course-related activities, and be involved in shared governance." [2] This teaching load was redefined in 2010 to acknowledge the new emphasis placed on research and creative activities in both the UHS and the UHD strategic plans. (The teaching load was previously 24 semester credit hours per academic year.) Under the rubric of teaching is included such related activities as holding office hours outside of class (either face-to-face or virtually) and staying current in classroom technology, academic policies, and the pedagogy of one's field.

There are exceptions to the 21-hour teaching load requirement based on administrative assignments, grants, or other considerations, and these exceptions are negotiated with the chair, dean, and/or Provost. The College of Business, for example, implemented a reassigned-time program in 2009 allowing faculty members to petition for a re-assignment from teaching one course (3 SCHs) to engage in research. This policy has made it possible for most COB faculty to teach six courses per academic year, or 18 semester credit hours (3 courses/9 SCHs per long semester) with the expectation of greater scholarly productivity. In the College of Sciences and Technology, new tenure-track faculty are usually given reduced teaching loads to help them establish their research programs. The Faculty Teaching Workload policy ([PS 10.A.04](#)) also specifies teaching workload adjustments for banked credits for teaching graduate courses, which count as 1.5 courses ([§3.3.4](#)), and cumulative supervision of directed studies ([§3.4.2](#)) or graduate theses ([§3.4.3](#)). Some tenured/tenure-track faculty members serve as academic advisors in their respective colleges and receive course releases (reassigned time) commensurate with their advising duties each semester.

Scholarly Activity, Research, and Creative Productions

The University's policies on the Rank and Tenure System ([PS 10.A.01](#)) and Faculty Performance Evaluation ([PS 10.A.05](#)) articulate the significance of scholarly and creative activity as a component of the tenured/tenure-track faculty member's professional performance. As articulated in the mission statement, the University's commitment to regional development and "scholarly research to develop students' talents and prepare them for success in a dynamic global society" means that its faculty must engage in significant scholarly and creative activity to fulfill the terms of that mission. While teaching is the primary performance measure for faculty, scholarly/creative activities form a significant portion of the tenured/tenure-track faculty member's professional obligations. Each department creates its own discipline-specific criteria for scholarly excellence, but the revision of the Faculty Teaching Workload policy in 2010 underscored the significant place scholarly/creative activity holds in the University's fulfillment of its mission and thus in faculty workload. Moreover, the deans, the Provost, and the President ensure that the criteria for faculty rewards—including tenure, promotion, and merit pay increases—align with University priorities.

Service

In addition to teaching courses and engaging in research, the tenured/tenure-track faculty are expected to participate in departmental curriculum development and assessment, mentor students and junior faculty, write recommendation letters for students, initiate and collaborate on external grant writing when appropriate, supervise research at the undergraduate and graduate levels as needed, and participate fully in the shared governance of the University by serving on departmental, college, and university committees that oversee the work of the University. The University's Academic Shared Governance policy ([PS 10.A.03](#)) articulates the responsibility of tenured and tenure track faculty to engage fully in the institution and its governance. (See also [CS 3.7.5](#), [CS 3.4.10](#), and [CS 3.4.1](#) for in depth discussions of this role for faculty.)

Workload for Visiting Faculty

Visiting faculty members have the same teaching workload as tenured/tenure-track faculty and are expected to perform the same curricular and assessment-related activities as tenured/tenure-track faculty. Because they are precluded from membership of many faculty shared governance committees, their service expectations are considerably less.

Workload for Lecturers

Lecturers are an integral part of UHD faculty. In recent years, hiring lecturers has been a way of managing the deleterious effects of fast enrollment growth in the short term while preserving programmatic integrity. In the College of Humanities and Social Sciences, for example, lecturers help provide full-time coverage in lower-division core-curriculum courses such as history, speech, and composition. Lecturers' primary workload involves teaching and participating in departmental activities related to pedagogy and curriculum, such as assessment. Under the rubric of teaching is also included such activities as holding office hours outside of class (either face-to-face or virtually), and staying current in classroom technology, academic policies, and the pedagogy of one's field. Lecturers do perform a limited amount of service, usually at the departmental level. The course load for lecturers is 15 semester credit hours per semester, although some lecturers may have time reassigned from teaching to perform administrative duties or special projects. For example, in University College, the BAAS in Applied Administration and the BS in Interdisciplinary Studies program directors are lecturers who teach 9 semester credit hours (3 courses) during the calendar year and perform the administrative duties for the program as the remainder of their workload.

Workload for Part-time Faculty

Part-time faculty includes adjunct lecturers and special faculty who are formerly tenured faculty whose employment has been modified after retirement. Part-time faculty members are hired to teach courses. Special faculty are limited by retirement regulations to less than 50 percent FTE assignments, and according to the University's Adjunct Lecturer policy (PS 10.A.15), adjunct lecturers are restricted to 40 percent or fewer FTE teaching assignments, that is two courses or six semester credit hours per semester "except in rare cases of institutional exigency" (§ 2.2.5.1).

A number of situations that fall under "institutional exigency" sometimes require exceeding the 40 percent FTE restriction for part-time instructors. In semesters when the University experiences rapid enrollment growth at the last minute, qualified adjunct lecturers may be offered three or four sections to ensure that all course sections are covered by qualified faculty. In addition, increased demand for certain courses that require specialized expertise may require departments to offer additional sections to select adjunct instructors in order to meet students' needs. Rare occasions, such as the death or incapacitation of a full-time faculty member, may require departments to increase an adjunct instructor's teaching assignment beyond the 40 percent FTE in order to cover courses vacated by the incapacitated full-time instructor.

It should be noted that in light of their long-standing association with the University and their previous achievements in teaching and scholarship, the special faculty (modified-employment retirees) offer a significant service to the University and its students by bringing their particular expertise to needed courses and thus reducing the need for full-time faculty to teach overloads in times of rapid enrollment growth.

Cross References

[Comprehensive Standard 3.7.1](#)

[1] "Student/Faculty Ratio Definition: Full-time student equivalents (FTSEs) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSEs) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSEs are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSEs are calculated on 9 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with rank codes 1-5 and appointment codes 01 and 02. Only the percentage of time in appointment codes 01 and 02 is counted. Faculty members without a salary are included. Teaching assistants are not included to match the LBB measure. Source: CBM004 and CBM008."

[2] PS10.A.04 requires that faculty teach a total of 21 contact hours or *its equivalent* per year. For laboratory courses in the Department of Natural Sciences, contact hours are used as the workload metric. Hence, a one-credit hour lab, which has 3 hours of assigned contact time, counts as *the equivalent of* three credit hours. Further adjustments may be made with the Provost's approval.

Off Site Team Comments

The institution has 337 full-time faculty and 330 part-time faculty with an overall student-to-faculty ratio of 21:1. Across all colleges of the institution, 66.6% of all classes are taught by full-time faculty. At the department level, the institution ranges from 100% to 25% of classes taught by full-time faculty. In particular, 5 departments (out of 32) have 50% or fewer of their classes taught by full-time faculty. Of the institution's four satellite campuses, 3 range from 100% to 52.1% of all classes taught by part-time faculty. Only one satellite campus is over 50% for full-time faculty teaching, at 57.1%.

A review of the data on the faculty confirms that UHD promotes teaching and learning by maintaining a full-time faculty that delivers the greater part of university instruction. A series of tables in the narrative present comparisons between full-time and part-time faculty in the various colleges and programs. In all but a few cases, the percentage of semester credit hours taught by full-time faculty exceed 25% and usually constitute 50%. UHD explains that the exceptions are warranted based on the emphasis on applied learning in fields such as the social sciences, in which experts and practitioners contribute significant and necessary insights to students preparing for specific careers. This trend is also consistent for most instruction delivered by other means, such as online and hybrid courses.

At the Lone Star College – Cy-Fair campus, 100% of semester credit hours are taught by part-time faculty. UHD did not provide justification for why no full-time faculty taught at this campus.

UHD also addresses the student-to-faculty ratio of 22 to 1, acknowledging that almost 24% of classes have fewer than 20 students enrolled and only 6.4% have more than 50. The average class size is 27, but maximums are determined by other factors. The examples provided include a maximum of 25 students in composition classes, 28 in labs, and up to 100 in lecture-heavy courses such as history.

Workload expectations and exceptions are included in the narrative for all six levels of full-time faculty and for the two levels of part-time faculty. Faculty expectations are provided for scholarly activity, research, and service.

Although it would appear that the full time faculty are adequate to support the mission of the institution, the number of full time faculty was not disaggregated by program and the lack of full time hours generated at the Lone Star College did not allow the committee to determine adequacy of the full time faculty.

UHD Response

In its response to the narrative submitted for Core Requirement 2.8, the Off-Site Committee noted two concerns: UHD's failure to disaggregate faculty headcounts by program and the lack of full-time faculty teaching at the Lone Star College-CyFair off-site location (LSC-CyFair). This focused report provides the explanation for that lack and provides the faculty count disaggregated by program.

Lone Star College-CyFair

The only program offering courses at the Lone Star College-CyFair location is the Urban Education Department's BA in Interdisciplinary Studies with teaching certification (coded by UHD's Office of Institutional Research as "ISAE-Interdisciplinary Studies Education"); however, UHD does not offer the entire degree program at that location. Rather, students may take some of the pre-professional development courses for the program at LSC-CyFair but must take the professional development courses at the UHD-Northwest location. Because of limited space availability at the LSC-CyFair Campus, UHD is restricted to a few courses offerings every semester, all of them Saturday-only classes. The Urban Education Department's full-time faculty are unable to cover pre-professional development courses taught on Saturdays. The University is committed to offering these pre-professional development courses at convenient times and locations for students and thus relies on qualified adjunct instructors to deliver these few courses. The program's required professional development courses are offered only at the Northwest location and are taught primarily by full-time faculty. Therefore, a significant portion of the program's curriculum is taught by full-time faculty.

The table below shows the limited offerings at the LSC-CyFair location during the 2014-2015 academic year.

Lone Star College-CyFair Course Offerings				
	Fall 2014		Spring 2015	
	Section (CRN)	Enrollment	Section (CRN)	Enrollment
ECH 2311, Early Childhood Classroom	11499	10	21115	11
PED 3304, Aesthetic and Physical Development of Children	11591	18	21248	16
READ 3305, Foundations of Literacy	11823	19	21371	16
READ 3306, Language and Literacy Development	11837	10	21381	13
READ 3307, Language Arts Instruction	11841	14	21387	21
Total number of sections offered	6		6	
Total number of courses offered	6		6	
Total number of Unique Students (Some students enrolled in multiple sections)	51		66	

As this table demonstrates, a relatively small number of students are enrolled at LSC-CyFair, and only a small percentage of the courses required to complete the BA in Interdisciplinary Studies program is offered at this location (six of the twenty-three required courses, or approximately 26% of the program). Moreover, the full-time vs. part-time coverage data for the program demonstrates that the students enrolled in the program are receiving the majority of their instruction by full-time faculty, as shown in the table below.

Full-time vs. Part-time Coverage by Semester Credit Hours, Academic Year 2014-2015					
BA in Interdisciplinary Studies—Education					
(Source: Office of Institutional Research)					
Semester	Full-time SCHs	Full-time Percentage	Part-time SCHs	Part-time Percentage	Total SCHs
Fall 2014	6,001	71%	2,421	29%	8,422
Spring 2015	4,436	55%	3,559	45%	7,995

UHD does provide a full-time advisor at the location to assist students with enrolling in the courses needed to complete the program, which are offered at the Northwest or Downtown locations needed to complete the degree program.

Faculty Disaggregated by Program

In the 2014-2015 Academic Year, UHD had 337 full-time and 330 part-time faculty members. In the narrative submitted with the Compliance Report, the University failed to disaggregate faculty by program. The tables below show the full-time and part-time faculty counts by program for Fall 2014 and Spring 2015. Please note that in some programs, full-time faculty from more than one discipline teach courses, such as in the Social Sciences program. These full-time faculty members are also included in the count for the programs in their discipline. For example, a full-time faculty member teaching courses with the Political Science prefix (POLS) and Social Sciences prefix (SOS) is counted as full-time faculty for both programs.

Fall 2014	Count of teaching faculty by program				
	Full-time		Part-time		Total
Program	#	%	#	%	#
ACC - Accounting	14	58%	10	42%	24
EIS - Enterprise Information Systems	10	63%	6	38%	16
FINA - Finance	8	73%	3	27%	11
GBUS - General Business	14	33%	28	67%	42
IRM - Insurance and Risk Management	2	40%	3	60%	5
MGT - Management	11	44%	14	56%	25
MKT - Marketing	7	50%	7	50%	14
SCM - Supply Chain Management	4	67%	2	33%	6
COMM - Communication Studies	17	63%	10	37%	27
ENG - English	32	64%	18	36%	50
FA - Fine Arts	13	52%	12	48%	25
HIST - History	11	42%	15	58%	26
HUMA - Humanities	2	67%	1	33%	3
PHIL - Philosophy	4	50%	4	50%	8
POLS - Political Science	9	45%	11	55%	20
PSY - Psychology	16	52%	15	48%	31
PW - Professional Writing	11	92%	1	8%	12
SOC - Sociology	5	38%	8	62%	13
SOS - Social Sciences	8	44%	10	56%	18
SPAN - Spanish	5	50%	5	50%	10
CJ - Criminal Justice	18	46%	21	54%	39
ISAE - Interdisciplinary Studies (Education)	23	40%	34	60%	57
SOCW - Social Work	4	40%	6	60%	10
ASTA - Applied Statistics	5	45%	6	55%	11
BIOL - Biology	17	44%	22	56%	39
CHE - Chemistry	9	43%	12	57%	21
CIET - Control and Instrumentation Engineering Technology	2	100%	0	0%	2
CS - Computer Science	7	78%	2	22%	9
GEOS - Geosciences	5	63%	3	38%	8
MATH - Mathematics	27	52%	25	48%	52
SAD - Structural Analysis and Design	1	33%	2	67%	3
SAFE - Safety Management	2	29%	5	71%	7
AA - Applied Administration	3	60%	2	40%	5

Spring 2015

Program	Count of teaching faculty by program				
	Full-time		Part-time		Total
	#	%	#	%	#
ACC - Accounting	14	61%	9	39%	23
EIS - Enterprise Information Systems	10	59%	7	41%	17
FINA - Finance	8	67%	4	33%	12
GBUS - General Business	14	33%	28	67%	42
IRM - Insurance and Risk Management	2	50%	2	50%	4
MGT - Management	11	46%	13	54%	24
MKT - Marketing	8	73%	3	27%	11
SCM - Supply Chain Management	5	71%	2	29%	7
COMM - Communication Studies	17	63%	10	37%	27
ENG - English	30	67%	15	33%	45
FA - Fine Arts	13	52%	12	48%	25
HIST - History	9	38%	15	63%	24
HUMA - Humanities	2	67%	1	33%	3
PHIL - Philosophy	3	33%	6	67%	9
POLS - Political Science	9	45%	11	55%	20
PSY - Psychology	15	43%	20	57%	35
PW - Professional Writing	10	91%	1	9%	11
SOC - Sociology	6	40%	9	60%	15
SOS - Social Sciences	12	63%	7	37%	19
SPAN - Spanish	5	50%	5	50%	10
CJ - Criminal Justice	18	50%	18	50%	36
ISAE - Interdisciplinary Studies (Education)	21	31%	46	69%	67
SOCW - Social Work	5	45%	6	55%	11
ASTA - Applied Statistics	5	45%	6	55%	11
BIOL - Biology	17	46%	20	54%	37
CHE - Chemistry	9	45%	11	55%	20
CIET-Control and Instrumentation Engineering Technology	2	100%	0	0%	2
CS - Computer Science	6	60%	4	40%	10
GEOS - Geosciences	5	50%	5	50%	10
MATH - Mathematics	28	56%	22	44%	50
SAD - Structural Analysis and Design	1	17%	5	83%	6
SAFE - Safety Management	2	50%	2	50%	4
AA - Applied Administration	3	50%	3	50%	6

Sources

 Screenshots of CyFair course offerings and enrollment, AY2014-2015, from the Banner Student Records System.

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

University of Houston-Downtown (UHD) has a sound financial base and the financial stability to support the mission of the institution and the full range of its programs and services. In fact, UHD was not only able to hold its own through the worst of the "Great Recession" years (2009-2012), but was actually able to strengthen its balance sheet over that period due to continued enrollment growth and sound management practices.

UHD develops its annual budget through a transparent planning and budgeting process that is broadly representative, involving administration, faculty, staff, and students. Once the budget is approved and loaded into the financial system, it is carefully monitored throughout the year.

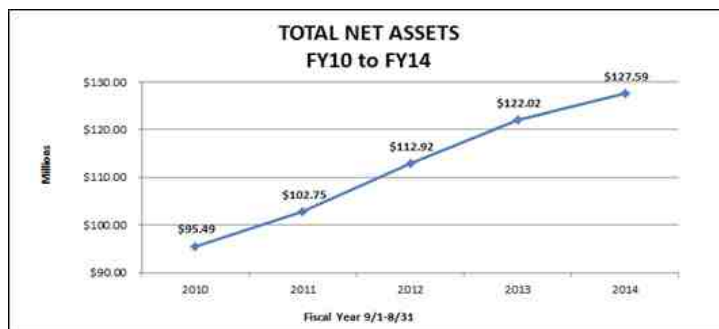
By exercising financial discipline and ensuring that budget allocations are aligned with the vision, mission, and strategic plan, UHD effectively balances anticipated revenues with proposed expenditures so as to support enrollment growth and mission expansion. The University concludes its 40th year of operation on a strong financial footing.

Financial Stability

A review of the University's net assets for the last five years (FY2010-FY2014) demonstrates that there is financial stability and a sound financial base. As shown in the table and graph below, the University's net assets have increased by 33.6 percent from \$95.5 million in FY2010 to \$127.6 million in FY2014.

UHD Financial Worksheets FY2010-FY2014

	FY2010	FY2011	FY2012	FY2013	FY2014
Invested in capital Assets, net of depreciation and related debt (d)	40,725,667.15	42,871,495.59	45,428,349.75	49,144,149.81	51,269,803.50
Restricted - non-expendable (e)	12,275,858.72	14,742,097.96	16,465,426.01	17,372,907.42	19,092,261.01
Restricted - expendable (f)	8,120,796.34	8,005,823.08	9,226,760.88	10,521,305.98	6,913,095.71
Unrestricted (g)	34,370,373.33	37,131,264.06	41,802,054.77	44,966,710.43	50,315,491.22
TOTAL NET ASSETS (d+e+f+g)	95,492,695.54	102,750,681.09	112,922,591.41	122,025,073.64	127,590,471.44
Current Assets	66,970,192.52	71,170,518.79	75,369,822.40	84,320,453.36	85,407,739.58
Current Liabilities	32,715,087.14	35,762,170.39	38,050,565.03	39,653,873.27	43,910,334.77
Property and Equipment, net of accumulated depreciation	97,162,261.62	95,941,597.14	94,171,386.02	93,831,095.03	96,078,248.83
Total Operating Revenues	55,522,341.72	65,977,431.90	73,887,649.78	78,214,943.74	78,312,905.79
Total Operating Expenses	118,833,143.32	132,539,042.04	131,714,553.47	134,797,167.19	141,630,860.35
Net Non-operating revenues /(expenses)	59,525,252.66	64,967,092.77	54,822,799.87	53,036,692.55	56,830,233.44
Total Other Revenues	10,200,201.11	9,894,250.64	14,308,515.84	14,002,263.93	13,956,908.27
Long-term liabilities-current portion (h)	4,014,612.72	4,181,480.22	4,406,837.67	4,604,661.04	5,055,120.07
Long-term liabilities-noncurrent portion (i)	56,113,333.89	51,931,853.67	47,561,656.72	42,957,195.68	43,589,469.01
TOTAL LONG-TERM LIABILITIES (h+i)	60,127,946.61	56,113,333.89	51,968,494.39	47,561,856.72	48,644,589.08



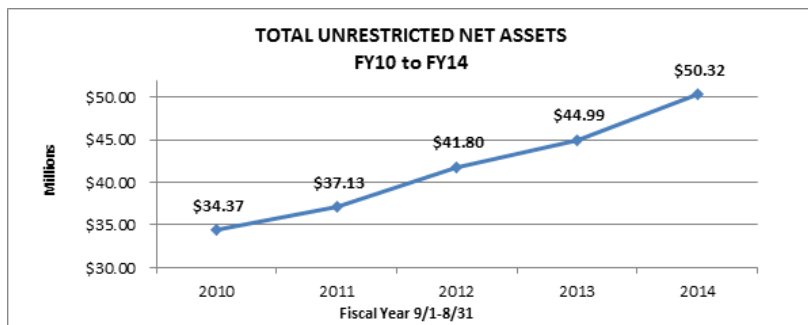
The rise in the value of UHD's net assets from FY2010 through FY 2014 can be attributed to growing enrollment and prudent financial management. As indicated, UHD was able to strengthen its overall financial position during this period of declining state support.

Ability to Meet Short Term Obligations

An indicator that the institution is operationally sustainable and able to meet short-term financial obligations is the Current Ratio, which is the ratio of current assets to current liabilities. During the past five years, this ratio has been in the 1.95 to 2.05 range for UHD. It is generally accepted that financially stable organizations will have a Current Ratio of between 1.5 and 3.0, while a ratio of 1.0 or lower could signal problems.

Another indicator of the operational sustainability of an institution is its unrestricted net assets (UNA) as a percentage of total operating expenses. Over the past five years at UHD, this figure has ranged from 29 to 35 percent. UHD management believes that its UNA-as-a-%-of-Operating-Expenses demonstrates a sufficiently strong financial base for UHD, a public university that is insured against a catastrophic event and has the full faith and credit of the state of Texas behind it.

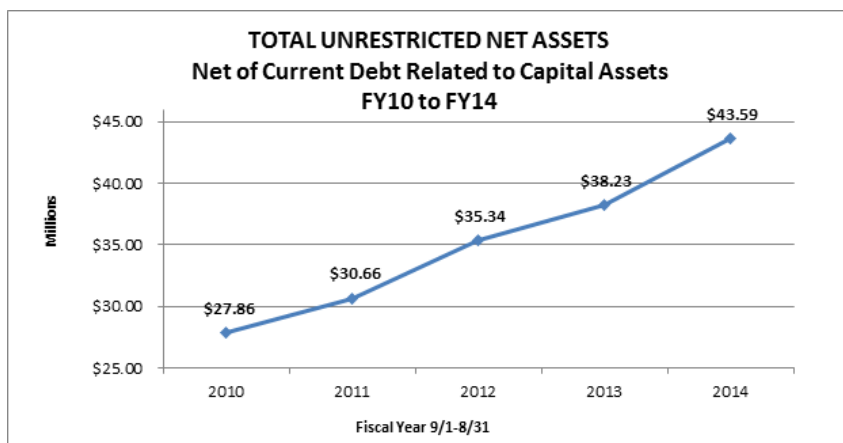
The growth of UHD's unrestricted net assets can be seen in the chart below. During the five year period represented, UHD's unrestricted net assets increased by 46 percent, outpacing the 36 percent increase in total net assets.



A better indicator of an institution's ability to meet its day-to-day obligations is the change in unrestricted net assets exclusive of plant and plant-related debt (UNAEP). Plant-related debt is a fixed cost—an obligation that once assumed must be met. After netting out plant-related debt from unrestricted net assets to determine UNAEP, an institution has a clearer picture of its ability to cover other operating costs that are more variable in nature.

Over the past five years, UHD's annual plant-related debt costs have held steady at approximately \$6.5 million per year. Of this amount, the overwhelming majority has been debt service on tuition revenue bonds (TRBs). The funds to pay debt service on these bonds is provided by the state as general revenue. Tuition revenue would be needed to pay this debt service only if the state failed to provide the general revenue. Nonetheless, in examining the institution's UNAEP, it is prudent to treat TRB debt the same as any other debt.

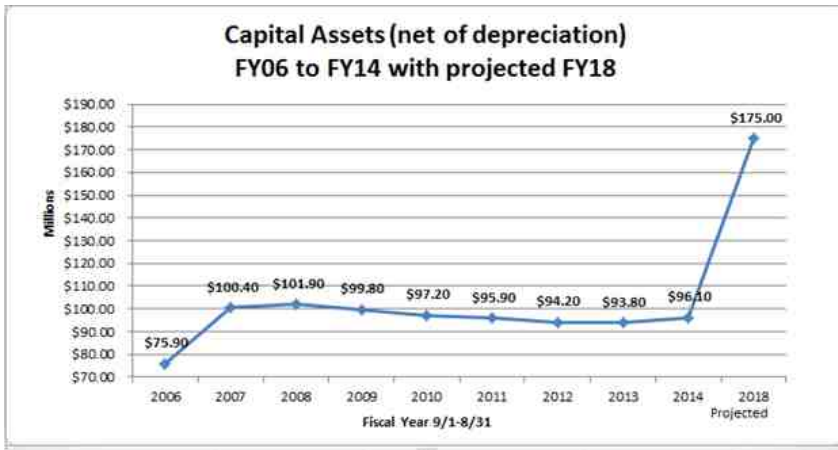
UHD is a low-debt institution, even when the state-covered TRBs are included. For this reason, UHD's UNAEP-as-a-%-of-Operating Expenses figures for FY2010 to FY2014 are not too different from its UNA-as-a-%-of-Operating Expenses figures for this period, ranging from 23 percent to 31 percent.



Unrestricted Net Assets, Net of Related Debt					
	FY2010	FY2011	FY2012	FY2013	FY2014
Unrestricted NA	34,370,373	37,131,264	41,802,054	44,986,710	50,315,491
Current Debt Related to Capital Assets	6,512,005	6,468,216	6,465,974	6,759,789	6,721,228
Net, Unrestricted NA	27,858,368	30,663,047	35,336,080	38,226,920	43,594,263

Capital Assets (Property and Equipment)

UHD's capital assets, net of depreciation, have increased by \$20.2 million over the past ten years, climbing from \$75.9 million in FY2006 to \$96.1 million in FY2014, as shown in the **Capital Assets, Net of Depreciation** graph below.



For its first twenty years, UHD operated out of a single multipurpose building, the One Main Building. Classroom buildings were added with the Academic Building in 1997, the Commerce Street Building in 2003, and the Shea Street Building in 2007.

UHD is currently building a new Welcome Center/Garage. The total project cost is \$20.5 million, with \$6.5 million of that being for the garage. UHD is hopeful that it will be able to acquire land adjacent to the downtown site, and the Texas Legislature has approved Capital Construction Bonds (formerly Tuition Revenue Bonds) to fund the construction of a new Science and Technology Building. With the acquisition of targeted properties and the completion of these two major construction projects, UHD will be adding as much as \$100 million in capital assets by 2018. Net of depreciation on existing assets, the increase from 2014 to 2018 will be approximately \$80 million.

Bond Indebtedness

The University's financial statements for FY2014 reflect liabilities of \$48.6 million in Tuition Revenue Bonds (TRBs). TRBs are tax-exempt government bonds issued by the University of Houston System ("System") with the approval of the State Legislature, for the purpose of funding major capital projects. The Texas Legislature appropriates general revenue funds to the UH System to cover annual TRB debt service costs, with the System pledging tuition revenue for debt service should the general revenue funds not be appropriated.

Currently, UHD has a very low amount of debt that must be covered from institutional funds, all which is related to parking operations. Parking fee revenue is used to service the debt incurred for construction of the Vine Street student garage (adjoining the Shea Street Building) and the new Faculty/Staff garage. Combined, this parking-related debt amounts to approximately \$700,000 per year. Attached is the [bond payment schedule](#).

Institutional Audits

In Texas, all public universities are covered under a single statewide audit conducted by the Texas State Auditor's Office. External audits of UHD operations conducted between 2010 and 2014 resulted in no material findings. In addition, the UHS Internal Auditing Department has a long-range System-wide audit plan that includes an annual fiscal year audit plan for each campus. The [audit plan is approved by the UH System Board of Regents](#).

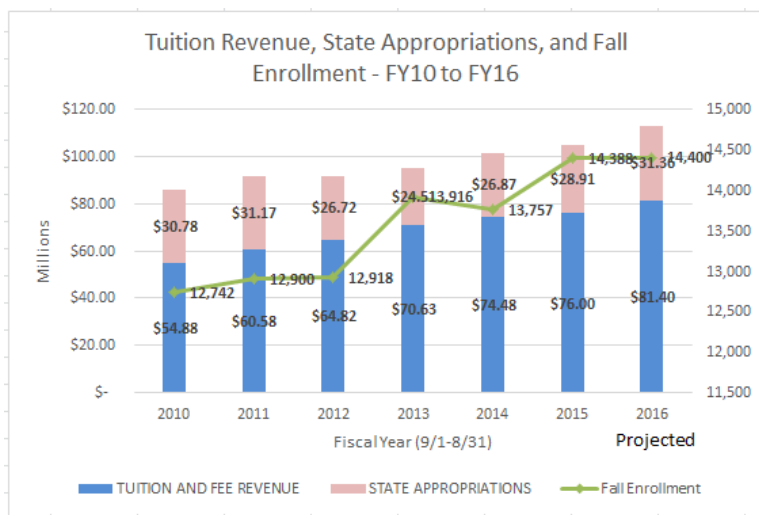
Because no annual audits of the financial reports of individual Texas public universities are conducted, and due to resource issues at the State Auditor's Office, UHD is working with an independent certified public accountant to prepare a Standard Review Report in accordance with AICPA Professional Standards AR 100.35. This report will be completed prior to the visit of the SACSCOC On-site Committee. It will cover the State's fiscal year, September 1, 2014 through August 31, 2015, and will be submitted to SACSCOC with the Focused Report in February 2016.

Major Funding Sources

The University's annual operating budget includes state appropriations and other sources of revenue, including tuition and fees. The largest percentage of unrestricted operating revenue is from tuition and fees, with state appropriations providing the next largest percentage of unrestricted revenue. [Other sources](#) of operating revenues include the income from auxiliary operations, investments, and the endowment.

As a percentage of the total operating budget, [state funding](#) has been trending lower for three decades, while the percentage that comes from student revenue continues to increase. A snapshot of the state support/student revenue mix for the past six years and projected for the year ahead can be seen in the bar graph entitled *Tuition Revenue, State Appropriations, and Fall Enrollment, FY10 to FY16*, included at the end of this section.

UHD has always been firmly committed to affordability as part of its mission to serve the people of Houston. Currently, UHD is among the most affordable of the [state's 36 public universities](#). Competition from the for-profit sector continues to be a concern, and new modes of delivery offer students a level of convenience that has been well received. UHD has moved aggressively to expand online course and degree offerings, and this online growth has been a major source of enrollment (and revenue) growth in recent years.



In the above chart, State Appropriations include general revenue appropriated directly to UHD and funds appropriated indirectly (through the Employees Retirement System) to pay benefits for employees paid from state funds. Additionally, State Appropriations for 2010 and 2011 have each been reduced by the \$6.2 million appropriated to UHD for TRB debt service, as those funds were appropriated to the UH System starting in FY2012. Though now routed through the UH System, these TRB debt service funds continue to be used to retire UHD's TRB debt.

The recently concluded 2015 legislative session was generally favorable toward public higher education. Texas public universities received increased per-SCH funding, authorization to issue Capital Construction Bonds for new facilities, and a significant increase in Higher Education Assistance Funds (HEAF). HEAF money is allocated by the State in ten-year cycles, with these funds limited to new construction, major renovation/repair, library materials, capital equipment, and land acquisition. The legislature provided a 50 percent increase in the overall HEAF pool, effective in FY2017. For UHD, the annual HEAF allocation will thus increase from the current \$7.8 million to approximately \$11.4 million.

The Planning and Budget Process

Annual budget executive summaries for **FY 2015**, **FY 2014** and **FY 2013** are available for review online and are included in the supporting documents for this narrative. The philosophy guiding budget development within the UH System can be found in **UHS Administrative Memorandum 03.C.01**, which states that "the general budgeting process of the System is one of resource allocation based on program justification" (§1.3) and that "the budgeting process involves allocating available resources in order to accomplish the objectives included in the plan" (§2.2).

The call for preparation of budget requests originates each year from the Chancellor's Office and is directed to each component university President (for FY2016 budget development, see the **Chancellor's memorandum** dated April 20, 2015). The System leadership makes clear its expectations in terms of the focus of budget development across the System as well as the format for materials to be sent forward. The UH System provides guidelines, which include a plan/budget development calendar and budget imperatives. Also included are figures for anticipated endowment and investment income, debt service costs, and shared central service costs.

Each component university develops its own plan/budget development calendar that correlates with the UH System timetable provided in the UHS Plan/Budget Guidelines document. In response to the Chancellor's directive, the President considers UHS Strategic Principles, UH's current strategic plan, the UH Progress Card, and other relevant information to establish a list of planning priorities that guide University-wide planning and subsequent budget development.

The planning and budget development process at UHD is guided by the Planning and Budget Development Committee (PBDC), a broadly representative body that includes faculty, staff, administrators and students. The PBDC is chaired by an active tenured or tenure-track faculty member and begins meeting in Fall. As the units are working on their plans, unit managers are provided an opportunity to come forward with new fee or fee-change requests. Those requests are summarized and then reviewed by the President and his senior staff. Administration and Finance (A&F) provides revenue scenarios based on the various fee-change proposals. Once the final recommendations for fee changes are determined at the campus level, they are sent forward for review and approval by the System leadership and ultimately the UHS Board of Regents (**UHS Board – Tuition-Fee Proposal FY2015 & FY2016**), which by statute must approve all fee changes (**Board Minutes for June 17, 2013**). In FY2015 the UHS Board began reviewing proposed tuition/fee rate changes in two-year cycles.

Once tuition and fee changes have been approved by the Board, the Administration and Finance staff finalizes revenue projections for the coming year. In addition to any rate changes, these projections take into account projected changes in total enrollment or the enrollment mix. Planning will proceed around these estimates, with the understanding that Board approval of the operating budget will ultimately be required.

Demonstrating its commitment to accountability and transparency, the PBDC begins the process each year by engaging in a "look-back exercise," requiring each division head (vice president) to review all requests that were funded during the last completed fiscal year and provide a status report. For example, when the PBDC met during FY2015 to develop the FY2016 plan and budget, the VPs presented on their success in carrying out **initiatives funded for FY2014**.

UHD has adopted a unit-based planning/budgeting model, with plans developed at the unit level driving the development of the final UH Annual Plan and Budget. As part of this process, each unit must engage in a rigorous review and assessment of their unit plan and new initiatives and frame requests for funding for new initiatives within the context of UH's strategic plan and institutional mission. Each year, the University is able to fund a number of new initiatives with reallocated monies identified through this unit-by-unit assessment process.

As the unit plans for the coming year are consolidated into division plans and ultimately a single University plan, funding—as available—is attached to those initiatives that are deemed to be of the highest priority. The University takes a two-pronged approach, sorting proposed new initiatives into those eligible for HEAF (Higher Education Assistance Funds) funding and those which can only be funded from general operating funds. Once the PBDC completes its work and, based upon the strategic plan, identifies UH's highest priorities for which funding is available, it forwards its recommendations to the President for review and approval. The President may recommend modifications to a few of PBDC's recommendations to ensure that the annual plan and budget conforms to the University priorities and strategic plan.

The work of the committee concludes with a **PBDC Open Forum**, with a presentation on the finalized plan/budget and the President's report to the campus community. The process is transparent, and decisions are shared with the campus constituencies.

Once the President's approval is obtained, the actual budget is produced by the Budget Office staff. The Budget staff must balance the budget first within various fund groups and then overall and prepare the final materials, including the [Executive Budget Summary tables and the Bridge Tables](#). The bridge tables provide the budget information in a highly summarized format that enables reviewers to connect more easily the University's budget to its plan. These materials are submitted to the UH System, and the UHD President and senior staff present the proposed budget during the Chancellor's Budget Hearing. Depending on whether it is a legislative year, the consolidated UHS plan and budget will be presented to the Board of Regents in either May or August for final approval. In-year modifications to the UHD budget are guided by [UHD PS 05.B.01, Budget Maintenance and Transfer policy](#).

The Texas State Legislature appropriates funds on a biennial basis. In the summer of even-numbered years, state agencies prepare a [Legislative Appropriation Request \(LAR\)](#). The largest and most consequential allocations of general revenue received by universities come through formulas that are driven largely by SCH generation. The LAR formalizes the request for formula funding and provides the University an opportunity to request TRBs (or Capital Construction Bonds starting 2015) for new construction and funding for non-formula exceptional items.

Cross References

[Core Requirement 2.2](#)

[Comprehensive Standard 3.10.1](#)

[Comprehensive Standard 3.10.4](#)

Off Site Team Comments

UHD provided a statement for the most recent year of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, but did not provide an audit report for the most recent fiscal year. The institution stated that they anticipate that the audit will be available for review by the On Site Committee.

UHD has growing revenue and increasing net assets. Most of its debt, other than that associated with parking facilities, is approved and funded by the state of Texas. The institution has a comprehensive planning and budgeting policy which is overseen by a Planning and Budget Development Committee. The annual budget is presented to and approved by the Board of Regents.

UHD Response

The University of Houston-Downtown has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The University provides the following financial statements: (1) [an institutional audit](#) (or *Standard Review Report* issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

With UHD's FY2015 audited financial statements now available, the University has revised the narrative for [Core Requirement 2.11.1](#) to reflect the new information. In addition, a section has been added to examine *Changes in Operational Resources* over the past five years. This section includes the narrative along with a supporting table and graph.

Revised Narrative for Core Requirement 2.11.1, Financial Resources

The University of Houston-Downtown (UHD), which is an institution that is audited as a part of a system wide or statewide audit, has submitted a Standard Review Report issued in accordance with statements on Standards for Accounting and Review Services issued by the AICPA which includes an institutional management letter for the most recent fiscal year prepared by an independent certified public accountant. The **Management Letter** identified three adjusting entries. One was to accrue six days of FY2016 tuition and fee revenue and scholarship expense into FY2015 (which is not a requirement in the Texas State AFR Instructions). The second adjustment was to reverse an entry (which is required by the Texas State in the instructions) that offsets deferred revenue and tuition and fee receivables in FY2015. The last entry adjusted credit-card payment reconciling items to the actual bank balance.

The financial reports confirm that the University of Houston-Downtown has a sound financial base and the financial stability to support the mission of the institution and the full range of its programs and services. In fact, UHD was not only able to hold its own through the worst of the 'Great Recession' years (2009-2012), but was actually able to strengthen its balance sheet over that period due to continued enrollment growth and sound management practices.

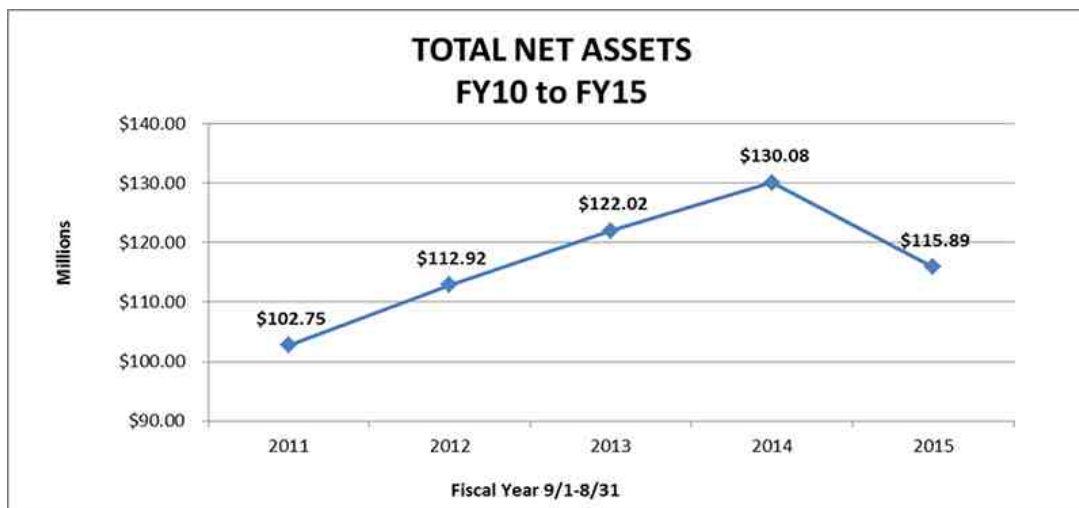
UHD develops its annual budget through a transparent planning and budgeting process that is broadly representative, involving administration, faculty, staff, and students. Once the budget is approved and loaded into the financial system, it is carefully monitored throughout the year.

By exercising financial discipline and ensuring that budget allocations are aligned with the vision, mission, and strategic plan, UHD effectively balances anticipated revenues with proposed expenditures in order to support enrollment growth and mission expansion. The University concludes its 40th year of operation on a strong financial footing.

Financial Stability

A review of the University's net assets for the last five years (FY2011-FY2015) demonstrates that there is financial stability and a sound financial base. As shown in the table and graph below, the University's net assets have increased by 12.0% from \$102.8 million in FY2011 to \$115.9 million in FY2015, even after absorbing over \$20 million of unfunded pension liability.

PUBLIC INSTITUTIONS - Financial Worksheet					
University of Houston - Downtown					
	FY2011	FY2012	FY2013	FY2014	FY2015
Invested in capital Assets, net of depreciation and related debt (d)	42,871,495.99	45,428,349.75	49,144,149.81	51,269,603.50	66,218,655.00
Restricted - non-expendable (e)	14,742,097.96	16,465,426.01	17,372,907.42	19,092,281.01	17,513,063.00
Restricted - expendable (f)	8,005,823.08	9,226,760.88	10,521,305.98	6,913,095.71	6,169,248.00
Unrestricted (g)	37,131,264.06	41,802,054.77	44,986,710.43	52,801,267.00	25,989,981.00
TOTAL NET ASSETS (d+e+f+g)	102,750,681.09	112,922,591.41	122,025,073.64	130,076,247.22	115,890,947.00
Current Assets	71,170,518.79	75,369,822.40	84,320,453.36	85,407,739.58	92,205,706.00
Current Liabilities	35,762,170.39	38,050,565.03	39,653,873.27	41,424,559.00	54,267,639.00
Property and Equipment, net of accumulated depreciation	84,411,880.17	80,154,794.35	79,715,700.65	76,858,417.26	78,265,949.00
Total Operating Revenues	65,977,431.90	73,887,649.78	78,214,943.74	78,312,805.79	87,334,687.00
Total Operating Expenses	132,539,042.04	131,714,553.47	134,797,167.19	141,630,860.35	146,505,370.00
Net Non-operating revenues /(expenses)	64,967,092.77	54,822,799.87	53,036,692.55	56,830,233.44	53,917,116.00
Total Other Revenues	9,894,250.64	14,308,515.84	14,002,263.93	13,956,908.27	14,048,898.00
Long-term liabilities-current portion (h)	4,181,480.22	4,406,837.67	4,604,661.04	5,055,120.07	5,365,200.00
Long-term liabilities-noncurrent portion (i)	51,931,853.67	47,561,856.72	42,957,195.68	43,589,469.01	38,245,847.00
TOTAL LONG-TERM LIABILITIES (h+i)	56,113,333.89	51,968,694.39	47,561,856.72	48,644,589.08	43,611,047.00



The rise in the value of UHD's net assets from FY2011 through FY 2014 can be attributed to growing enrollment and prudent financial management. The drop off in FY 2015 is strictly a function of the GASB 68 requirement to include the UHD portion of the Unfunded Pension Liability. Without that new requirement, Total Net Assets would be \$135.9 Million. As indicated, UHD was able to strengthen its overall financial position during this period of declining state support.

Ability to Meet Short Term Obligations

An indicator that the institution is operationally sustainable and able to meet short-term financial obligations is the Current Ratio, which is the ratio of current assets to current liabilities. During the past five years, this ratio has been in the 1.63 to 2.15 range for UHD. It is generally accepted that financially stable organizations will have a Current Ratio of between 1.5 and 3.0, while a ratio of 1.0 or lower could signal problems.

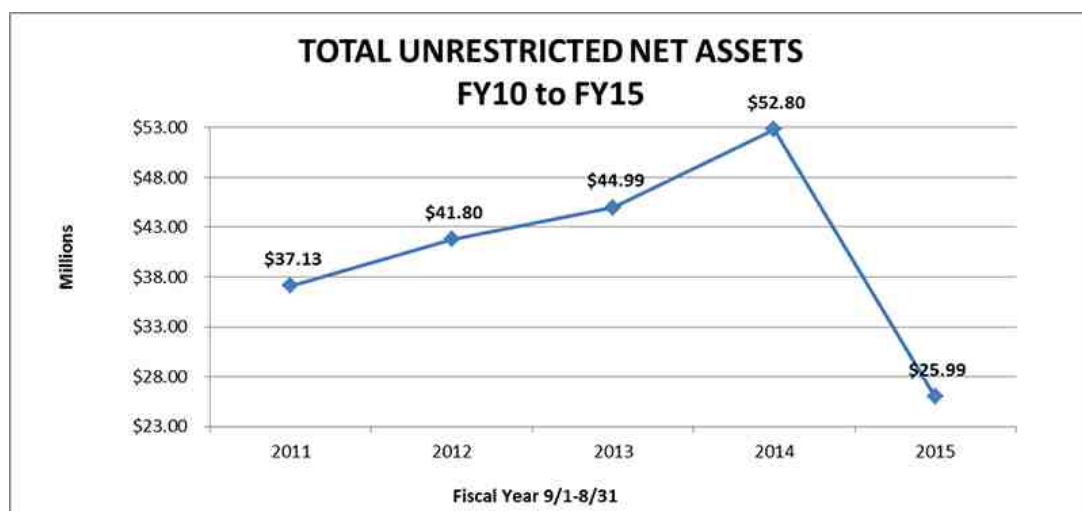
Unrestricted Net Assets excluding Plant

The chart below shows the changes in the Unrestricted Net Assets from FY 2014 to FY 2015. Unrestricted Net Assets as reported in the Financial Reports are exclusive of Plant assets and related debt. The significant drop in Unrestricted Net Assets is caused by the Unfunded Pension liability and the decision to partially fund the construction of the new Garage/Welcome Center from reserves.

SCHEDULE OF UNRESTRICTED NET ASSETS Exclusive of Plant FOR UH-DOWNTOWN			
2 Year Comparison			
	2015	2014	Difference
<i>Reserved for:</i>			
Accounts Receivable	\$ 0.00	\$ 58,078.06	\$ (58,078.06)
Encumbrances	3,150,015.25	10,044,239.17	(6,894,223.92)
Higher Education Fund	6,333,769.37	7,543,404.90	(1,209,635.53)
Future Operating Budgets	2,282,844.00	2,143,212.00	139,632.00
Student Fees Restricted By Statute	2,686,952.60	3,742,606.62	(1,055,654.02)
Other funds	6,332,193.61	3,742,783.10	2,589,410.51
<i>Unreserved Allocated:</i>			
Service Department Operating	325,231.15	211,653.36	113,577.79
Auxiliary Enterprise Operating	3,577,593.98	2,984,193.57	593,400.41
Endowment and Loan Funds	3,601,688.85	4,113,580.76	(511,891.91)
Retirement of Indebtedness	0.00	0.00	0.00
Student Fees Limited to Purpose	6,347,520.91	7,107,028.16	(759,507.25)
Unallocated	11,428,642.28	11,110,487.52	318,154.76
Pension	(20,076,471.00)		(20,076,471.00)
Total Unrestricted Net Assets	\$ 25,989,981.00	\$ 52,801,267.22	(26,811,286.22)

Another indicator of the operational sustainability of an institution is its unrestricted net assets (UNA) as a percentage of total operating expenses. Over the past five years at UHD, this figure has ranged from 18% to 37%. UHD management believes that its UNA-as-a-%-of-Operating-Expenses demonstrates a sufficiently strong financial base for UHD, a public university that is insured against a catastrophic event and has the full faith and credit of the state of Texas behind it.

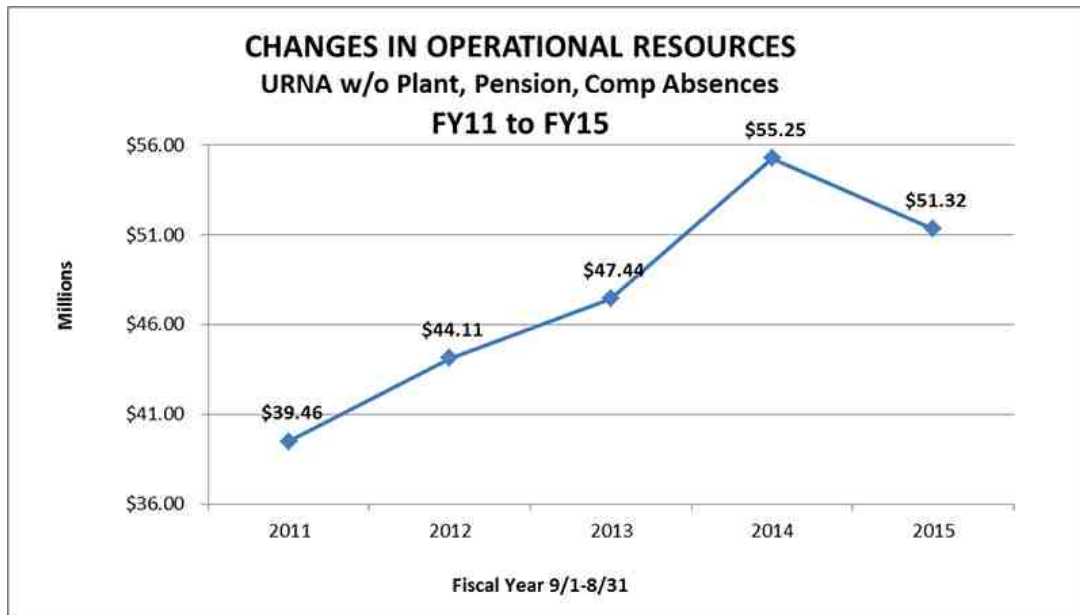
The change in UHD's unrestricted net assets can be seen in the chart below. During the four year period leading up to FY2014, UHD's unrestricted net assets increased by 42.2%. The 51% drop off in FY 2015 was due, in part, to UHD's portion of the Unfunded Pension liability held at the State of Texas Teacher Retirement System, but also due to a planned use of the University's Unrestricted Reserve to partially fund the construction of the new Girard St Parking Garage/Welcome Center. Use of these reserves was considered due to their continued growth and availability, and in order to maintain a low ceiling on bonded indebtedness in preparation for the future construction of the Science and Technology Building.



Changes in Operational Resources

To gain a better sense of UHD's ability to meet continuously its day-to-day obligations, it is useful to consider the actual Operational Resources available to meet those needs. Operational Resources are the unrestricted net assets exclusive of plant (UNAEP) without the effects of future "unfunded" liabilities, specifically, Compensable Absences, Other Post- Employment Benefits (OPEB), and Unfunded Pension Liability. Considering Operational Resources provides a better picture of the resources that are available for and due to actual operations. It also clearly shows the effects of the decision to use reserve balances to partially fund the construction of the Girard Street Garage/Welcome Center.

Changes in Operational Resources					
	FY2011	FY2012	FY2013	FY2014	FY2015
Unrestricted Net Assets excluding Plant	37,131,264	41,802,054	44,986,710	52,801,267	25,989,981
Add Back:					
Compensated Absences	2,332,770	2,308,929	2,451,250	2,477,151	2,798,835
OPEB	0	0	0	0	0
Deferred Inflows/outflows	0	0	0	-27,464	1,585,790
Pension Related Liability	0	0	0	0	20,945,745
Operational Resources	39,464,034	44,110,983	47,437,960	55,250,954	51,320,351

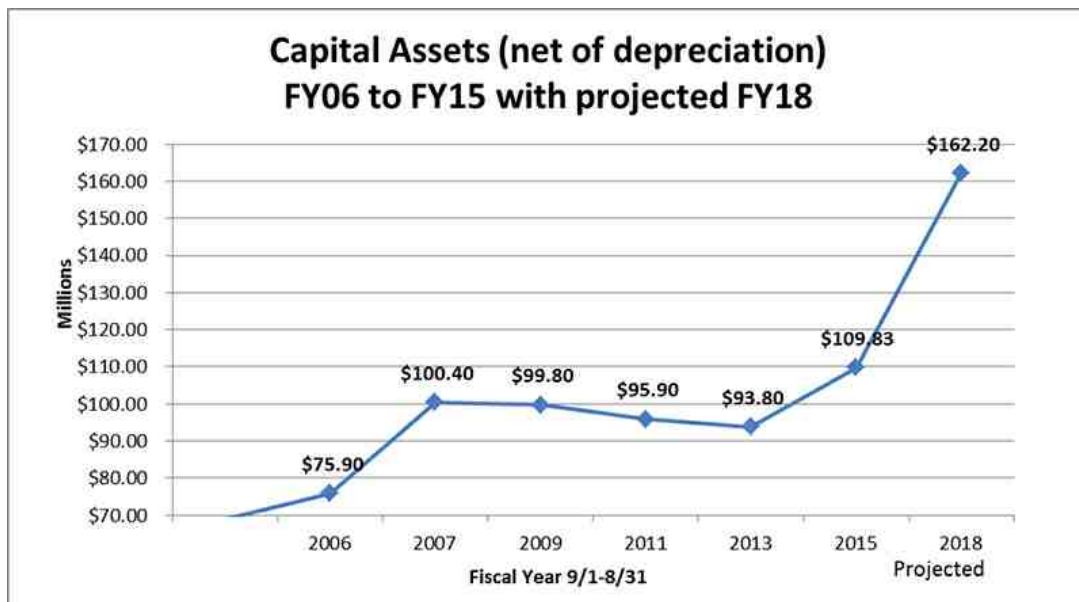


Capital Assets (Property and Equipment)

UHD's capital assets, net of depreciation, have increased by \$33.93 million over the past ten years, climbing from \$75.9 million in FY2006 to \$109.83 million in FY2015, as shown in the **Capital Assets, Net of Depreciation** graph below.

For its first twenty years, UHD operated out of a single multi-purpose building, the One Main Building. Classroom buildings were added with the Academic Building in 1997, the Commerce Street Building in 2003, and the Shea Street Building in 2007.

UHD recently completed construction of a new Girard Street Garage/Welcome Center. The total project cost was \$20.5 million, with \$6.5 million of that being for the garage. A portion of that project was capitalized in FY2015. UHD is hopeful that it will be able to acquire land adjacent to the downtown site, and the Texas Legislature has approved \$60 Million of Capital Construction Bonds (formerly Tuition Revenue Bonds) to fund the construction of a new Science and Technology Building. With the acquisition of targeted properties and the completion of these two major construction projects, UHD will be adding as much as \$78 million in capital assets by 2018. Net of depreciation on existing assets, the increase from 2015 to 2018 will be approximately \$53 million.



Bond Indebtedness

The University's financial statements for FY2015 reflect liabilities of \$43.6 million in Tuition Revenue Bonds (TRBs). TRBs are tax-exempt government bonds issued by the University of Houston System ("System") with the approval of the State Legislature, for the purpose of funding major capital projects. The Texas Legislature appropriates general revenue funds to the UH System to cover annual TRB debt service costs, with the System pledging tuition revenue for debt service should the general revenue funds not be appropriated.

Currently, UHD has a very low amount of debt that must be covered from institutional funds, all of which is related to parking operations. Parking fee revenue is used to service the debt incurred for construction of the Vine Street student garage (adjoining the Shea Street Building) and the recently completed new Girard Street faculty/staff parking garage. Combined, this parking-related debt amounts to approximately \$700,000 per year.

Bond Payment Schedules

Institutional Audits

In Texas, all public universities are covered under a single statewide audit conducted by the Office of the State Auditor of Texas. External audits of UHD operations conducted between 2010 and 2014 resulted in no material findings. In addition, the UHS Internal Auditing Department has a long-range System-wide audit plan that includes an annual fiscal year audit plan for each campus. The audit plan is approved by the UH System Board of Regents ([UHS Long-Range Internal Audit Plan, FY 2015-2017](#)).

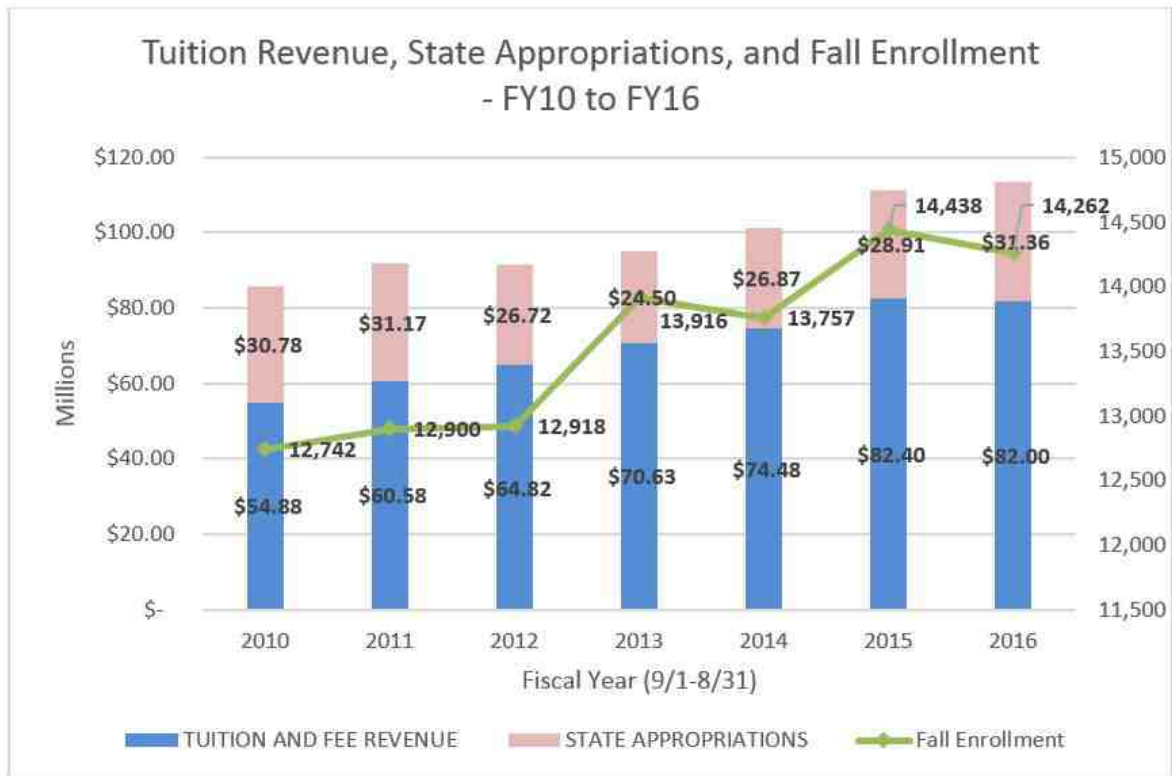
Because no annual audits of the financial reports of individual Texas public universities are conducted, and due to resource issues at the State Auditor's Office, UHD has worked with an independent Certified Public Accounting Firm to prepare a [Standard Review Report](#) in accordance with AICPA Professional Standards AR 100.35. The FY 2015 Annual Reports covering the period September 1, 2014 through August 31, 2015, with associated [Independent Accountant's Review Report and Management Letter](#), are enclosed.

Major Funding Sources

The University's annual operating budget includes state appropriations and other sources of revenue, including tuition and fees. The largest percentage of unrestricted operating revenue is from tuition and fees, with state appropriations providing the next largest percentage of unrestricted revenue. Other sources of operating revenues include the income from auxiliary operations, investments, and the endowment. ([UHD Sources & Uses FY2014-15](#))

As a percentage of the total operating budget, state funding has been trending lower for three decades, while the percentage that comes from student revenue continues to increase ([State Support as a % of Total Revenue 1984-2014](#)). A snapshot of the state support/student revenue mix for the past six years and projected for the year ahead can be seen in the bar graph entitled *Tuition Revenue, State Appropriations, and Fall Enrollment, FY10 to FY16*, included at the end of this section.

UHD has always been firmly committed to affordability as part of its mission to serve the people of Houston. Currently, UHD is among the most affordable of the state's 36 public universities ([Cost of 30 UG Hours-Texas Public Universities-Fall 2014](#)).



In the above chart, State Appropriations include general revenue appropriated directly to UHD and funds appropriated indirectly (through the Employees Retirement System) to pay benefits for employees paid from state funds. Additionally, State Appropriations for 2010 and 2011 have each been reduced by the \$6.2 million appropriated to UHD for TRB debt service, as those funds were appropriated to the UH System starting in FY2012. Though now routed through the UH System, these TRB debt-service funds continue to be used to retire UHD's TRB debt.

The recently concluded 2015 legislative session was generally favorable toward public higher education. (The FY 2016 State Appropriations, shown above, are the actual amount whereas the Tuition and Fee Revenue amount is projected.) Texas public universities received increased per-SCH funding, authorization to issue Capital Construction Bonds for new facilities, and a significant increase in Higher Education Assistance Funds (HEAF). HEAF money is allocated by the State in ten-year cycles, with these funds limited to new construction, major renovation/repair, library materials, capital equipment, and land acquisition. The legislature provided a 50-percent increase in the overall HEAF pool, effective in FY2017. For UHD, the annual HEAF allocation will thus increase from the current \$7.8 million to approximately \$11.4 million.

These increases in state support from the latest Legislature coupled with the significant Operational Resources/Reserves and continued enrollment ensure a sound financial base and financial stability to support the mission of the institution and the scope of its programs and services.

The Planning and Budget Process

Annual budget executive summaries for **FY 2015**, **FY 2014** and **FY 2013** are available for review online and are included in the supporting documents for this narrative. The philosophy guiding budget development within the UH System can be found in **UHS Administrative Memorandum 03.C.01**, which states that "the general budgeting process of the System is one of resource allocation based on program justification" (§1.3) and that "the budgeting process involves allocating available resources in order to accomplish the objectives included in the plan" (§2.2).

The call for preparation of budget requests originates each year from the Chancellor's Office and is directed to each component university President (for FY2016 budget development, see the **Chancellor's memorandum** dated April 20, 2015). The System leadership makes clear its expectations in terms of the focus of budget development across the System as well as the format for materials to be sent forward. The UH System provides guidelines, which include a plan/budget development calendar and budget imperatives. Also included are figures for anticipated endowment and investment income, debt service costs, and shared central service costs.

Each component university develops its own plan/budget development calendar that correlates with the UH System timetable provided in the UHS Plan/Budget Guidelines document. In response to the Chancellor's directive, the President considers UHS Strategic Principles, UHD's mission, UHD's current strategic plan, the UHD Progress Card, and other relevant information to establish a list of planning priorities that guide university-wide planning and subsequent budget development.

The planning and budget development process at UHD is guided by the Planning and Budget Development Committee (PBDC), a broadly representative body that includes faculty, staff, administrators, and students. The PBDC is chaired by an active tenured or tenure-track faculty member and begins meeting in Fall. As the units are working on their plans, unit managers are provided an opportunity to come forward with new fee or fee-change requests. Those requests are summarized and then reviewed by the President and his senior staff. Administration and Finance (A&F) provides revenue scenarios based on the various fee-change proposals. Once the final recommendations for fee changes are determined at the campus level, they are sent forward for review and approval by the System leadership and ultimately the UHS Board of Regents (**UHS Board – Tuition-Fee Proposal FY2015 & FY2016**), which by statute must approve all fee changes (**Board Minutes for Feb 26, 2014**). In FY2015 the UHS Board began reviewing proposed tuition/fee rate changes in two-year cycles.

Once tuition and fee changes have been approved by the Board, the Administration and Finance staff finalizes revenue projections for the coming year. In addition to any rate changes, these projections take into account projected changes in total enrollment or the enrollment mix. Planning will proceed

around these estimates, with the understanding that Board approval of the operating budget will ultimately be required.

Demonstrating its commitment to accountability and transparency, the PBDC begins the process each year by engaging in a “look-back exercise,” requiring each division head (Vice President) to review all requests that were funded during the last completed fiscal year and provide a status report. For example, when the PBDC met during FY2015 to develop the FY2016 plan and budget, the VPs presented on their success in carrying out initiatives funded for FY2014. [[FY2014 Look-Back – Admin & Finance – Operating \\$s](#)]

UHD has adopted a unit-based planning/budgeting model, with plans developed at the unit level driving the development of the final UHD Annual Plan and Budget. As part of this process, each unit must engage in a rigorous review and assessment of their unit plan and new initiatives and then frame requests for funding for new initiatives within the context of UHD’s strategic plan and institutional mission. Each year, the University is able to fund a number of new initiatives with reallocated monies identified through this unit-by-unit assessment process.

As the unit plans for the coming year are consolidated into division plans and ultimately a single University plan, funding—as available—is attached to those initiatives that are deemed to be of the highest priority. The University takes a two-pronged approach, sorting proposed new initiatives into those eligible for HEAF (Higher Education Assistance Funds) funding and those which can only be funded from general operating funds. Once the PBDC completes its work and, based upon the strategic plan, identifies UHD’s highest priorities for which funding is available, it forwards its recommendations to the President for review and approval. The President may recommend modifications to a few of PBDC’s recommendations to ensure that the annual plan and budget conforms to the University priorities and strategic plan. The work of the committee concludes with a PBDC Open Forum [[PBDC Informational Assembly FY2016 Plan & Budget](#)], with a presentation on the finalized plan/budget and the President’s report to the campus community. The process is transparent, and decisions are shared with the campus constituencies.

Once the President’s approval is obtained, the actual budget is produced by the Budget Office staff. The Budget staff must balance the budget first within various fund groups and then comprehensively, and prepare the final materials, including the [Executive Budget Summary tables and the Bridge Tables](#). The bridge tables provide the budget information in a highly summarized format that enables reviewers to connect more easily the University’s budget to its plan. These materials are submitted to the UH System, and the UHD President and senior staff present the proposed budget during the Chancellor’s Budget Hearing. Depending on whether it is a legislative year, the consolidated UHS plan and budget will be presented to the Board of Regents in either May or August for final approval. In-year modifications to the UHD budget are guided by [UHD PS 05.B.01, Budget Maintenance and Transfer policy](#).

The Texas State Legislature appropriates funds on a biennial basis. In the summer of even-numbered years, state agencies prepare a [Legislative Appropriation Request \(LAR\)](#). The largest and most consequential allocations of general revenue received by universities come through formulas that are driven largely by SCH generation. The LAR formalizes the request for formula funding and provides the University an opportunity to request TRBs (or Capital Construction Bonds starting 2015) for new construction and funding for non-formula exceptional items.

Cross References

[Core Requirement 2.2 Governing Board](#)

[Comprehensive Standard 3.10.1 Financial Stability](#)

[Comprehensive Standard 3.10.4 Control of Sponsored Research/External Funds](#)

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3.1.1

Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

Approved by the Board of Regents in 2010, the University of Houston-Downtown's mission statement is a current and comprehensive expression of the University's institutional purpose and identity. It is periodically reviewed and updated in response to changing community and regulatory conditions. The mission statement serves as both a guide and a comparative measure in the institution's operations and its long-term planning. The University's mission statement is communicated to all the institution's constituencies.

Mission Statement

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

The Mission Statement is Current and Comprehensive

Revised in 2010, the current mission statement accurately reflects the full scope of the University's operations. The statement identifies the University's programmatic latitude, its focus on academic and career preparation, its dedication to diversity and inclusivity, its strong commitment to serving the students and the Houston Metropolitan area as a whole, and its tripartite commitment to teaching excellence, service, and scholarly research.

The University is Comprehensive University. The University of Houston-Downtown is a comprehensive university offering 44 bachelor's degree programs and 7 master's programs (Source: [UHD Quick Facts](#)). In Fall 2014, the University enrolled 14,439 students and boasted 39,155 alumni. The University also offers continuing education and certificate programs in such areas as business, software applications, and teacher certification.

The University Is Diverse and Inclusive. As demonstrated by the institutional enrollment data for Fall 2014, the University enrolls a diverse student body in terms of ethnicity, gender, and age. More than 50 percent of the students enrolled in that semester were age 25 or older, with 14 percent age 36 or older ([UHD Quick Facts](#)). In Fall 2014, 10 percent identified as Asian or Pacific Islander, 25 percent as black, 43 percent as Hispanic, and 18 percent as white ([UHD Quick Facts](#)). The University is a federally designated Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI).

The University Serves the Houston Metropolitan Area. UHD's commitment to Houston and the surrounding area is reflected in the geographical origins of our students. In Fall 2014, for example, 49 percent of those enrolled were from inside Beltway 8, which defines the urban core and the near suburbs, while only 1 percent were from outside the Houston Metroplex ([UHD Quick Facts](#)). To respond to the needs of area students and employers, the University offers such innovative undergraduate programs as the BS in Biotechnology and the BA in Spanish focusing on language skills for professional environments, and graduate programs designed to meet area needs in Technical Communication, Non-profit Management, Security Management for Executives, Teaching, Business Administration, and Rhetoric and Composition. To help professionals update skills and meet job-market demands, the University also offers a number of certificate programs in Finance, Human Resources, Leadership, Investment, and Supply Chain Management, as well as training and certification in software applications through the Applied Business and Technology Center. The Department of Urban Education helps fulfill local school districts' demand for qualified teachers by offering a teacher certification program for graduates with degrees in fields other than education.

The University Prepares its Students for a Global Society. To prepare students to negotiate the increasingly global nature of contemporary society, the University offers a growing slate of international educational endeavors. The University's Office of International and Study-Abroad Programs facilitates such opportunities. Faculty-led study-abroad programs offer students rich international experiences in conjunction with academic coursework, with such recent destinations as Taiwan, Ghana, France, England, Chile, Brazil, Costa Rica, and Vietnam. Students and faculty also participate in research and study exchanges, such as the College of Science and Technology's international undergraduate summer research exchange with institutions in Poland and Sweden, or the College of Business's exchange with EDHEC Business School in France.

The University Makes Teaching, Service, and Research Integral to its Operations. Teaching excellence, service, and research remain bedrocks of the University's mission and identity, and they also form the basis for evaluating tenured and tenure-track faculty annually and during the tenure and promotion process. As indicated in the Faculty Performance Evaluation Policy, [PS 10.A.05](#), §3.1.1.1, teaching excellence holds the preeminent position in the evaluation of faculty performance at the University. The University provides many resources to foster effective pedagogy and student success. [The Center for Teaching and Learning Excellence](#) provides instructors with additional training and support to develop pedagogical strategies that lead to student success. There are also competitive faculty development grants to support course development and additional pedagogical research or training. Moreover, the [Technology Teaching and Learning Center](#) (TTLIC) offers faculty training in educational software, classroom technologies, and online instructional support.

Also crucial to the University's mission is the development of new knowledge and creative artifacts that benefit the institution and the entire community. The Office of Research and Sponsored Programs works closely with faculty to obtain funding sources for research and creative activities, and the University itself awards competitive Organized Research and Creative Activities grants and competitive University Funded Faculty Leaves to help faculty members complete research and creative projects. In recognition of the critical role research and creative activity plays in the institution's mission, PS 10.A.04, Faculty Workload Policy, was revised effective September 2010 to redefine the standard teaching load as a 3-4 load equivalent (7 courses per academic year); this reduction from the previous 4-4 teaching load was not a reduction in work load, but merely an institutional acknowledgement that scholarly activity and service are significant portions of faculty workload. The University Planning and Budget Development Committee increased the budget for the Organized Research and Creative Activities grants 27 percent for the 2015-2016 academic year. Furthermore, the institutional mission recognizes that research is not solely the province of the faculty, but that it is an integral part of students' educational experiences. A number of University programs encourage and facilitate student research, such as the annual Gender Studies Conference sponsored by the College of Humanities and Social Sciences and the Student Research Conference sponsored by the College of Science and Technology, which showcases research by 200 UHD students annually. The recently endowed Nicole LaRose Scholarship funds student research and attendance at scholarly conferences.

The University's commitment to community service and engagement is reflected in the emphasis on service learning and community engagement as curricular and extracurricular components of the institution. Its success with this aspect of the mission has resulted in the University earning a prestigious 2015 Carnegie Foundation Community Engagement Classification.

The Mission Statement Accurately Guides the Institution's Operations

As noted in the University's response to Core Requirement 2.4, state law and Board of Regents policies require that all proposals before the Board of Regents must be compatible with the institution's mission (Texas Education Code §51.352 and BOR Bylaws 1.2. a.5 and 1.2.d.1). Because the Board of Regents and Texas Higher Education Coordinating Board approvals are both contingent upon the compatibility of the institution's goals with its mission, the University's programmatic and fiscal planning is always driven by the terms of its core institutional mission as articulated in the mission statement.

The statutory requirements are reflected in the University's own internal academic and fiscal planning processes. With representatives from all divisions of the University, the Planning and Budget Development Committee is responsible for developing the annual budget and near-term plans keyed to achieving the University's strategic goals. The procedures of the Planning and Budget Development Committee require that "Initiative requests should help make UHD a stronger institution, more efficient and more capable of achieving its strategic priorities. Any new requests for funding should state how the initiative will align with UHD's mission, vision, and goals and will lead to improvements on the UHD Progress Card" ("Basic Elements of the Planning and Budget Development Process"). This committee's diligence ensures that the annual budget and planning initiatives remain faithful to the mission.

The progress in achieving the University's goals and mission is reported each year to the University, the community, and to the UH System. The President distributes the University Progress Card to the Executive Council and makes presentations to Staff Council, the Student Government Association, the Fall Convocation, the President's Advisory Council, the Texas Higher Coordinating Board, and the state Legislature. Reviews of this progress and its relation to the mission guide subsequent revisions of the University's objectives and the planning initiatives.

One initiative that grew out of the planning process's review of the mission is the creation of the Center for Teaching and Learning Excellence, whose focus is faculty development with emphasis on high-impact pedagogical practices and improvements in online learning. The Center was launched in 2014 after being funded in the 2013-2014 planning cycle.

The Mission Statement Is Periodically Reviewed and Updated

Board of Regents and Coordinating Board Review: The Texas Administrative Code, Title 19, Part 1, §5.24, specifies that "The Board of Regents shall approve or re-approve institutional mission statements. The Board of Regents shall provide the Coordinating Board with a copy of its current institutional mission statements after any change has been approved by the Board of Regents." Prior to 2013, when Rule §5.24 was amended by the State Legislature, the Board of Regents and the Texas Higher Education Coordinating Board reviewed the University's mission statement along with the University's table of programs every four years. The amended rule essentially cedes authority for review to the Board of Regents, with the Coordinating Board simply affirming Board-approved changes to the mission. The Board of Regents has the statutory responsibility to verify that the University's mission statement is appropriate and to approve any changes that the University seeks in the articulation of its mission. Though the amended Rule §5.24 no longer specifies a schedule for review, the Board of Regents assesses the appropriateness of University's mission, as well as its success in fulfilling that mission, every year when the University submits its annual plan and budget for approval. The Board and the Chancellor also review the appropriateness of each component university's mission as part of the system-wide strategic planning process (as demonstrated in 2009-2010).

University-Level Review: Internally, the mission statement is reviewed regularly by shared-governance groups within the University as an integral part of their operations. For example, the Budget Planning and Development Committee, as noted above, must review the mission statement as it prepares institutional budgets and strategic plans. All degree proposals, unit-level budget requests, and policy changes must also be consistent with the mission, so that groups involved in these activities must review the terms of the current mission statement to ensure that their proposals conform to the mission before seeking approval. In addition, if a change in the University's mission is deemed necessary to address changing community conditions or new statutory requirements, various internal constituencies give feedback on the proposed revisions through the shared governance process. In accordance with the University's Academic Shared Governance Policy, any proposed amendment to the mission statement must ultimately be approved by the Academic Affairs Council, a standing shared-governance body that is the final internal stop before proposed revisions are presented to the Board of Regents (PS 01.A.03, §2.7.3). This process of internal review was evident when the University revised the mission statement during academic year 2009-2010 as part of the UH System's system-wide strategic planning initiative. President Flores began the process by appointing a steering group composed of faculty, staff, and administrators to lead the revision process, a group he introduced at the 2009 Leadership Retreat in September 2009. The proposed revisions were reviewed by a number of shared governance groups, including the Faculty Senate at their meeting of November 17, 2009, and the Academic Affairs Council ultimately approved the revised mission statement at their meeting in November 18, 2009.

The Mission Statement Is Approved by Governing Board

As noted above, the University's mission statement was revised in AY 2009-2010 at the Chancellor's request in advance of the UH System's preparation of a system-wide strategic plan. The University's current mission statement was approved by the Board of Regents on February 16, 2010 and by the Coordinating Board on April 29, 2010.

The Mission Statement Is Communicated to Constituencies

The mission statement is communicated to University's various constituencies via its publication on the [University's website](#), in all Planning and Budgeting Documents submitted to the Board of Regents, in the [Graduate](#) and [Undergraduate](#) catalogs, in the [Staff Handbook](#), and in the [Faculty Handbook](#). Additionally, the mission statement appears prominently in the [UHD Fact Book](#), a reference guide that serves as a consolidated resource for institutional data.

Cross References

[Core Requirement 2.4](#)

[Comprehensive Standard 3.7.2](#)

[Comprehensive Standard 4.2](#)

Off Site Team Comments

The institution's mission statement is current, having most recently been reviewed and approved in 2010. It comprehensively represents the university's educational offerings and objectives, its diverse student body and community, and its commitment to service and research.

The Texas Education Code requires that the institution's governing board establish goals consistent with the institution's mission. The current goals of the 2015-2020 Strategic Plan as presented for Core Requirement 2.5 are clearly aligned with the institutional mission.

While strategic plan goals are aligned with the institutional mission, it is unclear how the mission guides institutional operations. The Institution's Planning and Budget Development process requires that funding requests are aligned with the institutional mission but no evidence was observed to demonstrate this alignment. There is a description of a planning and budgeting process associated with Core Requirement 2.5, which indicates alignment of budget planning with institutional goals occurs. However, the provided evidence (look-back exercises and initiative request forms) shows no clear connection to institutional goals.

Annually, the University Progress Card is produced and distributed to internal and external constituencies and is utilized to guide revisions of the University's objectives and planning initiatives. It is unclear how the metrics reported on the University Progress Card relate to the university mission or contribute to revision of University objectives and planning initiatives.

The institution communicates its mission through online publication and inclusion in key institutional documents such as the Graduate and Undergraduate Catalogs, the Faculty Handbook, and the Staff Handbook.

UHD Response

In its findings on the University's initial response to [Comprehensive Standard 3.1.1.](#), the Off-Site Committee clarification on how the mission guides institutional operations at UHD and on relation of the Progress Card to the mission. The University offers the following narrative and additional evidence to clarify these relationships.

The Mission Statement

UHD's mission statement defines its educational mission and role in the community:

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

Evidence of the Mission Guiding Institutional Operations

The University's Annual Plan and Budget is in many ways an anatomy of its operations, revealing where the University allocates its resources and whether its operations conform to its mission and strategic goals.

The Annual Plan and Budget is developed through the process described in [Core Requirement 2.5](#). Individual units submit their plans to their divisions, and the Vice President of the Division submits a prioritized Division plan to the Planning and Budget Development Committee, which synthesizes and prioritizes the budget and planning requests from all the University's divisions based upon the mission and the strategic plan. Budget initiatives must align with the Strategic Plan's mission-derived priorities. The Planning and Budget Development Committee produces the final unit-planning document that recommends to the President the budget priorities for the following fiscal year.

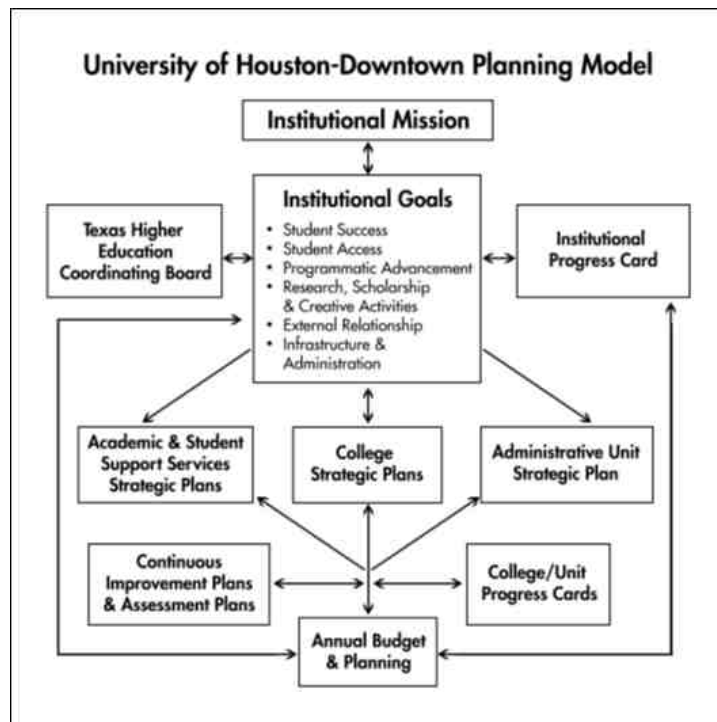


Figure 1: UHD Planning Model

The resulting Fiscal Year Unit Planning Document, which is used internally, has two parts: the **Operating Fund Initiatives** and the **HEAF Initiatives**. (The Higher Education Assistance Fund is state money that may only be used for capital spending and supplies.) Examples of the conscious alignment of spending initiatives with the mission and strategic goals can be seen in the FY2016 Unit Planning documents for initiatives related to all aspects of the University's operations:

- Facility Management's request for \$450,000 for Renovation Funds is contextualized in Column 4 by showing its alignment with UHD Strategic Plan 2020 Goal 6, Infrastructure, "Develop the processes, programs, and facilities that support the institution's intent to provide a superior, student-centered learning environment and quality experience" (HEAF Initiatives p. 3).
- The request for \$422,745 to hire five College Assessment Coordinators is aligned with Strategic Goal 3, Programmatic Advancement, Objective 7, "Develop and integrate assessment into new and existing programs" (Operating Fund Initiatives p. 22).
- The request for \$79,000 for start-up costs for the MS in Data Analytics and the BS in Health Behavioral Sciences is aligned with Strategic Goal 3, Programmatic Advancement (Operating Funds Initiatives p. 23). These academic programs were previously proposed and approved through the University's academic program approval process, described in Comprehensive Standard 3.4.1.
- The request for \$20,000 to implement Environmental Management System software and to put in place an EPA Compliance Program aligns with Strategic Goal 6 on Infrastructure, "Develop the processes, programs, and facilities that support the institution's intent to provide a superior, student-centered learning environment and quality experience" (Operating Funds Initiatives p. 8).
- The request for \$200,000 to fund Merit Scholarships is aligned with Strategic Goal 1, Student Access, Objective 8, "Increase the number and financial level of scholarships and financial aid available for FTIC freshman and transfer students" (Operating Funds Initiatives p. 20). This goal directly aligns with the University's mission to provide Houstonians access to "strong academic and career preparation."

The items in the Unit Planning Initiatives documents are ranked and are placed into the proposed budget in order of priority. Initiative requests with the highest priority rank are funded, while lower ranked initiatives are funded if there are available funds.

The final budget that is presented to the Board of Regents for approval is necessarily streamlined, but the alignment of the budget with the goals and mission remains a crucial component and can be seen in the Executive Summary, which is presented to the Board for approval. For example, Appendix A of the **Executive Summary of the FY 2016 Budget**—"Allocation of New FY 2016 Resources"—breaks down the new initiatives by "Priority," which are the broad strategic goals ranked according to their priority for UHD's mission.

University of Houston-Downtown Appendix A - Allocation of New FY 2016 Resources		
Revenue Changes		
A.		
Appropriations Bill		
1 General Revenue	\$ 2,190,114	
2 Subtotal General Revenue	2,190,114	
Tuition and Fees		
3 Statutory Tuition	1,168,374	
4 Designated Tuition	7,470,655	
5 Mandatory Fees	238,181	
6 Subtotal Tuition and Fees	8,883,210	
Other		
7 Fund Balance	--	
8 Subtotal Other	--	
9 Total Net Revenue	\$ 11,073,324	
Reallocations/Reductions		
B.		
1 Academic and Student Affairs	\$ (1,077,163)	
Subtotal - Reallocations/Reductions	\$ (1,077,163)	
Priority Initiative Allocations		
C.		
Priority 1. Student Access and Success		
2 Increasing Financial Aid & Student Support	\$ 2,648,468	
3 Increased Retention & Graduation Rates	1,586,659	
4 High-Impact Educational Experiences	310,000	
5 Accommodate Continued Growth	1,103,730	
6 Subtotal - Student Access and Success	5,648,857	
Priority 2. National Competitiveness		
7 National Competitiveness	2,471,382	
8 Subtotal - National Competitiveness	2,471,382	
Priority 3. University Infrastructure & Administration		
9 Recruit/Retain Highly Qualified Staff	883,000	
10 Ongoing Physical Plant Maint. & Upgrades	389,819	
11 Ongoing Technology Maint. & Upgrades	727,156	
12 General Administration & Operations	1,568,071	
13 Subtotal - University Infrastructure & Administration	3,568,046	
Priority 4. Community Advancement		
14 Community Awareness	265,000	
15 Subtotal - Community Advancement	265,000	
16 Total Priority Initiative Allocations	\$ 12,158,485	
17 Total Net Reductions and New Allocations	\$ 11,073,324	

Figure 2: Executive Summary Appendix A, FY16 Budget

The UH **FY2016 Plan and Budget Narrative** provides an explanation and context for each of these Priorities (pp. 5-12) that relates them to the University's strategic goals and mission. The first priority for UH is Student Access and Success, which reflects the mission to "develop students' talents and prepare them for success in a dynamic global society" and to provide students "strong academic and career preparation." The various initiatives related to this goal are further itemized in the long form of the budget.

In all aspects of its operations, the University of Houston-Downtown's mission and strategic goals remain paramount. The alignment of the University's operations and mission is demonstrated in the internal documents of the planning process and in the Annual Plan and Budget documents presented to the UHS Board of Regents.

The UH Progress Card

As explained in the original response to this standard, the **Texas Administrative Code, Title 19, Part 1, §5.24**, specifies that the Board of Regents has the responsibility to approve the University's mission. The Board of Regents assesses the appropriateness of University's mission, as well as UH's success in fulfilling that mission, every year when the University submits its annual plan and budget for approval. The Board and the Chancellor also review the appropriateness of the component university's mission as part of the system-wide strategic planning process. The Progress Card is one of the tools the Board of Regents and the Chancellor use to assess how well UH is achieving its mission.

As a statistical snapshot of the University's operations, the Progress Card is a short-hand index that quantifies the University's progress on strategic goals that reflect the mission and that align with the UH System's strategic goals. The Progress Card's broad categories, which align with the System goals and reflect the specific components of UH's institutional mission, are national competitiveness, student success, community advancement, access, and competitive resources/operational effectiveness. These categories in turn inform the broad goals of UH's Strategic Plan, which, as the Off-Site Committee noted in its findings for **Comprehensive Standard 3.1.1**, are clearly aligned with the mission. The individual Progress-Card items listed under each broad category are customized to reflect the component University's mission and emphasis. The Progress Card shows the statistics for the current year being assessed, for the previous year, and for the base year, and it thus provides the University and the Board of Regents with a brief accounting of progress (or, occasionally regression) on goals aligned with the broad categories.

University of Houston-Downtown Progress Card				
Annual Performance	Annual Performance			Increase/Decrease ¹
	2014-15	2015-16	2016-17	
1. Academic Competitiveness				
1.1 UH System Graduation Rate	81.0%	81.0%	81.0%	0%
1.2 UH System Retention Rate	81.0%	81.0%	81.0%	0%
1.3 UH System Research & Development	81.0%	81.0%	81.0%	0%
2. UH System Working Conditions				
2.1 UH System Working Conditions	81.0%	81.0%	81.0%	0%
2.2 UH System Working Conditions	81.0%	81.0%	81.0%	0%
2.3 UH System Working Conditions	81.0%	81.0%	81.0%	0%
3. UH System Financial Performance				
3.1 UH System Financial Performance	81.0%	81.0%	81.0%	0%
3.2 UH System Financial Performance	81.0%	81.0%	81.0%	0%
3.3 UH System Financial Performance	81.0%	81.0%	81.0%	0%
4. Community Advancement				
4.1 UH System Community Advancement	81.0%	81.0%	81.0%	0%
4.2 UH System Community Advancement	81.0%	81.0%	81.0%	0%
4.3 UH System Community Advancement	81.0%	81.0%	81.0%	0%
5. Access				
5.1 UH System Access	81.0%	81.0%	81.0%	0%
5.2 UH System Access	81.0%	81.0%	81.0%	0%
5.3 UH System Access	81.0%	81.0%	81.0%	0%
6. Competitive Resources/Operational Effectiveness				
6.1 UH System Competitive Resources/Operational Effectiveness	81.0%	81.0%	81.0%	0%
6.2 UH System Competitive Resources/Operational Effectiveness	81.0%	81.0%	81.0%	0%
6.3 UH System Competitive Resources/Operational Effectiveness	81.0%	81.0%	81.0%	0%

Figure 3: 2014-2015 UHD Progress Card

Copies of the 2014-2015 UHD Progress Card, the 2013-2014 UHD Progress Card, and the 2013-2014 UH System Progress card are included in the Supporting Documents.

Sources

- Progress Cards
 - UHD 2013-2014 Progress Card
 - UHD 2014-15 Progress Card FINAL
- 2015_Carnegie_Foundation_Community_Engagement_Classification_UHD_
- Basic_Elements_of_Planning_FY2016_
- CTLC_UHD
- Fact_Book_2014
- Mission_and_Vision_UHD_
- President_Memo_to_PBDC_FY2016_
- TAC_Title_19-5.24
- UHD FY16-Budget Executive Summary
- UHD FY2016 Plan & Budget Narrative
- UHD FY2016 Unit Planning HEAF Requests
- UHD FY2016 Unit Planning--Operating Funds
- UHD_Progress_Card_FY2014
- UHS 2013-2014 Progress Card

3.5.4

Terminal Degrees of Faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

At least 25 percent of the course hours in each undergraduate major at University of Houston Downtown (UHD) are taught by faculty members holding an appropriate terminal degree. UHD ensures the quality of all programs and hires qualified faculty to provide instruction. In Fall 2014 and Spring 2015, the University-wide percentage of semester credit hours covered by terminally degreed faculty was 67% and 68% respectively, and the overwhelming majority of programs far exceed the 25% terminal degree minimum. Tables 1 through 4, appearing at the end of this narrative, demonstrate this fact for Fall 2014 and Spring 2015, with semester credit hours disaggregated by program, modality, and location. An additional table breaking down **terminal degree coverage by individual instructor** is available in the Supporting Documents.

Methodology for Determining Terminal-Degree Rates

UHD calculated coverage based on semester credit hours to provide insight into how many students are receiving instruction from full-time faculty.

The methodology that the Office of Institutional Research used in responding to this standard was to assign courses to a primary academic program based on the rubric (subject) of the course. For most areas, this relationship is one-on-one (i.e. rubric HIST supports the History program), but in other cases, several rubrics were combined as supporting a given academic program. Professional Writing and English share one rubric (ENG), so for these two programs, the courses in the rubric were split into the two programs based on the course number. All undergraduate credit hours taught in that rubric area are included. Rubrics that not associated with an undergraduate degree program were excluded.

Using this methodology resulted in two groups of programs not showing any assigned faculty: interdisciplinary programs and programs that have been discontinued.

Interdisciplinary Programs: UHD has several interdisciplinary programs in which each student selects a unique set of courses to meet the degree requirements based upon his/her goals and interests. Each interdisciplinary program has a faculty director or coordinator, but no faculty have an academic appointment in the program. These programs are Biotechnology, Biological and Physical Sciences, International Business, and Interdisciplinary Studies (BSIS).

Sunset Programs: Applied Physics, Industrial Chemistry, and Fire Protection Engineering Technology programs are not accepting majors and are in the final stages of teaching out existing majors. Applied Physics has no remaining students, and the Applied Physics major has then been removed from the catalog (students may still minor in Applied physics). Industrial Chemistry has been sunset as a major and is now a concentration option in the BS-Chemistry program. The Fire Protection Engineering Technology program has 15 remaining majors and degrees will not be awarded for this major beyond May 31, 2016.

Given the mission of the University, programs offered at UHD are often more applied in nature. In applied programs, some of the courses require hiring adjunct instructors who not only have the appropriate credentials in terms of education, licensure, and certifications, but also have the expertise and industry/business experience that reflects the needs and meets the expectations of potential employers in the field. For example, the degree programs in Urban Education and Social Work are required to hire field supervisors and often must meet very specific ratios of credentialed supervisors to students. This requirement increases the ratio of part-time coverage in those departments. Similarly, the College of Business follows the practice of most business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB) by hiring business executives to teach some of its courses, bringing an essential element of industry and business expertise to its "reality-based" programs.

There are only four instances in which UHD failed to meet the 25% minimum: the BS in Safety Management at the downtown campus, Accounting and Finance programs at Northwest location in Fall 2014, and EIS at the Northwest campus in Spring 2015. These programs were staffed with faculty who lacked the terminal degree but had other mitigating qualifications.

Explanations of Credentials and Scheduling Issues

Finance and Accounting Programs at UHD Northwest

Table 3 shows that the UHD programs for Accounting and Finance at UHD Northwest in Fall 2014 fell short of the 25% rate for terminally degreed faculty, Accounting with 14% and Finance with 12%. A combination of factors resulted in the programs falling below the minimum. First, the College of Business calculated its coverage based by course sections rather than by credit hours, as it had done for its recent Association to Advance Collegiate Schools of Business (AACSB) accreditation. Second, in the Finance program, the Chair of the FAEIS Department scheduled Peter Ren for several finance courses at UHD Northwest, and at that time, Dr. Ren had already completed the requirements for his PhD, including successfully defending his thesis in June 2014. However, Dr. Ren's PhD institution, University of North Texas, only confers degrees once a year, a common practice at many institutions. As a result of this lag between degree-completion and degree-conferral, there was a discrepancy between the Department's recognition of Dr. Ren's having completed all PhD degree requirements and the Employment Services Operations' ability to code him as terminally degreed until University of North Texas officially conferred the PhD in Spring 2015. If Dr. Ren had been included in the count of faculty with terminal degrees, 100% of the Finance courses would have been taught by terminally degreed faculty at UHD Northwest.

As Table 4 illustrates, both the Accounting and Finance programs exceeded the 25% coverage of student-credit-hours by terminally degreed faculty in Spring 2015. The College of Business recognized the deficiency in terminal-degree coverage and made adjustments in faculty scheduling at UHD Northwest in Spring. The College has also hired two additional PhDs to teach in the Accounting Program beginning Fall 2015, providing further assurance that the program will exceed the minimum requirements.

Enterprise Information Systems at UHD Northwest

In Spring 2015, as shown in Table 4, the Enterprise Information Systems (EIS) at UHD Northwest fell to 20%. This situation was due to the College of Business using of sections covered rather than student credit hours covered as the basis for scheduling decisions; two of the seven EIS courses offered at UHD Northwest were taught by terminally degreed faculty, resulting in a 28.7% of sections covered by terminally degreed faculty. However, that same ratio did not hold for semester credit hours because enrollments varied from section to section. Table 3 shows that the same EIS program had a terminal degree rate of 83% the previous semester in Fall 2014. The fact that coverage was so robust in the Fall semester demonstrates that the program does not lack terminally degreed faculty; rather, the problem resulted from applying a different measure for determining coverage. The College of Business now makes coverage decisions based both the number of sections covered and the number of student credit hours covered.

BAAS of Safety Management at UHD

As shown in Table 1 and Table 2, the Bachelor of Applied Arts and Sciences (BAAS) in Safety Management had no courses in the major taught by terminally degreed faculty in Fall 2014 or in Spring 2015. The BAAS in Safety Management is an applied degree intended for working adults who hold an AAS degree awarded by community or junior colleges and seek to complete a baccalaureate degree in the field. It is also a niche program that meets an acute need for safety management personnel in industry, especially in Houston's thriving energy industry. UHD's Safety Management program was conceived and initially lead by Dr. Alberto Gomez-Rivas, a tenured faculty member with a PhD in Engineering and expertise in the safety field. The specialized nature of the degree demands the knowledge of industry experts and practitioners. Subsequent to Dr. Gomez-Rivas' retirement, UHD's Department of Computer Science and Engineering Technology has employed well qualified safety management experts based on work experience and/or safety management-related certifications who can bring the specialized knowledge that the industry demands of graduates.

UHD recognizes that a program in safety management at the baccalaureate level has significant interest for the Houston energy industry, and the Engineering Technology program has been working to meet it with appropriate academic rigor in the discipline. In fact, the program has hired faculty with significant work experience and master's degrees in related fields to provide the appropriate rigor. Mr. Albert Condello is an experienced safety management expert with impressive credentials, including certifications from the Board of Certified Safety Officials and related work experience with OSHA, among others. He is currently in the process of completing a PhD in Safety Sciences. Mr. Edward Sheinberg is an Associate Professor who has over 30 years of teaching experience at UHD in several areas of engineering technology, including fire protection, structural analysis, and safety management. Professor Sheinberg has received numerous awards for his contributions to the engineering field, including several from NASA. At the time of his hiring in the 1970s, the ME and MME were considered terminal degrees.

Robust Terminal-Degree Coverage of Online Courses

UHD has made it a priority to provide high-quality online programs and to ensure that students in them are given an equal means to thrive academically. As shown in Table 1 and Table 2, all online programs exceed the 25% minimum coverage requirement by a healthy margin Fall 2014 and Spring 2015, with several online programs such as Finance and Professional Writing achieving 100% coverage by terminally degreed faculty.

Fall 2014 SCIS
By Program and By Faculty Degree (Terminal vs. Non-terminal)

Delivery Mode	College	Undergraduate Program	Terminal degree	Not terminal degree	Total	% taught by those with terminal degree	notes
Face to Face	BU	ACC - Accounting	1,683	3,813	5,496	30.6%	
Face to Face	BU	EIS - Enterprise Information Systems	1,149	1,320	2,469	46.5%	*
Face to Face	BU	FINA - Finance	1,560	387	1,947	80.1%	
Face to Face	BU	GBUS - General Business	2,304	3,291	5,595	41.2%	
Face to Face	BU	IRM - Insurance and Risk Management	27	0	27	100.0%	
Face to Face	BU	MGT - Management	2,127	823	2,949	72.1%	
Face to Face	BU	MKT - Marketing	1,107	721	1,828	58.9%	
Face to Face	BU	SCM - Supply Chain Management	324	77	401	81.8%	
Face to Face	HS	COMM - Communication Studies	1,932	2,949	4,881	39.6%	
Face to Face	HS	ERG - English	6,669	2,727	9,396	71.0%	
Face to Face	HS	FA - Fine Arts	2,655	1,157	3,812	69.7%	
Face to Face	HS	HIST - History	3,447	1,635	5,082	67.8%	
Face to Face	HS	PHIL - Philosophy	2,040	103	2,143	95.1%	
Face to Face	HS	POLS - Political Science	3,198	1,441	4,641	68.9%	
Face to Face	HS	PSY - Psychology	4,100	981	5,081	81.1%	
Face to Face	HS	PW - Professional Writing	1,201	354	1,557	77.3%	
Face to Face	HS	SOC - Sociology	1,233	1,056	2,289	53.9%	
Face to Face	HS	SOS - Social Sciences	396	276	672	58.9%	
Face to Face	HS	SPAN - Spanish	1,215	167	1,482	88.1%	
Face to Face	PS	CJ - Criminal Justice	2,280	1,020	3,300	69.1%	
Face to Face	PS	BAE - Interdisciplinary Studies (Education)	5,677	1,551	7,228	78.5%	
Face to Face	PS	SOCW - Social Work	378	429	807	43.3%	
Face to Face	ST	ASTA - Applied Statistics	1,199	591	1,890	68.7%	
Face to Face	ST	BIOL - Biology	5,094	1,006	6,099	83.5%	
Face to Face	ST	CHI - Chemistry	3,383	0	3,383	100.0%	
Face to Face	ST	CET - Control and Instrumentation Engineering Technology	292	0	292	100.0%	
Face to Face	ST	CS - Computer Science	1,432	705	2,137	66.7%	
Face to Face	ST	GEOS - Geosciences	897	452	1,349	66.5%	
Face to Face	ST	MATH - Mathematics	2,439	5,411	7,850	57.9%	**
Face to Face	ST	SAD - Structural Analysis and Design	333	223	555	60.0%	
Face to Face	ST	SAFE - Safety Management	0	1,352	1,352	0.0%	
Online	BU	EIS - Enterprise Information Systems	1,041	594	1,635	63.7%	*
Online	BU	FINA - Finance	1,089	0	1,089	100.0%	
Online	BU	GBUS - General Business	1,720	936	2,706	65.4%	
Online	BU	IRM - Insurance and Risk Management	123	141	264	46.6%	
Online	BU	MGT - Management	831	396	1,227	67.7%	
Online	BU	MKT - Marketing	447	549	996	44.9%	
Online	BU	SCM - Supply Chain Management	540	0	540	100.0%	
Online	HS	HUMA - Humanities	897	0	897	100.0%	
Online	HS	PSY - Psychology	2,568	405	2,973	86.4%	
Online	HS	PW - Professional Writing	765	0	765	100.0%	
Online	PS	CJ - Criminal Justice	2,358	1,032	3,390	59.4%	
Online	UC	AA - Applied Administration	948	96	1,044	90.8%	

Table 1: Fall 2014 SCHs by Program, Modality, & Degree-Status of Instructor

Source: Institutional Research. (PDFs are included in the Supporting Documents)

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

Spring 2015 SCH
By Program and By Faculty Degree (Terminal vs. Non-terminal)

Delivery Mode	College	Undergraduate Program	Terminal degree	Not terminal degree	Total	% taught by those with terminal degree notes
Face to Face	BU	ACC - Accounting	2,010	3,204	5,214	38.6%
Face to Face	BU	EIS - Enterprise Information Systems	1,026	984	2,010	51.0%*
Face to Face	BU	FINA - Finance	1,375	492	2,067	76.2%
Face to Face	BU	GBUS - General Business	2,463	2,661	5,124	45.4%
Face to Face	BU	IRM - Insurance and Risk Management	93	0	93	100.0%
Face to Face	BU	MGT - Management	1,439	816	2,255	63.5%
Face to Face	BU	MKT - Marketing	1,464	363	1,827	80.1%
Face to Face	BU	SCM - Supply Chain Management	303	408	711	42.6%
Face to Face	HS	COMM - Communication Studies	1,695	2,550	4,245	39.9%
Face to Face	HS	ENIS - English	5,241	2,139	7,377	71.0%
Face to Face	HS	FA - Fine Arts	2,061	1,062	3,123	66.0%
Face to Face	HS	HIST - History	2,985	1,191	4,176	71.5%
Face to Face	HS	HUMA - Humanities	27	0	27	100.0%
Face to Face	HS	PHIL - Philosophy	1,770	432	2,202	80.4%
Face to Face	HS	POLS - Political Science	3,015	870	3,885	77.6%
Face to Face	HS	PSY - Psychology	3,159	1,131	4,290	73.6%
Face to Face	HS	PW - Professional Writing	798	378	1,176	67.9%
Face to Face	HEL	SOC - Sociology	1,782	387	2,169	82.2%
Face to Face	HS	SOS - Social Sciences	366	168	534	68.5%
Face to Face	HS	SPAN - Spanish	1,056	64	1,120	94.3%
Face to Face	PS	CJ - Criminal Justice	2,523	798	3,321	76.0%
Face to Face	PS	ISAE - Interdisciplinary Studies (Education)	4,478	2,287	6,765	65.9%
Face to Face	PS	SOCW - Social Work	291	623	914	31.8%
Face to Face	ST	ASTA - Applied Statistics	873	696	1,569	55.6%
Face to Face	ST	BIDL - Biology	4,453	644	5,097	87.4%
Face to Face	ST	CHE - Chemistry	3,365	0	3,365	100.0%
Face to Face	ST	CIET - Control and Instrumentation Engineering Technology	606	0	606	100.0%
Face to Face	ST	CS - Computer Science	1,280	1,278	2,558	50.0%
Face to Face	ST	GEOS - Geosciences	1,187	384	1,571	75.6%
Face to Face	ST	MATH - Mathematics	6,238	4,224	10,462	59.6%**
Face to Face	ST	SIAD - Structural Analysis and Design	275	193	474	58.2%
Face to Face	ST	SAFE - Safety Management	0	870	870	0.0%
Online	BU	EIS - Enterprise Information Systems	934	588	1,524	61.4%*
Online	BU	FINA - Finance	1,287	0	1,287	100.0%
Online	BU	GBUS - General Business	1,695	972	2,667	63.6%
Online	BU	IRM - Insurance and Risk Management	133	75	207	63.8%
Online	BU	MGT - Management	990	288	1,278	77.5%
Online	BU	MKT - Marketing	303	483	786	38.5%
Online	BU	SCM - Supply Chain Management	366	228	594	61.6%
Online	HS	HUMA - Humanities	717	0	717	100.0%
Online	HEL	PSY - Psychology	2,709	369	3,078	88.0%
Online	HS	PW - Professional Writing	918	0	918	100.0%
Online	PS	CJ - Criminal Justice	2,562	1,203	3,765	68.0%
Online	LIC	AA - Applied Administration	840	131	971	86.4%

Table 2: Spring 2015 SCHs by Program, Modality, & Degree-Status of Instructor

Source: Institutional Research. (PDFs are included in the Supporting Documents)

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name.

**Math includes Applied Math.

Fall 2014 Face-to-Face SCH Count
By Program, Faculty (Terminal vs. Non-terminal), and Location

Location	College	Undergraduate Program	Terminal Degree	Net terminal degree	Total	% taught by hour with terminal degree	Notes
Downtown	BU	ACC - Accounting	1620	3429	5049	32%	
Downtown	BU	EIS - Enterprise Information Systems	1044	1299	2343	44%	*
Downtown	BU	FINA - Finance	1527	150	1677	91%	
Downtown	BU	GBUS - General Business	1829	2871	4700	40%	
Downtown	BU	IRM - Insurance and Risk Management	27	27	54	100%	
Downtown	BU	MGT - Management	1821	645	2466	74%	
Downtown	BU	MKT - Marketing	857	726	1583	54%	
Downtown	BU	SCM - Supply Chain Management	286	72	357	80%	
Downtown	HS	COMM - Communication Studies	1932	2880	4812	40%	
Downtown	HS	ENG - English	6967	2653	9620	72%	
Downtown	HS	FA - Fine Arts	2865	1152	4017	71%	
Downtown	HS	HIST - History	3447	1575	5022	69%	
Downtown	HS	PHIL - Philosophy	2040	108	2148	95%	
Downtown	HS	POLS - Political Science	3156	1443	4599	69%	
Downtown	HS	PSY - Psychology	4137	391	4528	91%	
Downtown	HS	PW - Professional Writing	1303	854	2157	60%	
Downtown	HS	SOC - Sociology	1233	1056	2289	54%	
Downtown	HS	SOS - Social Sciences	396	276	672	41%	
Downtown	HS	SPAN - Spanish	1286	167	1453	88%	
Downtown	PS	CJ - Criminal Justice	2187	339	2526	87%	
Downtown	PS	ISAE - Interdisciplinary Studies (Education)	3877	526	4403	88%	
Downtown	PS	SOCW - Social Work	328	429	757	43%	
Downtown	ST	ASTA - Applied Statistics	1299	339	1638	79%	
Downtown	ST	BIO - Biology	5021.5	376.5	5398	93%	
Downtown	ST	CHE - Chemistry	3863	0	3863	100%	
Downtown	ST	CIT - Control and Instrumentation Engineering Technology	752	0	752	100%	
Downtown	ST	CS - Computer Science	1412	735	2147	66%	
Downtown	ST	GEOS - Geosciences	897	452	1349	66%	
Downtown	ST	MATH - Mathematics	7288	5371	12659	58%	**
Downtown	ST	SAD - Structural Analysis and Design	333	222	555	40%	
Downtown	ST	SAFE - Safety Management	0	1862	1862	0%	
Lone Star College - Atascocita Center	BU	GBUS - General Business	42	48	90	47%	***
Lone Star College - Atascocita Center	BU	MGT - Management	24	0	24	100%	****
Lone Star College - CyFair	PS	ISAE - Interdisciplinary Studies (Education)	183	30	213	86%	
Lone Star College - Kingwood	PS	ISAE - Interdisciplinary Studies (Education)	451	186	637	71%	
LHD Northwest	BU	ACC - Accounting	63	393	456	14%	
LHD Northwest	BU	EIS - Enterprise Information Systems	105	21	126	83%	*
LHD Northwest	BU	FINA - Finance	39	249	288	13%	
LHD Northwest	BU	GBUS - General Business	333	372	705	47%	
LHD Northwest	BU	MGT - Management	282	177	459	61%	
LHD Northwest	BU	MKT - Marketing	136	45	181	75%	
LHD Northwest	PS	CJ - Criminal Justice	89	81	170	53%	
LHD Northwest	PS	ISAE - Interdisciplinary Studies (Education)	833	322	1155	72%	
LHD Northwest	ST	MATH - Mathematics	141	40	181	78%	**

Table 3: Fall 2014 Face-to-Face SCHs by Program & Instructor Degree, Disaggregated by Location

Source: Institutional Research. (PDFs are included in the Supporting Documents)

"Face-to-Face" also includes hybrid courses and a very small number of synchronous I-TV courses.

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

*** Lone Star College-Atascocita Center will close and its programs will merge with those at LSC-Kingwood as of Fall 2015.

**** Management Courses at LSC-Atascocita support the baccalaureate General Business program.

Spring 2015 Face-to-Face SCH Count
By Program, Faculty (Terminal vs. Non-terminal), and Location

Location	College	Undergraduate Program	Terminal degree	Not terminal degree	Total	% taught by those with terminal degree	Notes
Downtown	BU	ACC - Accounting	1,175	2,917	4,092	29%	
Downtown	BU	EIS - Enterprise Information Systems	575	756	1,331	43%*	
Downtown	BU	FINA - Finance	1,449	336	1,785	81%	
Downtown	BU	GBUS - General Business	2,052	2,472	4,524	45%	
Downtown	BU	IRM - Insurance and Risk Management	3	0	3	100%	
Downtown	BU	MGT - Management	1,155	824	1,979	58%	
Downtown	BU	MKT - Marketing	1,565	294	1,859	84%	
Downtown	BU	SCM - Supply Chain Management	828	363	1,191	69%	
Downtown	HS	COMM - Communication Studies	1,626	2,450	4,076	40%	
Downtown	HS	ENG - English	5,035	2,049	7,084	71%	
Downtown	HS	FA - Fine Arts	2,061	1,062	3,123	66%	
Downtown	HS	HIST - History	2,985	1,131	4,116	72%	
Downtown	HS	HUMA - Humanities	23	0	23	100%	
Downtown	HS	IRHL - Interdisciplinary Studies (Education)	1,775	432	2,207	80%	
Downtown	HS	PSY - Psychology	1,974	872	2,846	69%	
Downtown	HS	PSY - Psychology	3,108	1,131	4,239	73%	
Downtown	HS	PW - Professional Writing	759	375	1,134	67%	
Downtown	HS	SOC - Sociology	1,782	307	2,089	85%	
Downtown	HS	SOC - Social Sciences	364	168	532	68%	
Downtown	HS	SPAN - Spanish	1,035	64	1,129	91%	
Downtown	PS	CJ - Criminal Justice	2,442	756	3,198	76%	
Downtown	PS	IAE - Interdisciplinary Studies (Education)	2,721	1,120	3,841	71%	
Downtown	PS	SOCW - Social Work	225	625	850	26%	
Downtown	ST	ASVA - Applied Statistics	875	417	1,292	68%	
Downtown	ST	BIOL - Biology	4,459	500	4,959	89%	
Downtown	ST	CHE - Chemistry	3,369	0	3,369	100%	
Downtown	ST	C&T - Control and Instrumentation Engineering Technology	604	0	604	100%	
Downtown	ST	CS - Computer Science	1,290	1,276	2,566	50%	
Downtown	ST	GER - German	1,187	884	2,071	57%	
Downtown	ST	MATH - Mathematics	6,094	4,224	10,318	59%**	
Downtown	ST	SAD - Structural Analysis and Design	225	116	341	66%	
Downtown	ST	SAF - Safety Management	0	820	820	0%	
Lone Star College - Atascocita Center	BU	FINA - Finance	36	0	36	100%***	
Lone Star College - Atascocita Center	BU	GBUS - General Business	30	0	30	100%	
Lone Star College - Cyfar	PS	IAE - Interdisciplinary Studies (Education)	163	416	579	28%	
Lone Star College - Kingwood	PS	IAE - Interdisciplinary Studies (Education)	306	425	731	42%	
UHD Northwest	BU	ACC - Accounting	1,405	260	1,665	84%	
UHD Northwest	BU	EIS - Enterprise Information Systems	311	1,380	1,691	18%*	
UHD Northwest	BU	FINA - Finance	34	156	190	18%	
UHD Northwest	BU	GBUS - General Business	351	420	771	46%	
UHD Northwest	BU	MGT - Management	264	192	456	58%	
UHD Northwest	BU	MKT - Marketing	315	60	375	84%	
UHD Northwest	PS	CJ - Criminal Justice	81	42	123	66%	
UHD Northwest	PS	IAE - Interdisciplinary Studies (Education)	824	135	959	85%	
UHD Northwest	ST	MATH - Mathematics	144	0	144	100%**	

Table 4: Spring 2015 Face-to-Face SCHs by Program & Instructor Degree, Disaggregated by Location

Source: Institutional Research. (PDFs are included in the Supporting Documents)

"Face-to-Face" also includes hybrid courses and a very small number of synchronous I-TV courses.

*CIS program was renamed EIS in 2012; students already enrolled were allowed to finish degrees under the original program name

**Math includes Applied Math.

*** Lone Star College-Atascocita Center will close and its programs will merge with those at LSC-Kingwood as of Fall 2015.

**** Finance Courses at LSC-Atascocita support the baccalaureate General Business program.

Cross Reference

Comprehensive Standard 3.7.1

Off Site Team Comments

The institution states that "At least 25 percent of the course hours in each undergraduate major at University of Houston Downtown (UHD) are taught by faculty members holding an appropriate terminal degree." UHD calculated the percent of terminal degrees based on semester credit hours and provided four tables for fall 2014 and spring 2015, with semester credit hours disaggregated by program, modality, and location. The institution reports that in fall 2014 and spring 2015, the University-wide percentage of semester credit hours covered by terminally degreed faculty was 67% and 68% respectively, and most programs far exceeded the 25% minimum.

However, the institution identifies "four instances in which it failed to meet the 25% minimum: the BS in Safety Management at the downtown campus and Accounting and Finance programs at the Northwest location in Fall 2014, and EIS at the Northwest campus in Spring 2015. The institution provides explanations for the failure of the four programs to meet the 25% minimum and indicates that scheduling changes, staffing changes and new hires will insure that three of the programs will meet the 25% minimum in the future. However, for the BS in Safety Management, an extensive explanation/justification was provided, but no plan was presented to bring the program up to the 25% minimum.

UHD Response

In its finding of non-compliance for this standard, the Off-Site Committee noted the lack of the minimum 25% terminal-degree coverage in UHD's Bachelor in Applied Arts and Sciences in Safety Management program. The University offers the following explanation of the situation along with a description of the actions it is taking to rectify this situation.

Most safety and occupational engineering programs are at the baccalaureate and masters levels, with the teaching faculty holding a master's or doctoral degree coming from a variety of fields ranging from business to engineering. There are only 11 ABET-accredited Safety-related programs at the baccalaureate and master's level in the United States, and another 20 ABET-accredited programs in more general areas of environmental health, which some institutions couple with occupational safety. The result is a shortage of terminally degreed candidates from ABET-accredited programs in these areas.

UHD's Bachelor in Applied Arts and Sciences in Safety Management program does not currently have a faculty member holding a doctorate at the head of the program or teaching in it. Dr. Alberto Gomez-Rivas, Ph.D., working with Mr. Edward Sheinberg, M.S, began and oversaw the program from its inception in 2006 through the 2013 academic year. With Dr. Gomez-Rivas' retirement at the end of 2013 academic year, the University launched a search for **terminally degreed assistant professor in engineer technology** with expertise in safety management. However, engineering faculty with expertise in safety management are difficult to recruit given the paucity of programs that produce doctoral engineers with this expertise. The Department of Computer Science and Engineering Technology, which houses the program, will continue the search for the Assistant Professor in Engineering Technology with expertise in safety management until the position is filled. To date, the department has received applications from seventeen candidates in the current search and will conduct interviews later in the semester.

In the interim, **Dr. Kleio Avrithi**, who holds a **Ph.D. in civil engineering**, will serve as interim coordinator, due to her familiarity with the curriculum and the contingent faculty who teach in this program. As of the Spring 2016 semester, she will also teach one of the four courses in safety (ENGR 4385, Scheme Management in Environmental Safety) until the CSET department fills the Safety Management position. Her assumption of these teaching duties has resulted in 25% terminal-degree coverage of the Safety Management courses (see Table 1) and 17% terminal-degree coverage of the Safety Management semester credit hours (see Table 2). While the program has not yet met the 25% threshold for semester credit hours, the University is making progress, and, with a successful conclusion to the current search, the terminal-degree coverage will exceed the 25% coverage rate in the Fall 2016 semester.

Table 1: Terminal-Degree Coverage by Course, Spring 2016

Safety Management Courses	Instructor	Degree	% of Courses Taught
ENGR 4385: Scheme Management in Environmental Safety	Avrithi	PhD	25%
ENGR 4381: Safety and Violence	Munoz	Master's	25%
ENGR 4370: Human Factors in Fire and Safety	Little	Master's	25%
ENGR 4355: Industrial Safety	Sheinberg	Master's	25%

Table 2: Terminal-Degree Coverage by Semester Credit Hours, Spring 2016


Source: Office of Institutional Research

	SCHs by Faculty with Terminal Degree	SCHs by Faculty without the Terminal Degree	Total SCHs	% taught by Faculty with Terminal Degree
Safety Management Courses	57	288	345	17%

Dr. Avrithi has education in risk analysis as part of her graduate work in civil engineering; additionally, her professional experience in safety and risk assessment in her positions at Bechtel and AREVA, in the highly-regulated nuclear energy industry, provides her the background for serving as the interim coordinator and instructor for the BAAS in Safety Management. Her credentials are included in the Supporting Documents for this focused report.

UHD is committed to improving the terminal-degree coverage in this program, which fulfills an important industry need for personnel with baccalaureate education and training in Safety Management. With the hiring of Dr. Avrithi and a promising search in progress for another Assistant Professor, the University is on course for exceeding the requisite terminal-degree coverage and strengthening the program.

Sources

-  Assistant Professor, Engineering Technology (SM)
-  Avrithi Transcript Evaluation
-  Avrithi UofMaryland Transcript
-  CV_Dr. K. Avrithi

3.7.1

Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

University of Houston-Downtown (UHD) employs competent faculty members who are qualified to accomplish its institutional goals and mission. The faculty hiring process and procedures (as addressed in [PS 10.A.13](#)) ensure that faculty members have earned the appropriate degree, or, in the absence of the appropriate terminal degree, have credentials and experience that qualify them for their respective teaching positions. The faculty performance evaluation process ([PS 10.A.05](#), [PS 10.A.16](#)) further ensures that faculty members continue to perform competently throughout their careers.

Terminal-Degree Coverage

The institution that is now University of Houston-Downtown originated as South Texas Junior College. In 1974, University of Houston acquired the assets of South Texas Junior College to serve as a branch campus with mostly lower-division offerings and a few applied baccalaureate programs. In 1979, an act of the state legislature established University of Houston-Downtown College (to be renamed University of Houston-Downtown in 1983) "as a separate and distinct institution of higher education" within the University of Houston System ([Texas Education Code §111.90-91](#)). Because of its history, UHD primarily remained focused on offering applied programs until it was granted permission by the Texas Higher Education Coordinating Board and SACSCOC to offer graduate programs in 1997. In keeping with its expanding scope and mission, and the changing needs of the Houston metropolitan area, the University gradually started developing graduate programs and more undergraduate programs in liberal arts, while still offering applied programs. Due to the University's original scope of programs, a few faculty members without a terminal degree were grandfathered in, having been awarded tenure before 1997.

UHD currently focuses on hiring full-time faculty with terminal degrees. However, the University also recognizes that professional and industry experience and industry-related certifications are equally valuable credentials for teaching in professional graduate degree programs such as the Master of Arts in Non-Profit Management and Master in Security Management for Executives. And for many of its programs, the College of Business requires both the terminal degree *and* professional, industry experience. Additionally, UHD offers a high number of lower-division courses for which the state and SACSCOC do not require a terminally-degreed instructor, and departments teaching a large percentage of these lower-division core curriculum courses will often hire lecturers with master's degrees to teach these courses.

The University meets the SACSCOC requirement that at least 25 percent of credit hours be taught by faculty holding the terminal degree. In Fall 2014 and Spring 2015, the University-wide percentage of semester credit hours taught by faculty with terminally degrees was 67 percent and 68 percent respectively. In Fall 2014, 63.5 percent of the faculty held terminal degrees. That percentage has risen steadily over the last five years, reflecting the University's continued commitment to hiring the most qualified faculty. The following table includes the aggregate data from the [UHD Fact Book](#) on the number of faculty with terminal degrees.

FACULTY DEGREES HELD										
Source: UHD Fact Book 2014-2015										
Highest Degree	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	%	#	%	#	%	#	%	#	%
Doctorate/Terminal	375	59.4%	390	60.7%	419	62.3%	420	63.4%	424	63.5
Master's	240	38.0%	239	37.2%	245	36.4%	234	35.3%	238	35.6
Other	16	2.5%	13	2.0%	9	1.3%	8	1.2%	6	0.9

Faculty Hiring Processes

Ensuring that faculty are competent and qualified begins with the hiring process. [PS 10.A.13](#) describes the process through which tenured and tenure-track faculty are hired at UHD, and the appendix to the policy describes the process for hiring lecturers and visiting faculty. As the guidelines in [PS 10.A.13](#) note, position announcements are prepared by the chair of department and must contain all the pertinent information, including the selection criteria to be used such as required qualifications and desired areas of expertise. Positions are advertised in relevant publications and on the University website, and, for most tenure-track positions and many lecturer positions, an exhaustive national search is performed to fulfill [PS 10.A.13's](#) requirement that the University "recruit and employ the most highly qualified faculty members available" ([§2.1.1](#)). A robust interview process provides further insights into the candidate's qualifications to assist in carrying out UHD's mission. To help determine the most qualified candidates in the application pool, hiring committees use a screening matrix based upon the hiring criteria. Hiring committees, the department chair, and eventually Employment Services and Operations staff all vet transcripts and application materials to ensure the candidates have appropriate credentials in keeping with SACSCOC criteria. The final decision is made by the Provost, who also reviews the [completed Faculty Credentials Form](#) submitted by the appropriate college. Part-time faculty members are hired according to guidelines in [PS 10.A.15](#), Adjunct Lecturers. In keeping with SACSCOC standards, this policy requires that part-time instructors "meet the same minimum requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the discipline at the same level" ([§2.1.1.1](#)). Department chairs must submit a Faculty Credentials Form to Employment Services and Operations before a candidate may be officially hired for a faculty position.

The University seeks full-time faculty with the appropriate terminal degrees and specifies the terminal-degree requirement in postings for tenure-track positions. For example, an [advertisement for an Assistant Professor of Communication Studies](#) (requisition #00441) includes the following statement, which is a variation of language included in other tenure-track postings: "Although a Ph.D. in Communication is desirable, ABD's will be considered with the provision that a hiring contract is conditional upon the University receiving proof of completion of the Ph.D. in Communication no later than February 1, 2016." However, for some positions, other qualifications, such as industry experience or expertise, weigh heavily in the decision matrix. For example, in the case of the B.A.A.S in Safety Management program, which serves the needs of Houston's energy sector, the specialized nature of the degree demands the knowledge of industry experts and practitioners as well as the theoretical knowledge of those holding engineering doctorates. UHD's Department of Computer Science and Engineering Technology has employed safety management experts based on industry experience and safety management-related certifications.

Faculty Evaluations

All faculty members are evaluated annually to ensure they perform their teaching and other professional duties competently. UHD's [PS 10.A.05, Faculty Performance Evaluations](#), stipulates that the departments evaluate lecturers and adjuncts "according to standards determined by each department" (PS10.A.05 §1). The policy specifies the procedures used to evaluate tenured and tenure-track faculty, including a review by the chair and committee of three tenured faculty members. Tenured faculty members are also subject to the terms of [PS 10.A.16, Performance Evaluation of Tenured Faculty](#), which provides a specific protocol of remediation (and possibly dismissal) for tenured faculty whose performance fall below acceptable levels.

Individual Faculty Credentials

This report includes the [faculty credential forms](#) and curricula vitae for the 2014-2015 faculty. These documents provide evidence and explanation of the qualifications of individual faculty members.

Cross References

[Core Requirement 2.8](#)

[Comprehensive Standard 3.5.4](#)

Off Site Team Comments

The institution has a practice of employing competent faculty members who are qualified to carry out the mission and goals of the university. The institution gives primary consideration to the highest earned degree in the discipline when making hiring decisions but also considers other credentials such as applied work experience and professional licensure. The Off Site Committee concluded that insufficient documentation of appropriate qualifications was provided for 9 faculty members. See attached: Request for Justifying and Documenting Qualifications of Faculty at the end of this report.

1	2	3	4	5
Name of Faculty Member	Course(s) in Question	Inadequate Academic Qualifications	Insufficient Justification of Other Qualifications	Comments (if needed)
Baird, Amy	BIOL 3103: General Genetics Lab (1) (U) BIOL 3300: Undergraduate Research (3) (U) BIOL 3306: Biological Evolution (3) (U) BIOL 4190: Nat. Hist. Vertebrates Lab (1) (U) BIOL 4390: Nat. Hist. of Vertebrate (3) (U)	X	X	Ph.D. in Econology [Ecology]
Desai, Kavita	POLS 6310: Leadership in Nonprofit Orgs (3) (G) POLS 6314: Leadership Trends/Topics (3) (G)			No credentials

Smith, Michael	MSCI 4310: Adaptive Leadership		x	Master's degree indicated, but no discipline is listed.
Tara Nuwal	AA 3301 Professional Ethics AA 3304 Budgeting for Administration AA 3306 Decision Making Skills AA 4301 Admin Budgets & Cost Cntrs	x	x	
Susan Osterberg	COMM 1304 Intro to Speech Communication	x	x	Inadequate credentials
Valerie Otou	FREN 1401 Elementary French I	x	x	MBA
Mary Jo Parker	PHYS 2210 Nuclear Power Plant Human Perf PHYS 2312 Nuclear Power Plant Ops PHYS 2310 Nuclear Power Plant Fundament. PHYS 2390 Nuc Pow Systems	x	x	Doctorate of Curriculum and Instruction "Faculty of Record" Qualifications needed for faculty member delivering the course and assigning the grades.
Yuan Kang	BIOL 1101 General Biology Lab I BIOL 1101 General Biology Lab I BIOL 3103 General Genetics Lab BIOL 3303 General Genetics BIOL 3303 General Genetics BIOL 3300 Undergraduate Research	x		Ph.D. in Computer Science does not match CV
Jennifer Kieback	AFSC 1202 Foundations of the USAF II AFSC 2202 Evolution of Air Power II	x	x	No credentials available

UHD Response

The University of Houston-Downtown provides the explanation of the credentials and/or current employment status of the nine faculty members about which the SACSCOC Off-Site Committee raised concerns.

Amy Baird

Dr. Baird holds a doctoral degree in Ecology, Evolution, and Behavior from the Department of Integrative Biology at the University of Texas at Austin, which is accredited by SACSCOC. Individuals in doctoral degree programs like the one at the University of Texas at Austin are educated and trained to teach across a wide spectrum of biology with the expectation that scholars can teach all of general biology for majors, general genetics, anatomy and physiology, and all courses relevant to their broad field, in this case ecology, evolution, and behavior. Dr. Baird's research in the biology was recognized by her colleagues when she was awarded the Scholarly and Creative Activities Award at the UHD Faculty Awards Ceremony in April 2015.

Education:

PhD – Ecology, Evolution, and Behavior, University of Texas at Austin

Dissertation: Comparison of Phylogenies Derived from Multiple Linkage Groups: A Test of Chromosomal Speciation in *Rhogeessa*

Academic Positions:

Assistant Professor – University of Houston-Downtown, 2011-present

Postdoctoral Research Associate – Houston Museum of Natural Science, 2010-2011

Postdoctoral Research Associate – National Museum of Natural History, Netherlands, 2008-2010

Courses taught:

UHD

Human Anatomy (BIOL 3305)

Human Anatomy Lab (BIOL 3105)

Human Physiology (BIOL 3320)

Human Physiology Lab (BIOL 3120)

Natural History of Vertebrates (BIOL 4390)

Natural History of Vertebrates Lab (BIOL 4190)

Biological Evolution (BIOL 3306)

Genetics Lab (BIOL 3103)

General Biology I Lab (BIOL 1101)

University of Texas at Austin (as a graduate assistant)

Vertebrate Natural History (BIOL 455L)

Genetics (BIO 325)

Lab: Structure and Function of Organisms (BIOL 206L)

Lab: Cell and Molecular Biology (BIO 205L)

Evolution (BIO 370)

Research:

Genetic Diversity and phylogeny of Bowhead Whales

Speciation, molecular phylogenetics, phylogeography, systematics of vespertilionid bats, natural history and evolution of Texas vertebrates

10 peer-reviewed publications

Professional service:

Member, United States scientific delegation to the International Whaling Commission (2014 – present)

Reviewer for multiple journals

Member Katy Prairie Conservancy Stewardship, Research and Education Committee

Kavita Desai

Ms. Desai was incorrectly entered in the Banner Student Information System as co-instructor in POLS 6310 and 6314. Dr. Sanborn, who is the President of Children at Risk—a nonprofit organization in Houston—is also an adjunct instructor in the Master of Arts in Non-Profit Management program, and is the instructor of record for POLS 6310 and 6314 courses. Ms. Desai provides administrative support to Dr. Sanborn, and in order to give Ms. Desai access to the Blackboard Course Management System, the department coded her as a co-instructor in Banner. This issue has since been corrected, and Ms. Desai is no longer listed as instructor.

LTC Michael J. Smith

LTC Michael Smith was an instructor of Military Science and Battalion Commander in University of Houston's Military Science and ROTC program. He earned a bachelor's degree in criminal justice from Old Dominion University in 1993, a master's degree in human resources from the University of Oklahoma, Norman, in 1998, and a commission in the United States Army as a Second Lieutenant in the Transportation Corps in 1993. UH has a collaborative arrangement with the University of Houston (which is accredited by SACSCOC) and the Air Force ROTC, arranging for the provision of certain courses in UH's Military Leadership minor, including those formerly taught by LTC Smith. The University of Houston faculty who provide these courses are vetted and credentialed by University of Houston. This collaborative arrangement is described in Comprehensive Standard 3.13.2. A copy of the [Crosstown Agreement](#) between UH, UH, and the Air Force ROTC is included in the Supporting Documents section of this focused report. LTC Smith's credentials are summarized below.

Education:

BS in Criminal Justice, Old Dominion University, 1993.

Masters in Human Resources, University of Oklahoma, Norman, 1998.

Professional Experience:

Commissioned as a Second Lieutenant in the Transportation Corps upon Graduating from Old Dominion University in May 1993.

Served as a Platoon Leader, Company Commander, various staff positions from Battalion, Brigade, and Division level commands, and as a senior advisor to the Afghanistan National Police.

Assigned to the 4th Infantry Division, 1st Infantry Division (Big Red One), 1st Cavalry Division, and the NATO training Mission Afghanistan.

Served in several stateside locations, including Texas, Oklahoma, Kansas, and Virginia.

Served on overseas assignments in Afghanistan, Iraq, Turkey, Kosovo, Bosnia, Croatia, Hungary, and Germany.

Awards:

Three Bronze Star Medals
Seven Meritorious Service Medals
Army Commendation Medal
Joint Service Achievement Medal
Six Army Achievement Medals
Joint Meritorious Unit Award
Meritorious Unit Commendation
Two National Defense Medals
Armed Forces Expeditionary Medals
Kosovo Campaign Medal with One Bronze Star
Afghanistan Campaign Medal with One Bronze Campaign Star
Iraq Campaign Medal with Four Bronze Campaign Stars
Global War on Terrorism Expeditionary Medal
Global War on Terrorism Service Medal
Armed Forces Service Medal
Military Outstanding Volunteer Service Medal
NCO Professional Development Ribbon
Army Service Ribbon
Overseas Service Ribbon 5th award
Four NATO Medals
Combat Action Badge
Airborne Badge

Tara Nuwal

Dr. Tara Nuwal, a lecturer in the BAAS in Applied Administration (BAAS-AA) program, has a PhD in Economics, and is well qualified to teach many of the courses in that program. The Off-Site Committee had concerns about his qualifications to teach the following courses:

AA 3301, Professional Ethics
AA 3304, Budgeting for Administrators
AA 3306, Decision Making for Admin
AA 4301, Administering Budgets & Costs Centers

In the section below, UHD provides further explanations of Dr. Nuwal's qualifications to teach AA 3304, AA 3306, and AA 4301. However, upon review of his credentials, the Program Director of the BAAS-AA determined that AA 3301 Professional Ethics would be reassigned to another instructor with more relevant credentials to teach the course. The qualifications of the the new AA3301 instructor are discussed below, and the qualifications of Dr. Nuwal to teach the other three courses at issue are discussed at the end of this section.

AA 3301 Professional Ethics—Now Taught by **Becky Castillo**

As of Fall 2015, Dr. Nuwal is no longer teaching AA 3301 Professional Ethics. A new adjunct faculty member, Becky Castillo, was hired to teach AA 3301 beginning Fall 2015. Ms. Castillo's qualifications to teach this course include the following:

MBA, Texas Women's University

Bachelor of Business Management, LeTourneau University

Graduate Coursework for AA 3301 includes BUS 5933 Business Ethics, BUS 5663 Managerial Decision Making, BUS 5243 Administrative Managerial Finance.

Professional Experience:

The University of Texas MD Anderson Cancer Center-Houston
Manager, Grants and Contracts, July 2012-current

- Provide instruction and training to institutional staff as it relates to compliance, research ethics, and post-award management practices
- Create and implement ethically sound operating procedures
- Ensure compliance with all aspects of grants and contracts, including the ethical treatment of research subjects

Supervisor, Grants and Contracts Accounting, May 2007-July 2012

- Oversee the submission of all financial reports to federal agencies, foundations, and societies in accordance with financial ethical procedures and guidelines
- Supervise and train 14 employees on the Financial Reporting and Closeout Team and Financial Analysis Team
- Develop, deliver, and present training materials to teams
- Monitor compliance with UT System guidelines and federal regulations

Explanation of Dr. Nuwal's Qualifications to Teach His Assigned Courses

Education:

Doctor of Philosophy (Ph.D) in Economics, Jai Narain Vyas University, India

M.A., Economics, University of Jodhpur, Jodhpur, India

B.A., Economics, Rajasthan University, Jaipur, India

Additional certificates and training:

- CFA Institute: Ethical Decision Making Webinar (2015)
- Markkula Center for Applied Ethics: Business Ethics for the Real World (2015)
- YETI International Limited and OARS, "Strategic and Human Management: A Vision for 2002 (2002).

Teaching Experience:

University of Houston, Downtown, 2003-present. Courses include AA 3301 Professional Ethics, AA 3304 Budgeting for Administration, AA 3306 Decision Making Skills, AA 3307 Administrative Leadership, AA 4301 Administering Budgets and Cost Centers, AA 4303 Economics for Administrators, AA 4308 Global Economic Environment, ECO 1301 Introduction to Economics, ECO 2301 Principles of Economics I, ECO 2302 Principles of Economics II

Houston Community College, 2000-present. Courses include ECON 2301 Principles of Economics – Macroeconomics, ECON 2302 Principles of Economics – Microeconomics

Lone Star College, 2002-present. Courses include ECON 2301 Macroeconomics, ECON 2302 Microeconomics

University of Bihar, India, 1975-1998. Courses include 104 Managerial Economics, 204 Financial Management, 331 Financial Control and Reporting, 333 Portfolio Management, 401 Business Environment and Government

University of Jodhpur, India, 1968-1970. Courses include Indian Economics, Microeconomics

Professional Experience:

Controller of Examinations, LMN College of Business, University of Bihar, India (1993-1998): Led a team of about 25-30 persons to ensure that examinations were conducted on schedule and in a fair manner. Coordinated state administrators, police, and institution representatives. Appointed examiners. Maintained secrecy and confidentiality of examinations. Created an atmosphere that emphasized to examiners and examinees the importance of ethical and fair conduct relating to the examinations. Instructed examiners in methods for resolving ethical issues such as cheating. Created a "code of ethics" for examiners to follow before, during, and after examinations.

Research Associate, Faculty of Management Studies, University of Delhi, Delhi, India, (1972-1975): *Capital Investment Decision in Public Sector Undertakings*, Sponsored by Indian Council of Social Sciences Research, Government of India, Delhi, India.

Selected Academic Publications:

- Nuwal, Tara C. "What Do Management Gurus Have to Say on Business Ethics" *International Journal of Ethics in Engineering and Management Education*, India (accepted for April 2015 publication).
- Islam, Anisul M., Tara C. Nuwal, and Chu V. Nguyen. "India's Economic Reforms and their Impact on U.S.-India Bilateral Trade Flows," *International Journal of Global Management*, Vol. 1, Issue 2, February 2011.
- Nguyen, Chu V., Jack H. Ewing, and Tara C. Nuwal "Impact of the US Subprime Mortgage Crisis on the Mexican Economy," *AIMS International Journal of Management*, Vol. 4 Number 3, September 2010.
- Nuwal, T.C. "Global Trends in Privatization – Some Lessons from the Market Economy," *The Market Economy*, edited by Dr. D. Thakur, Deep and Deep Publications, New Delhi, 1998.
- Nuwal, T.C. *Management of Public Enterprises*, Capital Publishing House, New Delhi, 1992.
- "Safety, Management and Productivity," 1986, Indian Institute of Business Management.
- "Cost Centers and Cost Reduction," Bata India Limited for Company Management Staff.

AA 3304 Budgeting for Administrators:

- Relevant coursework for AA 3304: Public Finance (6) Graduate Semester Hours
- Prior teaching experience: University of Bihar, India, 1975-1998
 - 204 Financial Management
 - 331 Financial Control and Reporting
- Academic Scholarship/Research/Creative Endeavors
 - *Capital Budgeting Decisions in Public Sector*, Indian Council of Social Sciences, Government of India, 1975
 - Nuwal, T.C. *Management of Public Enterprises*, Capital Publishing House, New Delhi, 1992.
- Relevant Professional Experience: Research Associate, Faculty of Management Studies, University of Delhi, Delhi, India, (1972-1975): *Capital Investment Decision in Public Sector Undertakings*, Sponsored by Indian Council of Social Sciences Research, Government of India, Delhi, India.

AA 3306 Decision Making for Administrators

Relevant coursework for AA 3306: Public Finance (6) Graduate Semester Hours

- Academic Scholarship and Research:
 - *Capital Budgeting Decisions in Public Sector*, Indian Council of Social Sciences, Government of India, 1975
 - Nuwal, T.C. *Management of Public Enterprises*, Capital Publishing House, New Delhi, 1992.

Relevant Professional Experience:

- Controller of Examinations, LMN College of Business, University of Bihar, India (1993-1998): Led a team of about 25-30 persons to ensure that examinations were conducted on schedule and in a fair manner. Coordinated state administrators, police, and institution representatives. Appointed examiners. Maintained secrecy and confidentiality of examinations. Created an atmosphere that emphasized to examiners and examinees the importance of ethical and fair conduct relating to the examinations. Instructed examiners in methods for resolving ethical issues such as cheating. Created a "code of ethics" for examiners to follow before, during, and after examinations.
- Research Associate, Faculty of Management Studies, University of Delhi, Delhi, India, (1972-1975): *Capital Investment Decision in Public Sector Undertakings*, Sponsored by Indian Council of Social Sciences Research, Government of India, Delhi, India.

AA 4301 Administering Budgets and Cost Centers

- Relevant coursework for AA 4301: Public Finance (6) Graduate Semester Hours
- Prior teaching experience: University of Bihar, India, 1975-1998
 - 204 Financial Management
 - 331 Financial Control and Reporting
- Academic Scholarship and Research
 - *Capital Budgeting Decisions in Public Sector*, Indian Council of Social Sciences, Government of India, 1975
 - *Management of Public Enterprises*, Capital Publishing House, New Delhi, 1992.
 - "Cost Centers and Cost Reduction," Bata India Limited for Company Management Staff
- Relevant Professional Experience: Research Associate, Faculty of Management Studies, University of Delhi, Delhi, India, (1972-1975): *Capital Investment Decision in Public Sector Undertakings*, Sponsored by Indian Council of Social Sciences Research, Government of India, Delhi, India.

Susan Osterberg

Dr. Susan Osterberg holds a doctorate in Education (Ed.D.) and a Masters in Speech Education. She currently serves as an adjunct instructor in Communication Studies for the Department of Arts and Humanities at UHD. Dr. Osterberg earned her MS in Speech during a time when the field of communication was commonly referred to as "speech" and focused on oral delivery and interpretation. She completed 21 hours in SPCH in her master's program. During her studies to complete her EdD in Curriculum and Instruction with an emphasis on reading and speech from UH, she earned an additional 12 graduate hours in SPCH (the rubric for communication during the 1970s). Her background in communication and education has prepared her well to teach the two lower-division courses COMM 1304 Introduction to Communication and COMM 1306 Beginning Public Speaking, which help students develop a solid foundation of communication skills.

Courses taught at UHD Fall 2014 and Spring 2015:

COMM 1304, Introduction to Speech Communication, 3 Credit Hours

- Student Learning Outcomes:
- Students will prepare and present effective oral presentations.
- Students will apply and discuss theories of communication to a variety of communication settings.
- Students will recognize communication technologies and their influence on human communication in a variety of contexts.
- Students will demonstrate improved listening skills through appropriate feedback.
- Students will engage in effective group discussion and decision-making through the problem solving process.
- Students will write using correct grammar, sentence construction and spelling.

Education:

Doctor of Education (Ed.D.) in Curriculum and Instruction Specializing in Reading, University of Houston

Master of Science (M.S.) in Speech Education, Southern Illinois University

Teaching Experience:

Taught in the Houston Independent School District from 1967-1978

Has taught as an adjunct at UHD 1994-present

Has served several times as a full-time Lecturer at UHD: August 1998-May1999, January-May 2002, and August 2011-May 2012.

Courses Taught at UHD, 1994-Present:

COMM 1304 Introduction to Speech Communication

COMM 1306 Beginning Public Speaking

COMM 2309 Interpersonal Communication

COMM 3306 Business and Professional Communication

COMM 3309 Theory and Practice in Interviewing

COMM 3310 Women, Men, and Communication

COMM 3330 Nonverbal Communication

COMM 4315 Speech Writing

Relevant Graduate Coursework:

SPCH 532 Research in Speech

SPCH 530 Research Problems

SPC 683 Contemporary Public Address

SPC 684 Issues-Freedom of Speech

SPC 681 American Public Address

SPC 464 Seminar Interpret Lit Forms

ENG 479 Modern Grammar

FED 696 Cultural Sub-Groups

FED 634 PSY Foundations of Education

Awards

In the community, Dr. Osterberg has worked tirelessly on several boards including the Houston Symphony League, the Houston Ballet Guild, and Young Audiences of Houston. Additionally, Dr. Osterberg has received numerous honors from organizations including the Houston Bar Association Auxiliary Public Service Award, Northwestern University Alumna Service Medal, Roycemore School Distinguished Alumna Award, Nina Vance Alley Theatre Scholarship named in her honor, the University of Houston Outstanding Volunteer of the Year, and in 2009, was named one of Houston's 50 Most Influential Women.

Valerie Otou

Ms. Otou's credentials were reviewed and deemed insufficient. She is no longer teaching courses for UHD. The FREN 1401 course she previously taught has been reassigned to [Dr. L. Kirk Hagen](#), Professor of Humanities, who has a PhD in Second Language Acquisition from the University of Illinois and an MA in French Literature from the University of New Mexico.

Mary Jo Parker

Dr. Parker is a lecturer in the Department of Natural Science and Director of the UHD Scholars Academy in the College of Sciences and Technology. She holds a doctoral degree in education from Baylor University with sufficient background knowledge of biology to teach non-majors courses in biology, and her teaching duties at UHD include Human Biology (BIO 1310) as well as the UHD freshman and transfer seminars that are part of the 42-hour core curriculum.

The three courses that concerned the Off-Site Committee are offered as part of a collaborative arrangement with the Nuclear Power Institute (NPI) of Texas A&M University (TAMU), which, like UHD, is accredited by SACSCOC. This collaborative arrangement is described in [Comprehensive Standard 3.13.2](#). Dr. Parker has been the UHD point-person insuring that the provisions of the [Memorandum of Understanding with Texas A&M](#) are fulfilled, facilitating communication and ensuring this collaborative partnership is mutually beneficial to UHD and to TAMU NPI. During the 2014-2015 and 2015-2016 academic years, the courses themselves have been delivered online by faculty of Texas A&M University, who are vetted and credentialed by that university: Dr. Galina Tsvetkova, Dr. John Poston, and Dr. Richard Kurwitz. Dr. Parker serves as instructor of record for UHD students enrolled in these courses under UHD course numbers in accordance with the MOU. Dr. Parker maintains the UHD Blackboard environment associated with each course offered and communicates with the TAMU NPI faculty instructors who teach the courses each semester. Dr. Parker's duties with respect to the NPI courses are primarily administrative and include:

- ensuring that current syllabi are provided for each course each semester and that the syllabi are uploaded in accordance with University policy and state regulations;
- sending the names and contact emails of UHD students registering for the NPI courses to Dr. Tsvetkova (the program facilitator) each semester;
- ensuring any issues on the part of UHD undergraduates associated with the NPI courses are well communicated to TAMU faculty teaching the courses;
- ensuring all grades are submitted by NPI instructors in a timely manner and entered into UHD's electronic course roster system for final semester course grade posting.
- working with the Chair of the Department of Natural Sciences to qualify the NPI courses for UHD curriculum.

However, in future semesters, beginning in Fall 2016, all NPI courses will have listed as instructor of record one of the UHD physicists who have already been identified as faculty who are qualified to teach these courses under the terms of the MOU. These faculty members will assume the duties previously performed by Dr. Parker. These faculty include:

Janusz Grebowicz, PhD, Associate Professor of Physics

[Curriculum Vita](#)

[Transcripts](#)

Sujeta Krishna, PhD, Lecturer in Physics

Curriculum Vita

Transcripts

Larry Sterna, PhD, Lecturer in Physics

Curriculum Vita

Transcripts

Yuan Kang

Dr. Yuan Kang holds a doctoral degree in biology from University of Houston, which is accredited by SACSCOC. (The designation of "Computer Science" noted by the Off-site Committee was a clerical error.) Individuals in doctoral degree programs like the one at the University of Houston are educated and trained to teach across a wide spectrum of biology so that the expectation of such scholars is that they can teach all of general biology for majors, general genetics, anatomy and physiology, and all courses relevant to their broad field, in this case genetics and behavior.

Education:

PhD in Biology, University of Houston, 2004.

Dissertation: "**The role of the Drosophila L1 CAM Homolog Neuroglian in Postembryonic Brain Development: from Cell Adhesion to Signaling**"

Academic Positions:

Assistant Professor, Department of Natural Sciences, University of Houston-Downtown, 2015-present

Lecturer, Department of Natural Sciences, University of Houston-Downtown, 2010-15

Adjunct Professor, Houston Community College, 2009-10

Full-time Adjunct Professor, Lone Star College at CyFair, 2009

Adjunct Professor, Lone Star College at CyFair, 2008-09

Post-doctoral Research Associate, Baylor College of Medicine, 2004-2007

Courses Taught:

General Biology (BIOL 1301/1101)

Genetics (BIOL 3303/3103)

Human Genetics (BIOL 4303)

Research:

Behavioral and Developmental Biology of Drosophila

6 peer-reviewed publications

Jennifer Kieback

Captain Jennifer Kieback is an Assistant Professor of Air Force Sciences, Air Force ROTC Detachment 003, at the University of Houston. UHD has a [collaborative arrangement](#) with the University of Houston (which is accredited by SACSCOC) and the Air Force ROTC, arranging for the provision of certain courses in UHD's Military Leadership minor, including those formerly taught by Captain Kieback. The University of Houston faculty who provide these courses are vetted and credentialed by that university. This collaborative arrangement is described in [Comprehensive Standard 3.13.2](#).

Captain Kieback's qualifications are summarized below.

Education:

Bachelor of Arts in University Studies, Southern Illinois University, 2005

Air and Space Basic Course, Maxwell AFB, Alabama, 2007

Master of Arts in International Relations, American Military University, Virginia, 2011

Squadron Officers School, Maxwell AFB, Alabama, 2013.

Master of Education, Distance Education, University of Illinois at Champaign-Urbana, 2015.

Courses Taught for UHD Credit in Fall 2014:

AFSC 1201 Foundations of the USAF I, 3 sch;

AFSC 2201 Evolution of Air Power I, 3 sch

Courses Taught for UHD Credit in Spring 2015:

AFSC 1202 Foundations of the USAF II, 3 sch;

AFSC 2202 Evolution of Air Power II, 3 sch

Air Force Assignments:

DSCS Satellite Vehicle Operator, 50th Space Wing, Schriever AFB, CO, February 2008 – November 2008,

DSCS Instructor, 50th Space Wing, Schriever AFB, CO, November 2008 – August 2009.

OIC, Space Operations Training, 609th Air Operations Center, SC/AI Udeid Air Base, Qatar, August 2009 – December 2009.

Chief, Tactics Training, 50th Space Wing, Schriever AFB, CO, January 2010 – January 2011.

Section Chief/Asst Flight CC, Tactics and Procedures, 50th Space Wing, Schriever AFB, CO January 2011 – Feb 2012.

Spooky Flight Commander, 70th ISR Wing, Ft. Meade, MD, February 2012 – May 2013.

Division Chief, DEFSMAC Operations Support, 70th ISR Wing, Ft. Meade, MD, May 2013 – December 2013.

Assistant Operations Officer, DEFSMAC, 70th ISR Wing, Ft. Meade, MD, December 2013 – August 2014.

Assistant Professor Air Force Sciences, Air Force ROTC, Detachment 003, Houston, Texas, August 2014 – Present.

Major Awards and Decorations:

Joint Service Commendation Medal

Air Force Commendation Medal

Air Force Achievement Medal

Air and Space Campaign Medal

National Defense Intelligence Meritorious Unit Citation

Effective Dates of Promotion:

Second Lieutenant 28 May 2005






















First Lieutenant 06 April 2008

Captain 06 April 2010

Cross References

Comprehensive Standard 3.13.2

Sources

-  CVs & Transcripts
 -  Amy_Baird_Transcript
 -  Castillo Becky CV August 2015
 -  Castillo Becky Transcripts
 -  CV- Smith, Michael
 -  Grebowicz CV
 -  Grebowicz Transcripts
 -  Hagen CV
 -  Kiebach Bio, UH website
 -  Krishna CV
 -  Krishna Transcripts
 -  Mary_Jo_Parker_Transcript
 -  Sterna CV
 -  Sterna Transcript
 -  Susan_Osterberg_Transcript
 -  Tara_Nuwal_Transcript
 -  Tara_Nuwal_Transcript2
 -  Yuan_Kang_Transcript
-  Crosstown Agreement between UH_UHD and AFROTC
-  FREN 1401 Sp 16 screenshot--Hagen
-  MOU UHD_TAMU_Nuclear Power Institute Certificate Program

3.11.2

Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

The University of Houston-Downtown is committed to providing a healthy, safe and secure environment in which to teach, learn and socialize. Ensuring a healthy, safe and secure environment requires commitment across the University, but the responsibility rests mainly with three units—Environmental Health and Safety (EH&S), Police (PD), and Emergency Management (EM).

UHD has had a Police department since the University was established. All UHD police officers are licensed by the Texas Commission on Law Enforcement Officer Standards and Education. Police officers enforce federal, state, and local laws in addition to penal provisions to the Texas Education Code as well as university regulations. The Environmental Health and Safety department was created in the mid-1990s, and an Emergency Management unit with dedicated staff was established in 2013. The Environmental Health and Safety unit measures up well in outside reviews of UHD operations, particularly in areas like science labs and the shops in Facilities Management. The Emergency Management unit has been focused on strengthening the UHD Emergency Plan, training key personnel, and developing and carrying out an array of drills and exercises. Combined these three units represent over 47 full-time-equivalent staff dedicated the health, safety, and well-being of the UHD community.

UHD employs qualified individuals to oversee the health, safety, and security operations of the institution. The Vice President for **Administration and Finance** has primary responsibility for the health and safety aspects of the University environment. Administration include **VP for Administration and Finance, Police Chief, Manager of Environmental Health and Safety, Director of Emergency Management.**

Environmental Health and Safety

The **Environmental Health and Safety department** works to provide every student, faculty, and staff member with a safe and healthy learning and working environment. The Manager of Environmental Health and Safety is responsible for the administration of the overall program. Safety awareness and training are the cornerstones of the program and employees are actively encouraged to fully participate in the effort to ensure a healthy, safe campus. Examples of Environmental Health and Safety training include:

- New employee onboarding includes a “New Employee General Safety Orientation” video that addresses safety, emergency evacuation, security and other aspects of the institutional environment.
- All students involved in research are required to enroll in a non-credit Safety and Compliance course each semester.
- A host of videos and face-to-face trainings are available to the Facilities Management employees to heighten awareness of and encourage a safe workplace culture.

Periodic inspections and audits are conducted randomly by the Environmental Health and Safety department. Unsafe conditions are addressed with the appropriate parties for correction and training follows if required. When notified of an incident, accident or near-miss, Environmental Health and Safety investigates to determine the cause, and offers recommendations and training to mitigate any unsafe conditions and correct the condition(s) that led to the incident, accident or near-miss.

Health-related (Physical/Mental/Emotional) Programs for Students

Sports and Fitness enhances student development by providing facilities for students to participate in intramural sports, club sports, nutrition education, gym-workouts, fitness classes, dance classes, massage, and personal training/assessments. **Sports and Fitness** hosts an annual Health Fair in conjunction with other campus units and supports UHD’s Wellness Committee to engage faculty, staff, and students in health and fitness initiatives. Sports and Fitness also provides weekly health sessions for the holistic growth of students, faculty, and staff.

Student Health Services provide currently enrolled students with urgent (non-emergency) care and wellness services such as annual exams and the immunizations that students need for compliance with state laws. Clinician services require an appointment, while a staff nurse provides a limited number of services for walk-ins. Student Health is contracted through UT-Health. Information about these services is provided on the **Student Health Services website**.

Student Counseling Services promotes student success and learning through services designed to help students maximize health and effectiveness at school, work, or home. **Student Counseling Services** provides confidential, personal support for a wide range of issues through services that include psychological counseling, financial advice, legal consultations, and wellness and stress management services during one-on-one counseling and consultations, as well as a number of workshops and seminars throughout the year. Student Counseling Services can be accessed through to face-to-face appointments or students can interact with Student Counseling Services via Zoom (with internet access) and receive counseling and support for mental health issues and concerns. In addition to appointments during business hours, Student Counseling Services provides all students with 24-hour access to counseling services via its help line (713-500-3852). Counseling Services are contracted through UT-Health.

The Office of Disability Services meets the needs of students with disabilities and ensures University compliance with ADA regulations. The **Office of Disability Services** supports the University’s mission and commitment to meeting the needs of a diverse student body and it promotes student learning by providing essential educational support services to disabled students.

Police and Security

UHD Police

The UHD Police Department provides comprehensive police services 24 hours a day, seven days a week, utilizing foot, bicycle and vehicular patrols. Police officers and security officers are hired, trained, and supervised by the UHD Police Department. All UHD police officers are licensed through the Texas Commission on Law Enforcement (TCOLE). UHD police officers and the UHD Police dispatch center have direct interoperable radio contact with the Houston Police Department and the Metro Police Department (Transit).

Safety or security concerns may be reported directly to any on-duty police officer or security officer, or by phone at 713-221-8065 (non-emergency) or 713-221-8911 (emergency) or by e-mail at UHDPolice@uhd.edu.

Security officers are assigned to the W. I. Dykes Library, the Commerce Street Building housing the College of Public Service, the Shea Street Building housing the College of Business, and on the third floor of the One Main/Academic Building. Safety or security concerns within these areas may be reported to the security officer on-duty, who has direct radio contact with on-duty police officers and police dispatchers.

A security escort service is provided for community members who have safety concerns and wish to be accompanied while traversing the campus. Based on officer availability and the location of the person requesting the service, a police officer, security officer, or parking enforcement/escort officer will escort students, faculty, and staff to locations beginning and ending on or near campus.

Video Surveillance Camera System and Access Control System

To better secure people and property, the University leverages technology wherever possible, most notably through video surveillance and access control systems. These systems are managed by UHD Police staff consisting of an Electronic Security Systems Manager and two Electronic Security Systems Technicians who design, install, integrate and maintain the systems.

The access-control system provides electronically controlled locking mechanisms on all perimeter entrances of all University structures. Doorways not intended for regular use are equipped with door position switches for monitoring purposes. All of the classrooms in the Commerce Street, Shea Street, and Academic buildings are electronically controlled, allowing keyless entry. Selected other rooms are similarly equipped, including computer labs, science labs and other spaces requiring restricted access or containing high-value materials. This system gives police dispatchers the ability to quickly lock or unlock individual doors, or blocks of doors, as needed in an emergency.

Persons requiring access to electronically secured areas are issued access cards and/or key fobs, which are disabled upon the employee's separation of employment with the University ([Termination Clearance Policy \(PS 02.A.22\)](#)).

As part of the functionality of the access-control system, all electronically controlled classrooms on campus are equipped with a classroom lockdown system. This system allows an instructor to automatically lock the door(s) to that particular room by pushing a "panic button" located near the teaching podium. In addition to putting the room into lockdown, activation of this system sends an alert to Police Dispatch that immediate police assistance is needed in that specific classroom/lab.

The video surveillance system provides camera coverage of most campus areas including all points of building entry/exit, the W. I. Dykes Library, University parking lots, nearby public parking lots (through collaboration with the City of Houston), areas of public access within our structures, and the overall area in the vicinity of the University. UHD police dispatchers monitor cameras connected to the video system. The UHD Parking office has a monitor installed in their office allowing the monitoring of gates to controlled parking areas. Library security officers have the ability to monitor cameras installed in the library.

Incident Reporting

UHD employs student conduct management software to receive reports of and track allegations of violations of the [Student Rights and Responsibilities Policy PS 04.A.01](#). Student conduct matters are referred to the Student Conduct Officer, who may decide to further discuss "persons of concern" with the UHD Behavioral Intervention Team. Members of the Behavioral Intervention Team include the Dean of Students, Chief of Police, Director of Disability Services, and a representative from Counseling Services. A "person of concern" could be a member of the University community who is behaving in a strange or alarming manner or who might be struggling with depression or with the adjustment to University life [[Student Incident Reporting Form](#)].

Clery Act

UHD is committed to providing a safe and secure University environment ([UHD Crime Awareness and Campus Security policy PS 01.D.02](#)). In 1990, Congress enacted the Crime Awareness and Campus Security Act of 1990, amending the Higher Education Act of 1965 (HEA). Amendments to the Act in 1998 included the renaming of the law the **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)**. The Clery Act mandates institutions of higher education comply with certain campus safety- and security-related reporting requirements as a condition of participating in the Federal Student Financial Aid programs. In 2013, the Violence Against Women Reauthorization Act of 2013 (VAWA) amended the Clery Act to require institutions to compile statistics for incidents of domestic violence, dating violence, sexual assault, and stalking and to include policies, procedures, and programs pertaining to these incidents in their Annual Security Reports. The University Police Department prepares and publishes the [Annual Security Report](#) by October 1 of each year.

UHD has employees and students at UHD-Northwest located on the Lone Star College-University Park campus. Crime statistics for this campus are reported by the [Lone Star College Police Department](#).

Emergency Management

Emergency Management Plan (EMP)

The University of Houston-Downtown **Emergency Management Plan** (EMP) applies to any emergency or disaster that has potential to impact the people and/or property affiliated with UHD. The EMP provides general guidance for emergency management activities and an overview of the University's methods in mitigation/prevention, preparedness, response, and recovery. The EMP takes an *all-hazards* approach, encouraging effective and consistent response to any incident, disaster or emergency, regardless of the nature, origin, or complexity.

Utilizing best practices from the National Incident Management System (NIMS) and the Incident Command System (ICS), the Emergency Management Plan consists of a basic plan, incident annexes, support annexes, and appendices that provide additional information to assist in the general coordination of emergency actions required during various phases of emergency management. Specific information on how functions are to be performed is outlined in standard operating guidelines, operating manuals, and other documents that may be referred to in the basic plan, annexes, or appendices.

The plan applies to all University personnel participating in mitigation/prevention, preparedness, response, and recovery efforts. Units supporting the Emergency Management Plan guidelines maintain their own plans and procedures and actively participate in the training and exercises conducted in support of the plan. The EMP is distributed electronically to University essential personnel and made available in compliance with the Texas Education Code Subchapter E, Sec. 51.217, Subsection (f).

Management of campus incidents begins with first responders and elevates to include others from UHD and the local community. The EMP addresses how the University integrates and coordinates with governmental and non-governmental responding entities. The EMP has coordinated the University's Levels of Readiness and Response with those used by the local, county, state, and federal agencies.

Annual review of the Emergency Management Plan is conducted prior to each Fall Semester. The University of Houston System conducts an All Hazards Emergency Operations Plan—Safety and Security Audit every three (3) years by peer review. The review addresses requirements outlined by Texas Education Code 51.217-218, best practices issued by the Texas Division of Emergency Management (TDEM), and recommendations of the State Auditor's Report No. 09-009. The next scheduled peer review is in September 2015.

Emergency Notification

An emergency notification system refers to a collection of methods that facilitate the one-way dissemination or broadcast of messages to one or many groups of people with the details of an occurring or pending emergency situation. Message prioritization, automation of communication, fast message delivery, communication audit trails, and other capabilities are often required by each unique emergency situation.

The Emergency Notifications Annex outlines the operational concepts, responsibilities, and procedures to disseminate timely and accurate warnings to the University community, Lone Star College (the UHD partner in off-site operations), response partners, and government officials. To ensure interoperability, the annex incorporates values from the Common Alerting Protocol (CAP) and the American National Standards Institute (ANSI) for definitions and style of labeling.

UHD currently has an Emergency Communication System with primary and secondary publication modes that include: text messaging, email, social media, UHD web page, phone intercept messaging, digital signage, classroom tablet display, and messaging to computer desktop. The communication system and message content generation is tested each long semester at minimum unless changes in the system require verification, a drill or exercise incorporates use of the system, and/or a member of the Emergency Management Board (EMB) requests a test.

Training, Drills, and Exercises

Training is a critical component to any safety program or emergency preparedness plan. UHD essential personnel have been identified and trained in accordance with Department of Homeland Security and the Department of Education standards in National Incident Management System/Incident Command System courses. Forums, seminars, and presentations are available on a variety of topics related to health, safety, and security for the University community. Drills and exercises are conducted in accordance with local, state, and federal requirements/standards, and documented to determined gaps and develop corrective action plans.

Cross References:

Core Requirement 2.11.2

Off Site Team Comments

The institution provided one year's Clery Report and a link to the Emergency Management Plan. Reference is made to safety training and classes, but no documentation is offered. According to the Compliance Report, security cameras have been installed for "most" of the campus, but no data was provided. Likewise, there is mention of peer reviews of the Emergency Management Plan as well as Environmental Health and Safety Audits but no documentation was provided.

UHD Response

In its finding of non-compliance, the Off-Site Committee indicated that the University had not provided sufficient documentation to substantiate the claim of compliance. In its initial narrative for this standard, UHD focused on the qualifications of the individuals responsible for these functions and on the nature of the services provided. The University should have provided more documentation of the efficacy of these programs.

To demonstrate the efficacy of these programs and institutional compliance with this standard, UHD provides the following new source documents:

- **Clery Reports for the past five years.** The initial submission included only what was at that time the most recent report, the 2013 report. UHD can now provide the 2014 report and is also providing reports from 2010, 2011, and 2012.
- **A listing of the EH&S Safety Training sessions conducted in Calendar year 2015,** along with sign-up sheets from all of those sessions.
- **A spreadsheet showing the number of security cameras (306) currently in operation at UHD.** The University is in the process of installing another 104 cameras. There are security cameras in all UHD buildings and garages. The initial emphasis was to place cameras—both inside and outside the buildings – at all main entry/exit points, and then add cameras at other points on campus. The addition of cameras is part of UHD's strategy to improve campus safety.
- **The last two Emergency Management Plan peer audits conducted for UHD.** These audits occur every three years, so there was one conducted in Fall 2012 and another conducted in Fall 2015. A poor audit in 2012 led UHD to hire a full-time Director of Emergency Management, who started in the position in March 2013. The 2015 audit shows the dramatic improvement that has taken place in UHD's Emergency Management preparedness over the past three years.
- UHD is subject to numerous **State and Federal EH&S audits.** As a state agency, UHD is subject to an annual review by the State Office of Risk Management (SORM). In addition, UHD voluntarily submitted to an EPA audit (federal) several years ago. Copies of these reports are now included as source documents for this standard.

Sources

Audits / External Reviews

- 2012 - UHD Response to SORM Risk Management Program Review - Completed.docx
- 2015 - May 20 and 21 SORM On Site Consultation - UHD Action Plan - Ongoing Updates
- 2015 - October 8 - SORM HSB - Property Risk Improvement Report Clears Feb Items
- Draft FCR Final Tables (EPA Audit)
- UHD Draft FCR (EPA Audit)

Clery Reports

- 2010 Clery
- 2011 Clery
- 2012 Clery
- 2013 Clery
- 2014 Clery

Peer Reviews

- 2012 Multihazard Emergency Operations Plan Safety Security Audit
- 2015 11 19 University of Houston Downtown Response Review
- 2015 Audit Recommendations and Response
- Audit Findings Matrix 2015_UHD
- Emergency Management PEER Review

📁 Safety and Training Classes

- 📄 2013 - 2015 DRILLS AND EXERCISES
- 📄 2013 07 13 Regional_JIC_Exercise July_13 AAR
- 📄 2013 10 08 ENS Test AAR
- 📄 2013 11 13 LSC Atascocita Lockdown Drill FNX SitMan
- 📄 2013 September METRO North Line Mechanical Tabletop
- 📄 2014 04 24 UHD Fire Drill AAR Commerce
- 📄 2014 08 27 METRO Tabletop Bus Hijack
- 📄 2014 10 08 ENS test PIER screen shots examples fail
- 📄 2014 10 08 PIER SYSTEM status of delivery
- 📄 2015 02 27 Tabletop AAR presentation
- 📄 2015 02 27 Tabletop AAR Rv 3
- 📄 2015 02 27 Tabletop Presentation
- 📄 2015 03 03 Emergency Management to FSEC
- 📄 2015 07 08 TTX AAR Final Version
- 📄 2015 07 08 UHD METRO Tabletop SitMan Final
- 📄 2015 08 14 Emergency Management New Faculty
- 📄 2015 08 14 NEWSFIX UHD Preparing for Worst Case
- 📄 2015 08 14 Sign In sheets from FSX
- 📄 2015 08 14 UHD PD Dispatch CAD report
- 📄 EHS List of Training Given
- 📄 Hostile intruder_ among scenarios at UH-Downtown drill - Houston Chronicle
- 📄 METRO Tabletop Exercises
- 📄 2013_Annual_Security_Report
- 📄 Camera Count_Location
- 📄 FY16_Administration_Finance_org chart
- 📄 Sports___Fitness
- 📄 Student_Counseling_Services
- 📄 Student_Health_Services
- 📄 Student_Incident_Report_Form
- 📄 UHD_Emergency_Management_Plan
- 📄 UHD_Emergency_Management_Plan
- 📄 UHD_PS_01_D_02__Crime_Awareness_and_Campus_Security
- 📄 UHD_Termination_Clearance_Guidelines_PS_02_A_22
- 📄 UHS_Safety_Administration_Policy___01_C_07

3.11.3

Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

The University of Houston-Downtown has always been committed to providing its students, faculty, and staff with well-maintained physical facilities—both on and off campus—that appropriately serve the needs of the University's educational programs, support services, and other mission-related activities. Strong support from the Texas legislature in the form of Higher Education Assistance Funds (HEAF) and Capital Construction Bonds (formerly Tuition Revenue Bonds) has enabled UHD to maintain, renovate, and expand facilities to accommodate enrollment growth and the introduction of new programs. Strong community college partnerships have created opportunities to co-locate, expanding UHD's reach into some of the faster-growing areas around Houston. UHD has worked with those partners to develop off-site facilities to a high standard. Descriptions of those sites and links to them are provided as part of this standard.

UHD has a **Campus Facilities Master Plan** that is updated and reviewed annually by the UH System Board of Regents. UHD is committed to maintaining, to a high standard, its current campus infrastructure. The University engages in routine and preventative maintenance, and works diligently to ensure that there is no build-up of "deferred" maintenance projects.

Campus Facilities Master Plan

UHD's current Campus Facilities Master Plan is very dependent on UHD acquiring a seventeen-acre land parcel located immediately to the north of campus. This property would provide excellent sites for a Science and Technology Building, a new and larger Recreation Center, and locations for student parking garages. The property would also provide long-desired green space for ball fields and general recreation. With a new Recreation Center in place, the existing Student Life Center could be demolished and that site used for a new Student Union facility.

The University is actively seeking to acquire the seventeen-acre parcel. An offer was recently tendered to the current ownership and negotiations are ongoing.

Technological Infrastructure

University of Houston-Downtown (UHD) has had a long-standing commitment to supporting and enhancing student learning with appropriate use of technology. This commitment advances the University's mission to prepare students for academic and career "success in a dynamic global society" and also supports student attainment of the General Education competency "knowledge of, and a degree of skill with, new technologies".

The academic colleges and departments focus on enhancing student learning through technology and have the technology resources to facilitate these efforts. UHD seeks to empower students, faculty, and staff by providing quality, up-to-date technology infrastructures and services that support and facilitate all facets of learning, research, and service at the University. UHD has a solid foundation of policies governing technology use and incorporates a formalized process to assess the effectiveness of technology support resources and to guide adjustments for continuous improvement.

Routine and Preventative Maintenance

The approach taken at UHD toward maintenance of campus facilities is a function of complexity and frequency of task. If a task requires a high level of specialized knowledge and/or is performed on an intermittent basis—elevator maintenance, for example, or the annual servicing of chillers and boilers—the work is generally performed by outside contractors. While the UHD Facilities Management department has staff for all major craft areas—mechanical/HVAC, electrical, plumbing, carpentry—the operation is lean. The staffing level is appropriate for handling lighter renovation projects and work orders. Work orders are logged and tracked using a leading facilities management software product (FAMIS).

At the off-campus sites, facilities maintenance is handled by the property owner/manager, with any issues resolved through UHD's Executive Director of Off-Campus Locations and Online Coordination, who may consult with UHD's Assistant Vice President for Facilities Management on certain matters.

Deferred Maintenance Plan

Planned/deferred maintenance needs are reviewed annually by the Assistant Vice President for Facilities Management and the Vice President for Administration and Finance. The Assistant Vice President for Facilities Management and his staff are engaged in continuous assessment of facilities condition, maintaining a log of needed projects that are prioritized by urgency—high, medium, low. A rolling list of prioritized projects is maintained, with projects removed from the list as they are completed or, in some cases, determined to no longer be necessary. **Completed/deleted items** are tracked as a part of this process.

Funding for major maintenance projects (for example, a new roof, a new chiller) are requested as line-items through the **annual planning/budgeting process**.

For lesser maintenance needs (re-tubing a boiler, patching an area of roof), the Assistant Vice President for Facilities Management provides the Vice President for Administration and Finance with a list of recommended maintenance projects for the coming year. If both are in agreement, the Vice President for Administration and Finance requests the needed funds through the planning/budgeting process through a single request entitled **Capital Renewal/Capital Improvement Request**.

The mechanism for Board of Regents' review of a campus' facilities planning and maintenance activities is the Capital Improvement Plan. UHD most recently presented its [Capital Improvement Plan](#) to the UHS Board of Regents in August 2015.

One means by which UHD assesses its effectiveness in addressing facilities maintenance needs is its Facilities Condition Index Number (FCIN). The FCIN is a nationally recognized measure developed by the Association of Physical Plant Administrators (APPA). The FCIN measures the projected cost of addressing identified deferred maintenance needs as a percentage of the current replacement value of campus facilities. An FCIN of less than five percent is considered "Good," and is the highest grade given. UHD's most recent Capital Improvement Plan shows the University to have a [FCIN](#) of 2.51 percent.

A comparison of the [2014 Capital Improvement Plan](#) to the [2015 Capital Improvement Plan](#) shows that progress was made in several areas. The refurbishment of the exterior South Deck stairway was completed, as was the modernization of Elevator #9. The electrical switchgear project was completed in the One Main Building, and work was done to upgrade HVAC/DDC controls in both the One Main and Academic buildings. In August 2015 bids were opened for the One Main Building South Tower roof replacement. A contractor was selected and this \$883K project is getting underway.

Notably, with legislative approval of Capital Construction Bonds for a Science and Technology Building, UHD was able to remove a \$2 million deferred maintenance item from its plan. These funds would have been needed to upgrade Natural Science and Engineering Technology labs in the One Main Building had the Capital Construction Bonds not been approved.

Facilities at Off-Campus Sites

UHD offers classes at three off-site locations: UHD-Northwest (a facility shared with Lone Star College-University Park, or LSC-UP), UHD at LSC-CyFair, and UHD at LSC-Kingwood. Lone Star College (LSC) is a SACSCOC accredited institution with excellent facilities; UHD has all off-campus facilities in partnership with Lone Star College. UHD offers all junior- and senior-level classes necessary to complete the degrees supported at the off-site campuses. The UHD and Lone Star College programs work together and care was taken to ensure course transferability from Lone Star College to UHD programs.

The facilities at UHD-Northwest are appropriate and sufficient to support UHD's educational programs and support services. UHD has been in operation at the Lone Star College-University Park facility site since 2010. UHD leases and controls approximately 28,000 gsf of high-quality support, instructional, and administrative space. This gives UHD autonomy in scheduling classes and enables the institution to assign faculty and staff to the location (this is already in another standard). UHD has grown enrollments at UHD-Northwest 70 percent from Fall 2010 to Fall 2014, with semester credit hours increasing from 3,252 to 5,529. The UHD-Northwest facility allowed for this growth, with room to grow further. UHD faculty and staff, including advisors, have office space on the premises and the site is visited regularly by student support staff in the University's Office of Scholarships and Financial Aid and the Office of Admissions at UHD's downtown campus.

A faculty and student satisfaction survey was conducted in 2014, and over 70 percent of those surveyed stated they were "satisfied" or "very satisfied" with the facility at UHD-Northwest. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. In the survey, 35 percent of the students expressed concerns about limited access to computer labs. In response, a 50-seat computer lab was constructed, which will triple the number of UHD-provided computer workstations available to students at UHD-Northwest. This new computer lab will also serve as a testing facility for students whose courses require them to take in-person final exams during the fall, spring and summer semesters. UHD students have access to the Lone Star College-University Park Library facilities, which provide them with additional computer workstations. There is abundant parking for faculty, staff, and students at this site, with two large parking garages providing almost 4,500 spaces.

The UHD facilities at LSC-CyFair and LSC-Kingwood are appropriate and sufficient to meet the educational and support service needs of students, faculty, and staff. At these sites, UHD rents rooms from Lone Star College at rates that vary by room type. UHD has taught classes at CyFair since 2005 and at Kingwood since 2006. UHD has a full-time coordinator/advisor who splits time between the CyFair and Kingwood sites. These sites are visited regularly by financial aid and admissions officers from UHD's downtown campus. There is a library and computer labs at these locations. While this model does not give the University the same degree of control over space that it has at UHD-Northwest, it is very cost-effective and enables UHD to deliver targeted programs to these important areas within the greater Houston metropolitan area. There is ample parking for faculty, staff, and students at these sites, with both sites providing large surface lots.

A faculty and student satisfaction survey was conducted in 2014 with over 80 percent of those surveyed indicating they were "satisfied" or "very satisfied" with the facility. The survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms and lighting. UHD students can obtain an LSC library card which gives them access to the LSC computers and the wireless environment.

Technology at Off-Campus Sites

UHD-Northwest provides the technology infrastructure to meet student academic needs and to enhance learning. Like the downtown campus, the UHD-Northwest location provides a wireless environment and has an open computer lab, instructional computer classrooms, and presentation equipment for classroom use. Computers in this location are equipped with standard productivity software and on-site technology support during class hours.

The off-campus classes offered at CyFair and Kingwood have access to technology infrastructure to meet student academic needs. Each location provides a wireless environment, computer classrooms, and presentation equipment for classroom use. Computers are equipped with standard productivity software. UHD is presently in discussion with the LSC-Kingwood campus to install computers in the open computer lab at Kingwood. Students at CyFair have access to the open lab at the UHD-Northwest campus.

UHD provides access to specialized software at each off-campus location, as requested by faculty. Technology staff at each location provides individualized training in the use of technology to students as needed.

Use of Surveys to Assess User Satisfaction

UHD's Facilities Management unit conducts an annual **Customer Satisfaction Survey**. The results of the surveys taken over the past three years are provided below.

The feedback received in terms of survey results and general comments are carefully reviewed and do influence University decision-making. This can be seen in the investments made in recent years in HVAC/DDC controls. Outdated controls make it more difficult to regulate temperature in the buildings, particularly the One Main Building, which is the building in which over 80 percent of the respondents worked. In the FY2013 Facilities Management Customer Satisfaction Survey 38 percent of respondents rated HVAC-Office Comfort to be Poor (14 percent) or Very Poor (24 percent). This was generally about offices being too cold or too warm. A year later 36 percent of respondents rated HVAC-Office Comfort to be Poor or Very Poor, but the breakdown had moved to Poor (25 percent) and Very Poor (11 percent). Though far from where Facilities Management wants to be, this was improvement.

Cross References:

Core Requirement 2.11.2

Off Site Team Comments

The Compliance Report offers a narrative but little documentation of adequate physical facilities. There is no evidence of the type, quality, or extent of technological support provided either on campus or at off-campus sites. The institution has a work order system, but there is no explanation data on efficiency or effectiveness.

UHD Response

Adequate Physical Facilities

In its initial response to 3.11.3, UHD cross-referenced **2.11.2**, the core requirement that examines whether an institution has adequate physical resources to support its mission. In the response to **2.11.2** UHD included a matrix that showed how the physical campus has grown commensurate with enrollment growth and the addition of new programs. This is provided below.

With its current physical campus - including land and facilities - the University of Houston-Downtown (UHD) is providing adequate physical resources to meet its mission and scope. The importance given to providing these resources can be seen in the UHD Strategic Plan, which has as one of its six overarching goals, "Invest in staff, infrastructure, and processes that support the institution."

As the University has added students and programs over its first 40 years, physical resources have been expanded and adapted to ensure that those students and programs are well supported. The table below provides a chronology of the expansion of UHD's physical campus, which correlates with program and enrollment growth.

University of Houston-Downtown Buildings and Enrollment 1974-2015							
Name	Year	Floors	Rooms	GSF	NASF	E&G	Enrollment
ONE MAIN BUILDING	1974	12	1,383	632,207	321,737	274,614	3,537
ACADEMIC/STUDENT SERVICE BLDG.	1997	5	139	152,740	70,937	48,360	8,155
STUDENT LIFE CENTER	1997	3	23	29,500	23,278	0	
COMMERCE STREET BUILDING	2004	4	169	90,185	46,148	38,815	11,408
WILLOW STREET PUMP STATION	2004	1	4	5,360	3,505	0	
SHEA STREET BUILDING	2006	5	216	189,250	130,982	70,961	11,793
VINE STREET PARKING GARAGE	2006	6	6	167,400	167,400	0	
UHD NORTHWEST CAMPUS	2010	8	34	27,500	15,865	15,865	12,900
GIRARD STREET BUILDING /WELCOME CENTER	2015	4	68	143,885	93,525	22,113	14,439
	Totals (9 Buildings)		2,042	1,438,027	873,377	470,728	14,439

The buildings added in 1997 provided high-quality classroom space and important student amenities, triggering a period of rapid growth. The buildings added in 2003 and 2007 supported growth, but also enabled UHD to move to a more traditional model of dedicated buildings for its colleges. For example, the addition of a dedicated Business building was integral to UHD's current success with its MBA program.

The recently opened Girard Street Building/Welcome Center provides greatly improved and expanded space for several core student services functions, including Admissions, Testing Services, Veterans Services, and Disabilities Services. These functions are now located on the same floor plate (3rd floor) as the Registrar's Office, Student Advising, Financial Aid, Student Accounting/Cashiers, Bookstore, and Dining Services. This "one-stop" approach provides for a better all-around student services experience, with space appropriate for UHD's growing student body.

The coming Science and Technology Building will support a high-growth college that is poised to move to the next level academically. The Texas legislature has approved \$60 million in construction bonds, to which UHD expects to add approximately \$13 million using HEAF (Higher Education Assistance Fund, state money for capital investment) and other institutional funds. This will enable a 118,000 gsf building yielding 69,000 sf of net assignable space. The academic leadership, along with senior faculty members from the College of Sciences and Technology, are now in the process of programming the building, which will primarily serve the Natural Sciences Department and the Computer Science and Engineering Technology Department.

UHD's need for a Science and Technology Building is as much about *quality* of space as it is about *quantity* of space. UHD's science labs are currently embedded in UHD's One Main Building, a multi-purpose facility that was constructed in 1929. The expansion of lab space in the One Main Building to meet projected research and experimentation needs is constrained by the facilities and by the proximity of other non-Science functions. The new Science and Technology Building will provide the additional space needed for science instruction and research.

The University provides adequate technological support and resources to fulfill its academic and administrative operations at its downtown location and at its off-campus sites.

Technology Resources

Information Technology maintains a sound technology infrastructure conducive to enhancing continuous improvement and the mission of the University. Key IT areas that focus on student, faculty and staff technology training and support include the Technology Teaching and Learning Center (TTLC) and User Support Services (USS). These areas facilitate and support the use of state-of-the-art computer equipment and software, provide technical support, instructional technology support, and training to assist students, faculty, and staff with meeting their teaching and learning goals using appropriate technology tools and resources.

UHD offers three major categories of technology resources to enhance and support student learning:

Technology Tools and Products;

Technology Support and Training Services;

Technology-enhanced Facilities.

IT's mission is guided by its long term strategic [Technology Roadmap](#) that identifies technology objectives and strategies to support the University's strategic plan and objectives. Technology use and IT planning are both guided by the UHD and UH System policies as well as all applicable state and federal codes and regulations. New IT initiatives are evaluated in relation to the UHD's overall mission and objectives during the University planning process.

Technology Tools and Products Supporting Teaching and Student Learning

Learning Management System (LMS):

Blackboard V9 UHD offers state-of-the-art technology for online and face-to-face learning support through the Blackboard Learning Management System, an online system that provides tools for distribution, instruction, communication, and assessment. Blackboard is used to enhance courses by hosting online materials and providing an online learning environment that supports communication, collaboration, simulation, and evaluation through a wide range of teaching and learning activities (including online assignments, group project structures, real time chat structures, evaluation of students' work via assessment tools, etc.). UHD faculty have rapidly increased their use of Blackboard to enhance their online courses as well as their hybrid and face-to-face courses. During the 2014 academic year, all UHD courses (5,099 sections) included a Blackboard course component; of these course sections, approximately 1,202 were fully online courses and 568 were hybrid courses.

UHD's Technology Teaching and Learning Center (TTLIC, discussed below) has support staff to work with faculty to design and develop their online courses or to enhance face-to-face courses using Blackboard and other instructional technology tools, focusing on best practices and effective strategies for integrating technology into teaching and learning. Faculty are also able to take advantage of instructional training provided by the TTLIC, as well as technical support offered by on-site instructional technology specialists and helpdesk support staff.

A Blackboard online orientation course is available to help students use the system. The course includes a link to an online learning and readiness [self-assessment tool](#) to help the students determine if online learning is right for them. A series of online training modules are also available to students to promote effective use of Blackboard and other instructional tools, and to provide opportunities to integrate technology into their learning experiences. Additional online resources and training materials are also available online.

Additionally, each college has a dedicated Web Tech Specialist who also serves as a Blackboard technical resource for faculty. These support technicians assist faculty with troubleshooting technical problems in the Blackboard Learning Management System, uploading content, and conducting basic troubleshooting for specific tools or features.

Instructional Tools and Products

UHD uses a number of instructional tools and technology products to support faculty teaching and enhance student learning experiences, including Blackboard Collaborate, [Zoom Conferencing](#), [Sonic Foundry Mediasite Lecture Capture](#), [iClickers Student Response System](#), [Office 365](#), Skillport, and [DreamSpark](#). Information Technology monitors the use of these products to ensure their availability, accessibility, and usability. Additional details about these products are included in the "[Technology Products and Tools](#)" document.

Technology Support and Training Services

The University provides a wide range of technology support and training services to enhance student learning and success. The University offers comprehensive technology services to support teaching and learning activities at all UHD locations and for various delivery modes. Technology-led and online administrative services are also provided to enhance teaching, learning, and student life at UHD.

Technology Training

UHD and Information Technology are committed to providing students, faculty, and staff effective technology training by implementing focused and high quality instructor-led and online technology training programs. The IT Technology Training Team offers classroom-based training on a variety of subjects that are scheduled throughout each semester. In addition, the Technology Training Team develops and delivers online training programs and produces training materials that are available to students online through the UHD website. Training materials and classes are available for all students, faculty and staff via the [training web site](#).

The Technology Training Team uses participant feedback and assessment data to improve its training offerings and to identify additional training needs. During the 2014 calendar year, over 490 people attended a technology training session and, based on participant surveys, more than 95 percent of participants "agreed" or "strongly agreed" that the training would result in "performing more effectively in the future."

Technical Help Desk Support

The Information Technology [Helpdesk](#) is the centralized technical support service for students, faculty and staff to gain assistance in using technology to meet their instructional and administrative needs. The Helpdesk is staffed seven days per week including evenings and weekends.

Information Technology's User Support Services (USS) group conducts client satisfaction surveys regarding Helpdesk and Academic Computing Lab services on a regular basis. During fiscal year 2014, the IT Helpdesk received 20,989 calls, of which 20,904 calls were completed with a 94 percent overall satisfaction rate. Information Technology reviews assessment results to measure the quality of computing facilities and lab services and makes improvements based on the feedback received. For example, by monitoring survey results, IT implemented an improvement strategy to provide soft skills training for student lab workers and posting notices for weekend hours at all campuses.

Technology Support Services

In addition to training and technical help desk support, UHD offers a number of specialized technology support services to promote effective use of technology and services, and the services are monitored and adjusted to ensure continued effectiveness. Examples of support services include:

Video Production, Instructional Television (ITV) and Digital Signage Support

Classroom Technology, Multimedia and Events Support

Administrative System Support (e-Services)

Online Degree Planning Support

Student Course Evaluation Support (IDEA)

Program Assessment Support (TrackDat)

Faculty Activity Management System Support (Activity Insight)

Virtual Student Community Support (OrgSync)

Emergency Notification System Support (PIER)

Free and Discounted Software and Hardware

Technology Consultations/Recommendations

Information Technology Student Employment and Internships

Alumni Access

More details about technology support services are included in the "[Technology Support Services Document](#)."

Technology Teaching and Learning Center (TTLC)

The Technology Teaching and Learning Center (TTLC) provides UHD faculty, staff, and students with training in technology applications in scheduled workshops and personalized one-on-one training. A copy of the TTLC's March 2015 schedule of training sessions is included to illustrate. The TTLC also provides assistance to faculty with instructional design and training in using the Blackboard course-management system effectively. To promote faculty innovation and creativity in teaching with technology, the TTLC offers faculty several Instructional Technology Grants each semester ([IT User's Handbook 41](#)).

Technology-Enhanced Facilities to Support Teaching and Learning

State-of-the-art technology teaching and learning facilities are available campus-wide and include technology-enhanced labs, classrooms, kiosks, library facilities, and academic support centers. All general labs and electronic classrooms, as well as technology teaching and learning facilities, are equipped with ADA compliant workstations that support JAWS screen reading software and MAGic© screen magnification software for students with disabilities. Scanners are available at all assistive technology workstations in the general labs. Technology-enhanced facilities are supported by a redundant data center and a robust, high-speed network infrastructure that includes a secure, campus-wide wireless network.

Campus Wireless Infrastructure

Wireless access is available throughout UHD's campus. There are approximately 3,000 UHD wireless network users per day during long semesters and 1,500 per day during the summer. Access to the secure wireless network is available to UHD students, faculty, and staff, and its infrastructure supports wireless devices with the 802.11b, the 802.11g, and the 802.11n wireless standard, including mobile devices such as laptops, tablets, and smart phones. UHD has dedicated space throughout campus such as laptop lounges with comfortable seating, the [Reading Room](#) on the 4th floor North in the One Main Building, as well as strategically located wireless access points to provide wireless connectivity campus-wide.

General Computing Labs and Electronic Classrooms

To serve students' and instructors' technology needs, UHD provides computing labs on campus and at the Northwest location, including four general labs, two open areas, Library and Academic Support Center labs, departmental labs, and over 80 electronic classrooms. All UHD students have access to a variety of general use and instructional software, including course-specific software, available in the general labs and classroom areas.

The four general on-campus labs are equipped with over 300 computers as well as printers and scanners, and they are staffed with IT lab assistants to support student technology needs. These computers are replaced on a three-year rotation schedule to ensure that students have access to the latest technology. During fiscal year 2014, more than 16,600 different students visited one or more of the general labs, amounting to 225,000 lab-usage hours. Details about the University's general labs and electronic classrooms can be found in the "Technology General Labs and e-Classroom" document.

General Purpose Technology Enhanced Classrooms

All UHD classrooms are equipped with standard classroom technology, including instructor stations with computer equipment and projection systems, laptop or desktop PC, flat screen TV, LCD projector with a drop-down screen, video and audio speakers and microphones, a DVD player, and document camera. Information Technology monitors all electronic classrooms remotely and provides on-site technical support during all class hours.

Library Computer Lab

The **Library Computer Lab** in N401 houses 84 computers with internet access, research databases, Microsoft Office software, and printing capability. For students with visual impairments, the library has two workstations equipped with JAWS screen reading software and MAGic© screen magnification software. One workstation also includes a CCTV magnifier for books, journals, and other print materials. The computer lab also houses two scanners, allowing students to digitize photos and documents.

Library Technology-Enhanced Presentation Practice Rooms

The library also provides students with access to two technology-enhanced Presentation Practice Rooms on the 4th floor. These rooms are equipped with a computer, a wall-mounted computer screen, a document camera, and audiovisual equipment that students may need when preparing classroom or professional presentations.

Academic Support Center Lab

The **Academic Support Center** in N925 houses Center for Math and Statistics Support (C4MS2) and the Writing and Reading Center (WRC), which provide tutoring services for currently enrolled students. To facilitate tutoring services and independent student learning, the Academic Support Center has a 65-seat computer lab, an 18-seat workshop/seminar section, laser printers, digital displays, and online tutoring software. Zoom software allows WRC writing tutors to provide synchronous tutoring sessions for online and off-campus students.

Departmental Labs

In addition to the computing labs discussed above, students have access to 900 computers in over 65 departmental labs and electronic classrooms. Many of these labs are subject-specific labs. Others provide technology for students to practice presentations or have group study sessions. Information Technology maintains these computers, which are replaced on a three-year rotation.

Off-Campus Labs

UHD provides the technology infrastructure at UHD-Northwest to meet student academic needs and to enhance learning. At UHD-Northwest, the University provides and maintains the same technology infrastructure as that provided to on-campus students. Like the downtown campus, the UHD-Northwest location provides a wireless environment and has an open computer lab, instructional computer classrooms, and presentation equipment for classroom use. Computers in this location are equipped with standard productivity software and on-site technology support during class hours.

The off-campus classes offered at Lone Star College-CyFair and Lone Star College-Kingwood also have access to technology infrastructure to meet student academic needs. Each location provides a wireless environment, computer classrooms, and presentation equipment for classroom use. Computers are equipped with standard productivity software. UHD is presently in discussion with the Lone Star College-Kingwood campus to install computers in the open computer lab there. Students at CyFair have access to the open lab at the Northwest Campus.

UHD provides access to specialized software at each off-campus location, as requested by faculty. Technology staff at each location provide individualized training in the use of technology to students as needed.

Personal Computer Kiosks

There are 57 PC-Kiosks across the University, located in all UHD buildings to provide students express access to a variety of UHD online services, such as registration and cashier services.

Student Laptop Checkout

The University has 102 laptops (Wi-Fi ready) available for currently enrolled students to checkout on a daily basis.

Faculty Laptop Checkout

UHD has forty laptops (Wi-Fi ready) with the standard productivity suite of applications including Microsoft Office that are available for check out by faculty and staff to support work-related activities.

Printing

Each enrolled UHD student is allocated 500 pages (\$25.00 of free printing each semester) for black-and-white printing in the computer labs, library, and e-classrooms.

Computer Upgrade Rotation Program

Information Technology has a computer-upgrade program for all campus computers, including faculty and staff desktops and computers in the technology labs and electronic classrooms. All full-time faculty and staff members are provided with a desktop computer or laptop with general productivity software and a standard set of applications including Microsoft Office; adjunct faculty and part-time staff also have access to University computers in their shared offices. All computers that fall below the minimum standard are upgraded based on the department's upgrade-rotation schedule. Similarly, computers in the computer labs and electronic classrooms are upgraded on a three-year rotation. A standard set of applications and hardware is provided to all computer labs and electronic classrooms in order to ensure technological access and consistency.

Data Showing the Efficiency/Effectiveness of UHD's Work Order System

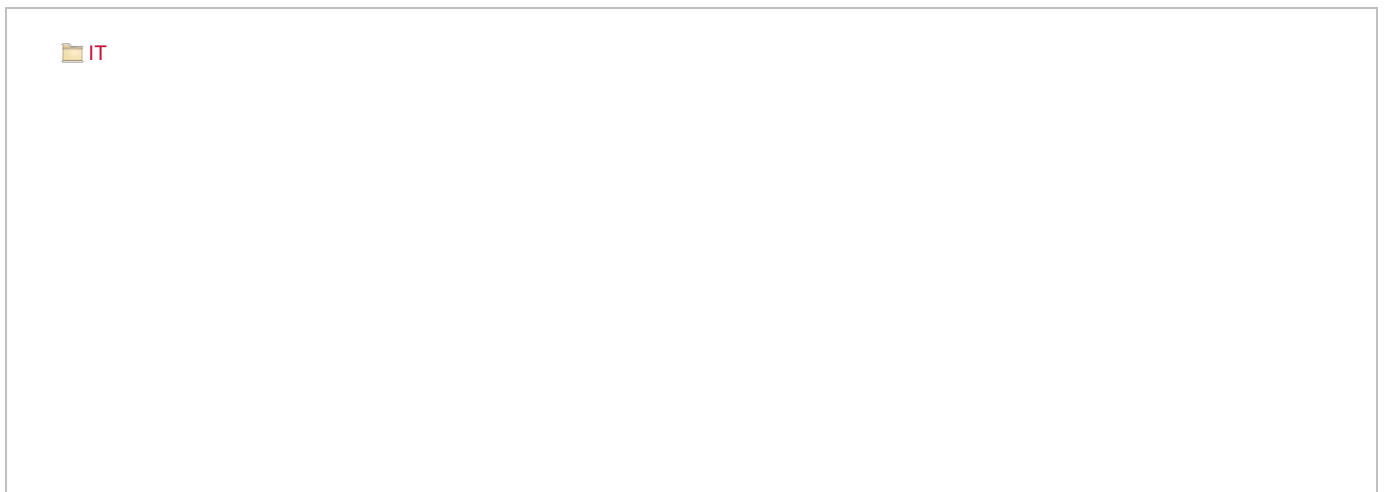
For many years UHD Facilities Management (FM) used a work order control software product called MAGIC, which was also used by UHD's IT unit to track their work orders. MAGIC was not particularly user-friendly, with the users having to have some amount of programming knowledge to run reports.

In summer of 2014 the FM changed to a new work order control software, called FAMIS. The new software product is more tailored to FM operations and is considerably more user-friendly. The UHD FM unit now uses FAMIS to track **service calls**, **event set-ups**, and **preventative maintenance tasks**.

UHD FM is now able to track in all three of these areas, with **reports showing the number of calls/tasks**, when the work order is opened, acknowledged, moved to in-progress, and ultimately completed and closed out. FAMIS also enables FM to examine the number of days that it takes to complete a work order/call, further breaking that down by month or other criteria.

Copies of FY2015 FAMIS reports are now included in the source materials for 3.11.3, including a dashboard that uses a bar chart to show the time-to-completion for work orders sorted by month of the year.

Sources



 2014__2015_Student_Handbook__webpage

 computing__Office_365

 DreamSpark

 Emergency_Notification_System_Support__PIER____webpage

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 Faculty_Activity_Management_System_Support__Activity_Insight__webpage

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 Student_Training_Materials_webpage (1)

 Technology_Support_Services

 UHD_Academic_Support_Center

 UHD_Library_Computer_Lab

 UHD_Reading_Room_4th_Floor

 Video_Production__Digital_Signage__webpage

 Virtual_Student_Community_Support__OrgSync__webpage

 Zoom

 CR_CI_Funding__UHD_FM__FY2015

 FAMIS Average Completion Time Jan 2015-Jan 2016

 FAMIS Dashboard - Events Logbook

 FAMIS Dashboard - PM Logbook

 FAMIS Dashboard - Service Calls Logbook

 FM Fall 2015 Survey

 UHD_Campus_Master_Plan_Summary_Slide

 UHD_Capital_Improvement_Plan_2014

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 UHD_FY2016_DF

 UHD_MP1__Certified_06_29_15

 UHD_MasterPlan_PhaseIII

 UHD_Master_Plan__Land__Structures_2015

3.13.1

Commission policies: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Off Site Judgment

Compliance Non-Compliance Partial Compliance Not Applicable

Initial Narrative

University of Houston-Downtown (UHD) complies with the SACSCOC policy on seeking or holding accreditation from more than one accrediting body recognized by the U.S. Department of Education. UHD holds institutional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and does not seek or hold institutional accreditation from any other institutional accrediting body. Several UHD programs have separate accreditations from disciplinary bodies recognized by the Department of Education. Information about accreditation can be found on the webpage.

UHD describes itself consistently to SACSCOC and to its programmatic accrediting agencies, using the same sources of institutional data and identical information to describe the institution, its mission, its governance structure, its operations, and its educational programs. Since University's last SACSCOC reaffirmation in 2006, no UHD program has lost or voluntarily withdrawn its accreditation with any accrediting agency.

The table below provides details of the accreditations, including names of the accrediting bodies, the programs accredited, and dates of the most recent approval or reaffirmation. The supporting documents include copies of documents confirming UHD's accreditation by these bodies.

Accrediting Agency	UHD Program Accredited & Unit Housing the Program	Most Recent Approval or Reaffirmation	Negative Action Taken
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Institutional accreditation, all programs	2006	None
Association to Advance Collegiate Schools of Business (AACSB)	BBA MBA MSME <i>College of Business</i>	2014	None
Engineering Technology Accreditation Commission of ABET	BSET in Control Instrumentation Engineering Technology BSET in Structural Analysis with Design Option BSET in Fire Protection Engineering Technology <i>Department of Computer Science and Engineering Technology</i>	2014	None
Texas Education Agency (TEA)	BAIS with Certification MAT with Certification <i>Department of Urban Education</i>	2015	None
American Chemical Society (ACS)	BS in Chemistry <i>Department of Natural Sciences</i>	2015	None
Council on Social Work Education (CSWE)	Bachelor of Social Work <i>Department of Criminal Justice and Social Work</i>	2012	None

Off Site Team Comments

The institution provided a chart listing five agencies recognized by the federal government that accredit programs in business, chemistry, education, engineering, and social work and the date when accreditation was awarded or most recently reaffirmed. No program has lost or voluntarily withdrawn from accreditation.

Copies of statements used to describe the institution to each accrediting body were not included.

UHD Response

In its original response to Comprehensive Standard 3.13.1, the University of Houston-Downtown included documentation of the positive accreditation decisions received from the five programmatic accrediting bodies that currently accredit specific UHD programs. However, the University omitted its own statements to these bodies. Included in the supporting documents section of this focused report are those previously omitted statements.

Programmatic Accrediting Agency	UHD Program Accredited & Unit Housing the Program	Most Recent Approval or Reaffirmation	Negative Action Taken	Documentation
Association to Advance Collegiate Schools of Business (AACSB)	BBA MBA MSME <i>College of Business</i>	2014	None	AACSB Maintenance of Accreditation Report 2013 AACSB letter March 2014
Engineering Technology Accreditation Commission of ABET, http://www.abet.org	BSET in Control Instrumentation Engineering Technology BSET in Structural Analysis with Design Option BSET in Fire Protection Engineering Technology <i>Department of Computer Science and Engineering Technology</i>	2014	None	<i>UHD Statements to ABET</i> ABET CIET Self-Study June 27 2013FINAL ABET SAD Self-Study June 27 2013FINAL Responses to ABET Findings and Observations July 2015 2015 Dec Response to ABET <i>ABET Statements to UHD</i> ABET Draft Statement to UHD 2-2014 ABET 8-1-2014 Official Response to 2013 Self-study ABET Findings to UHD 2015 November 17 2013-2014 ETAC Final Statements and Summary of Accreditation Actions (8-1-14).

Texas Education Agency (TEA)	BAIS with Certification MAT with Certification <i>Department of Urban Education</i>	2015	None	Urban Education Teacher Prep Self Report 2010 Pedagogy and Professional Responsibilities Course Correlation Documents for TEA TEA Compliance Monitoring Report Summary: Findings and Recommendations TEA Accreditation Notice 2014
American Chemical Society (ACS)	BS in Chemistry <i>Department of Natural Sciences</i>	2015	None	ACS Certification Information for Chemists Report 2015 ACS Approval Letter 2015
Council on Social Work Education (CSWE)	Bachelor of Social Work <i>Department of Criminal Justice and Social Work</i>	2012	None	CSWE accreditation letter, 2012 UHD Social Work Program Self Study 2011-2012, Volumes I-III.

Sources

- 📁 ABET Statements to UHD
 - 📄 2013-2014 ETAC Final Statement and Summary of Accreditation Actions (8 1 14)
 - 📄 2015_November_17_ABET_Findings_to_UHD
 - 📄 ABET 8-1-2014_Official_Response_to_2013_Self-study
 - 📄 ABET Draft Statement to UHD 2-2014(2)
- 📁 TEA Documents
 - 📄 Monitoring Report Summary-Findings & Recs(3)
 - 📄 Pedagogy & Pro Responsibility Docs for TEA
 - 📄 UE Teacher Prep - Self Report 2010
- 📁 UHD Responses & Statements to ABET
 - 📄 2015_Dec UHD Response to ABET_Draft Findings_of 11 - 2015
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- 📄 AACSB UHD-Maintenance of Accreditation Report
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- 📄 ACS Report CompletedReport2415
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- 📄 Social Work Self Study 2012, Vols I-III
- 📄 TEA_Accreditation_Notice_2014